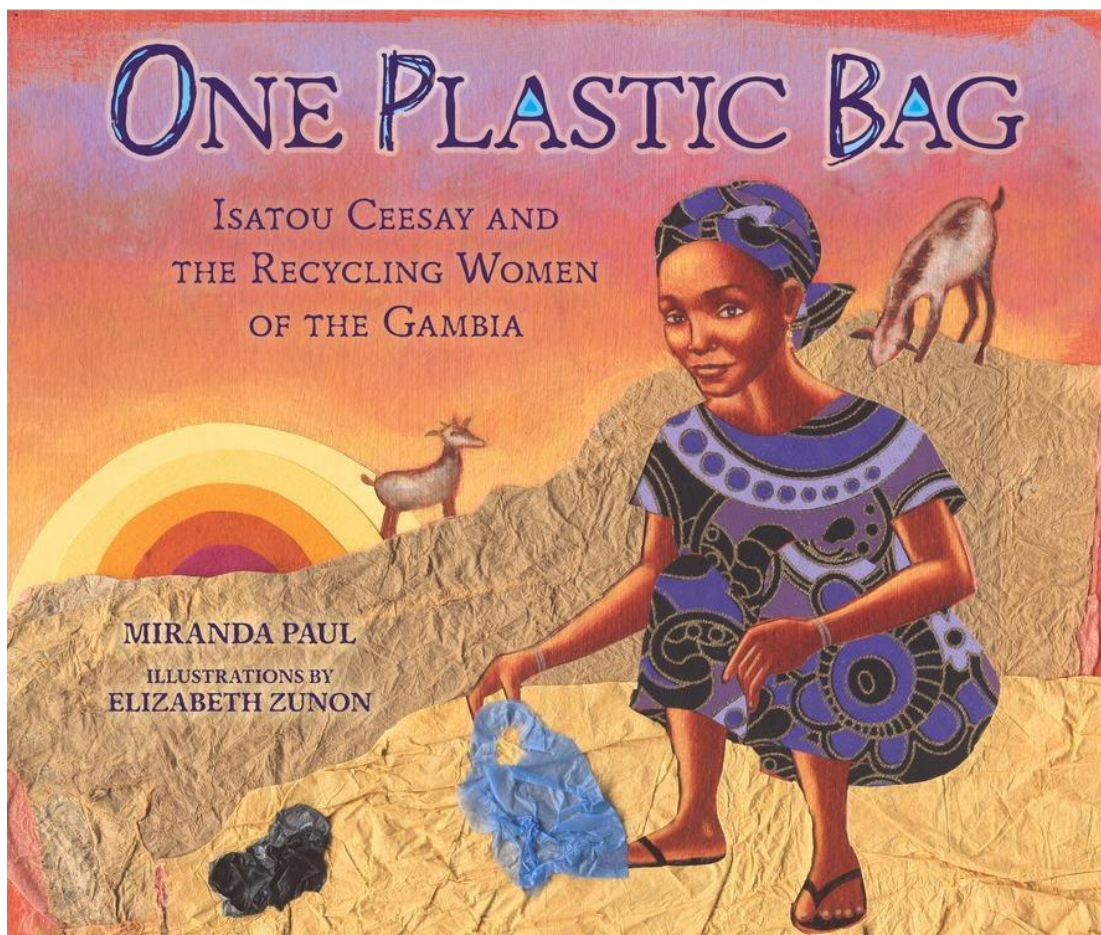


One Plastic Bag

by Miranda Paul and Illustrated by Elizabeth Zunon

Literacy Invitations



Book Summary

<http://oneplasticbag.com/explore-the-book/>

One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia tells the inspiring story of five women who creatively dealt with their village's plastic trash problem. Despite limited resources and ridicule, Isatou and her friends persevered for more than a decade, eventually realizing economic empowerment through their recycled plastic purse project. The book also includes bonus information such as a Wolof language glossary, timeline of actual events, and photos of the women of Njau.

Learning Invitations:

“Africa is Not a Country”

“African Folktales”

“One Plastic Bag, One World: The Importance of Reducing and Reusing”

“Pursuing a Dream”

Social Studies Themes

Geography

People and cultures

Environmental issues and preservation of natural earth

English Language Arts Standards

Reading:

Determine theme

Genre study: nonfiction, traditional literature (folktales)

Writing:

Conduct research

Informative composition

Persuasive composition

Media Literacy:

Identify the target audience for a particular media message

Speaking Literacy:

Engage in collaborative discussion

Create engaging presentations

Invitation Resources and Additional Materials

Invitation organization:

- I. **Cover page** at the beginning of each invitation-which can be used as a cover to your folders in your invitations, or can cover the box/bin/whatever you use to hold the materials
- II. Page(s) of **pictures of the setup** for each invitation
- III. **Extra artifacts** (pictures, maps, etc.) that can be printed and glued onto construction or poster paper and laminated
- IV. **Invitation instructions** for students
- V. **Activity documents:** graphic organizers, writing outlines, etc.
- VI. **Checklist of materials-** attach or include this somewhere at your station or with your materials so that students can return things properly

Resource list by invitation

“Africa is Not a Country”

- A. Books to include
 - i. Africa is Not a Country by Margy Burns Knight and Mark Melnicove
 - ii. A is for Africa by Ifeoma Onyefulu
- B. Various maps and pictures
- C. Pre-Research sheet
- D. Websites Ticket
- E. Research Notes sheets
- F. Optional: iPads
- G. Student Pack Up Checklist

“African Folktales”

- A. Books to include
 - i. Zomo the Rabbit: A Trickster Tale from West Africa by Gerald McDermott
 - ii. The Leopard’s Drum: An Asante Tale from West Africa by Jessica Souhami
 - iii. Why Mosquitos Buzz in People’s Ears by Verna Aardema
- B. Biome map
- C. Geography and Wildlife Booklet
- D. Folktale Organizer
- E. Geography and Folktales sheet
- F. Folktale Storyboard
- G. Art project directions and examples (separate book not included)
- H. Student Pack Up Checklist

“One Plastic Bag, One World: The Importance of Reducing and Reusing”

- A. Books to include
 - i Ada’s Violin: The Story of the Recycled Orchestra of Paraguay by Susan Hood
 - i Reducing and Recycling Waste: Improving Our Environment by Carol Inskipp
- B. Reducing and Reusing- Beyond Recycling sheet
- C. Environment Issue Persuasive Writing Outline
- D. Box of Inspiration
 - i Fill a cardboard box with any of the following items:
 - i Plastic bottle
 - i Tin can
 - iv Plastic fork/spoon
 - v Yogurt cup
 - vi Foil
- E. Recycling activity and craft booklet (not included)
- F. Student Pack Up Checklist

“Pursuing a Dream”

- A. Books
 - i Emmanuel’s Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson
 - i Wangari’s Trees of Peace by Jeanette Winter
- B. Portraits
- C. Compare and Contrast organizers for two and three items
- D. Personal Narrative Outline
- E. Student Pack Up Checklist

Good insight for teacher before instruction:

<http://www.bu.edu/africa/outreach/teach2/>

When I begin teaching about the book, I first read the book and we worked on the author’s purpose activity below:

Name:

Date:

Author's Purpose

Title:	Evidence from the text
Purpose: Think about P.I.E.	
Audience	
Message/Main Idea	

Now, compile all of this information into a written response:

You're Invited!

You are invited to embark on this exciting journey to Africa! It is a privilege to go on this travel with your friends. In order to make sure our trip goes smoothly, please keep the following expectations in mind:

MATERIALS

- **No food/drink:** around the invitations and materials
- **Designated area:** Invitations and all materials must stay in their designated area
- **Be respectful:** of all materials
- **Share materials:** ensure that everyone has a fair chance to see all materials
- **Cleanup:** all group members must stay and clean until the entire area is put back together

GROUP WORK

- **Quiet:** work at an appropriate volume
- **On topic:** your conversations may evolve, as we discussed, but should still relate back to a purpose of learning (not about recess, for example)
- **Be respectful:** to your classmates using responsible communication

I agree to the expectations stated above. I will work hard and take charge of my learning.

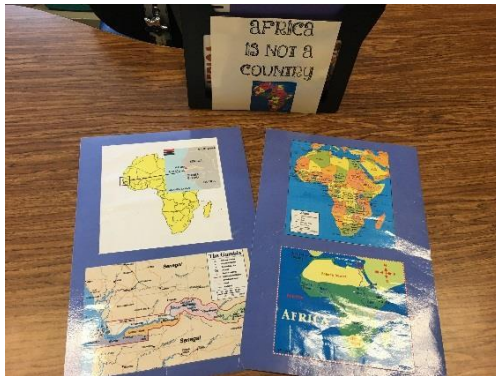
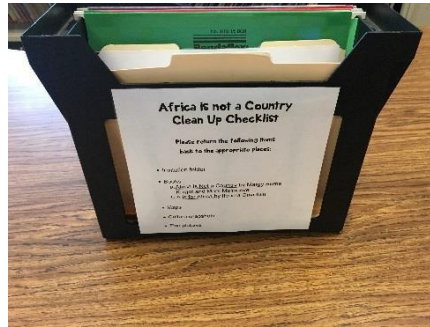
Print name: _____

Sign name: _____ **Date:** _____

AFRICA IS NOT A COUNTRY



Setup



People of the Gambia



Isatou Ceesay





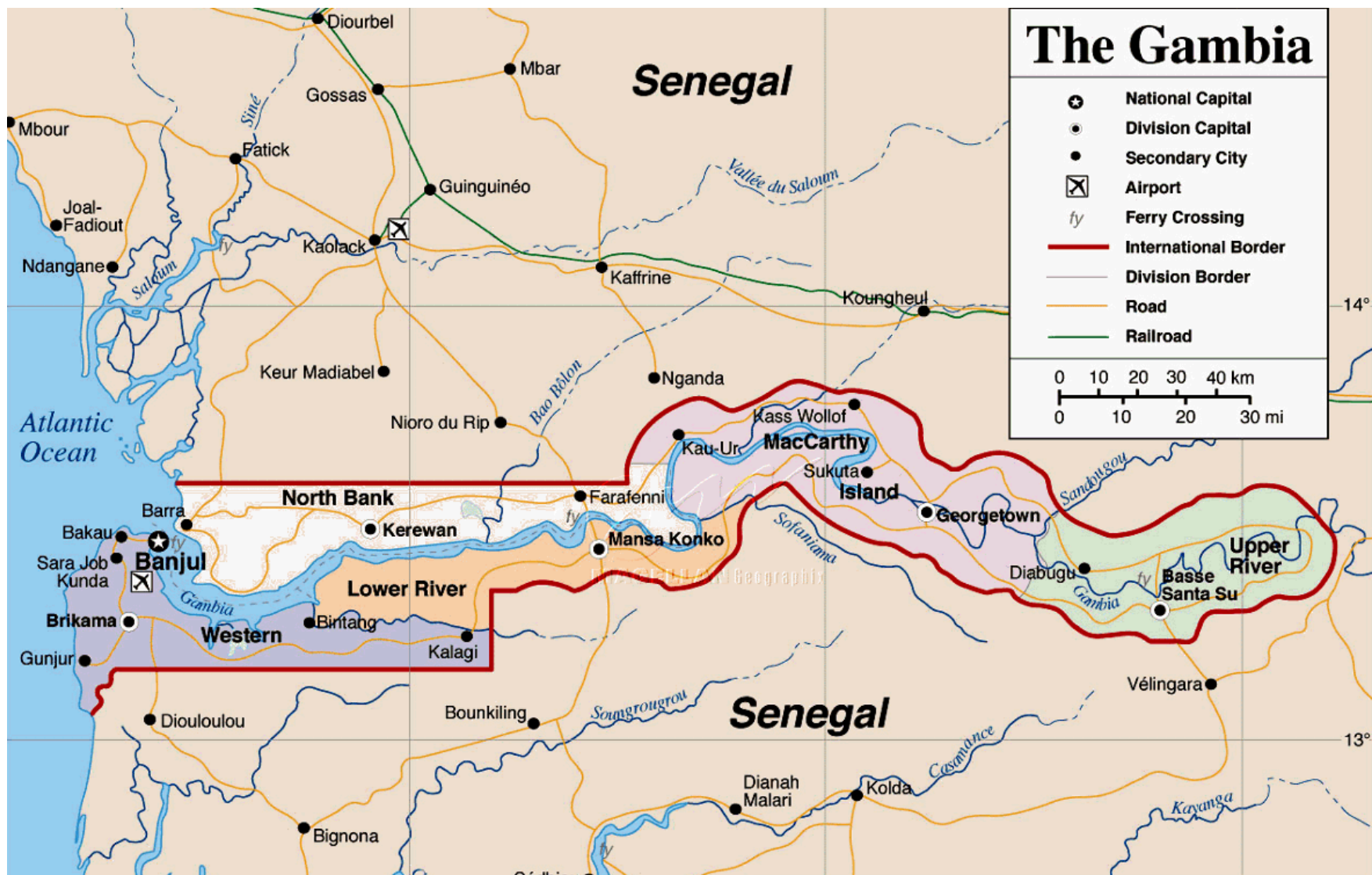
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Cape of Good Hope

Melnick Global Literacy Invitations 2017









Melnick Global Literacy Invitations 2017

Eastern Africa



Burundi Comoros Djibouti Eritrea Ethiopia Kenya Madagascar Malawi Mayotte (France) Mozambique



Réunion (France) Rwanda Seychelles Somalia South Sudan Tanzania Uganda Zambia Zimbabwe

Central Africa



Angola Cameroon Central African Republic Chad Republic of the Congo Democratic Republic of the Congo Equatorial Guinea Gabon São Tomé and Príncipe

Southern Africa



Botswana Lesotho Namibia South Africa Swaziland

Western Africa



Benin Burkina Faso Cape Verde Côte d'Ivoire Gambia Ghana Guinea Guinea-Bissau Liberia



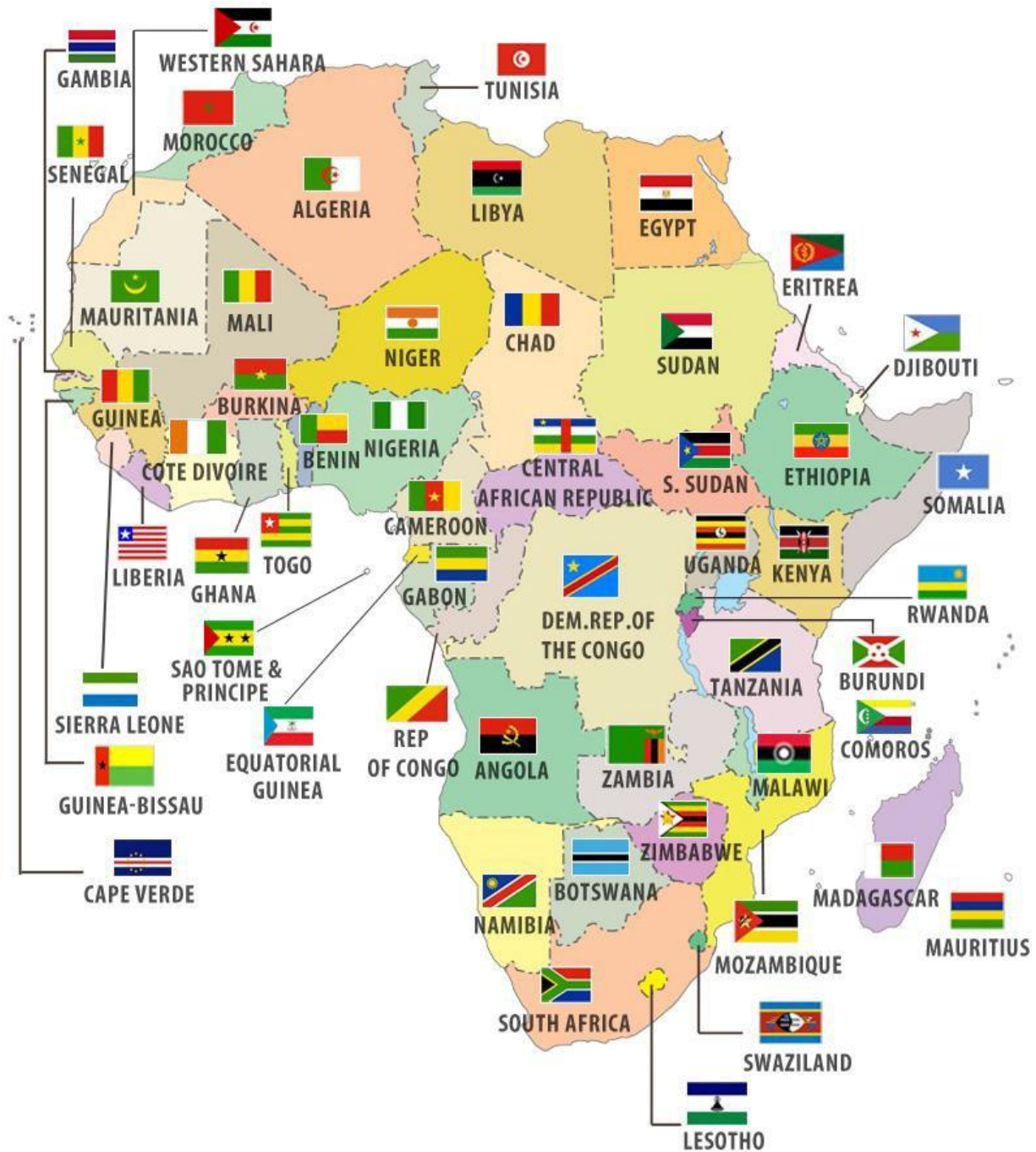
Mali Mauritania Niger Nigeria Saint Helena (United Kingdom) Senegal Sierra Leone Togo

Northern Africa



Algeria The Canary Islands (Spain) Ceuta (Spain) Egypt Libya Madeira (Portugal) Melilla (Spain) Morocco Sudan Tunisia







AFRICA IS NOT A COUNTRY

My favorite animal is the koala, but his life would be boring. I would rather be a giraffe so that I could contemplate the beauty of Africa.

-Caterina Murino

1. Preconceived ideas

- Before browsing through the materials, please take and fill out the “Pre-Research” sheet in the **first column only**.

2. Investigating

- Skim through and read interesting pages in the book, Africa is Not a Country.
- Have your conceptions about Africa changed at all? How so?

3. Conduct research

- Return to the book, Africa is Not a Country. Find a country that looks appealing and interesting to you.
- Find the “Research Notes” sheet.
- Using the “Websites Ticket” and/or the MCPL World Book, begin researching your chosen country and fill out your Research Notes sheet.

4. Extension: Share your knowledge

- Share your findings by creating something to display in the classroom. You may make a poster or create a slideshow using your iPad. You may also use some of the templates and ideas in the Country Projects book. Have fun!

Websites Ticket

Search engine:

<http://www.kidrex.org/>



Resource websites:

[Kids Britannica](#)



[Kids World Travel Guide](#)



Monroe Country Public Library:

[Student World Book Online](#)



[Ducksters Geography](#)



[Culturegrams](#)

(will need MCPL login information)



[Activity Village](#)



Name:

Date:

Pre-Research

When I think about Africa, I think about...	What I want to know about Africa

Name:

Date:

AFRICA IS NOT A COUNTRY: Research Notes

Part I Choose a country to research

Browse through the book, Africa is Not a Country and find a country that is interesting to you that you would like to research. Use your Pre-Research sheet as a starting point to help you fill out your research notes.

Part II Choose a topic

Determine a topic. For the purpose of this informative research paper, you will need to choose a specific topic to study. After selecting your country of choice, choose what aspect of that culture you wish learn about and explore. Below is a list of example topics that you may choose from or come up with your own.

- Wildlife
- Food/cuisine
- Lifestyle (type of home, do people live in a city or rural area, family structure, etc.)
- Historical events (choose a specific event)
- Historical figures (choose a specific person or organization)
- Cultural values
- Recreation (sports, games, hobbies)
- Clothing (traditional or modern)
- Landmarks
- Geography

Use the “What I want to know” section to come up with five questions that you will try and find answers for throughout your research. Below are some questions stems to get you started.

How do/does/did . . .

What happens when . . .

What is/was the role of . . . in . . .

What is/was the difference between . . .

What causes/caused . . .

What are/were the effects/results of . . .

What does/do...

1. _____

2. _____

3. _____

4. _____

5. _____

Part III Subtopics and Notes

Please fill out this graphic organizer to choose and plan for which subtopics you are going to research. Your topic will be the area of life that you chose from the list above (or came up with yourself). Next, come up with a variety of 3-4 subtopics which would fall under the umbrella of the topic. **Fill out your subtopics FIRST before taking additional notes.**

Now that you have determined your topic and subtopics, you can start to collect notes. Your subtopics will be the main ideas for paragraphs that you will write later. You will need to research to learn about those subtopics and list the information that you find. **Keep in mind that notes should be brief and to the point.** This will help you to avoid plagiarizing and also doing “double work” by writing your first draft here and then rewriting it later.

Example:

Topic: Food/cuisine

Subtopic: food in this area (What kinds of produce is there? What grains do they grow?)

Subtopic: typical or traditional dishes

Subtopic: dishes served at special occasions

Topic: _____

Subtopic: _____

- _____

- _____

- _____

- _____

Subtopic: _____

- _____

- _____

- _____

- _____

Subtopic: _____

- _____

- _____

- _____

- _____

Subtopic: _____

- _____

- _____

- _____

- _____

Part IV Outline

Here you will need to review the notes that you took. In which order would it make sense to order your subtopics in your research report? In which order should you organize the bulleted details under each subtopic? The outline (find separate sheet) will be where you need to rearrange all of your subtopics and details into a way that makes sense to your audience. You will also need to include an introduction paragraph with a “hook” and a conclusion paragraph to “wrap it all up”.

Part V Edit and Revise

Use the revising and editing checklists offered in class to review your paper.
Hint: Revise first and THEN edit after you’ve moved things around.

Part VI Finalize

Now that you have completed your work, you may handwrite in pen or type your final draft!

Name: _____

Date: _____

Outline for Informative Research Report

Country: _____

Topic: _____

I. Introduction:

- a. "Hook"
- b.
- c.
- d.

II. Subtopic _____

- a.
- b.
- c.
- d.

III. Subtopic _____

- a.
- b.
- c.
- d.

IV. Subtopic _____

- a.
- b.
- c.

V. Conclusion

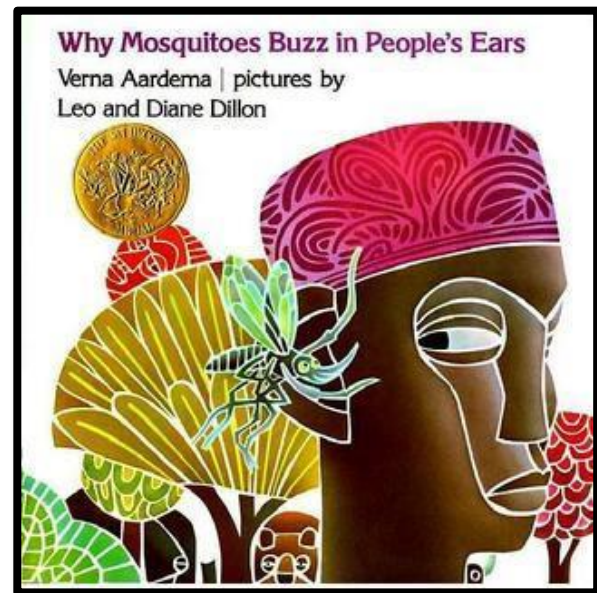
- a.
- b.
- c.

Africa is not a Country Clean Up Checklist

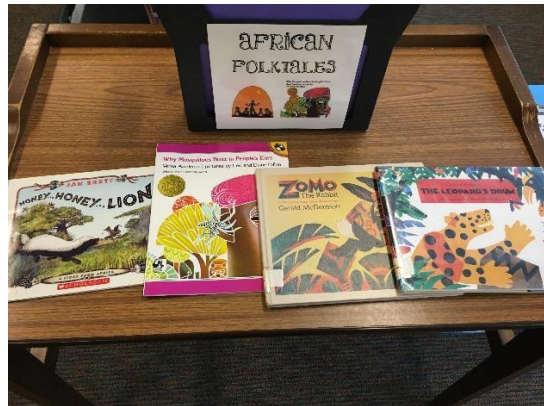
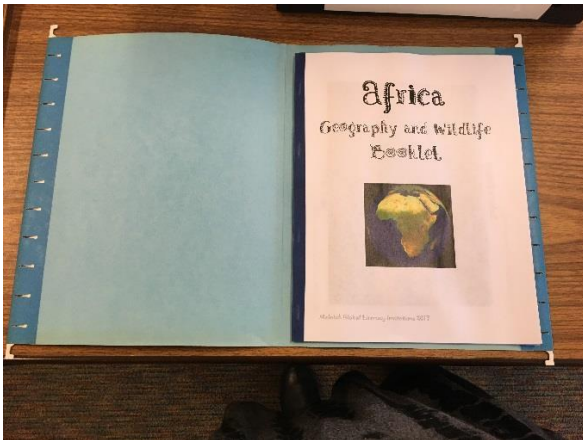
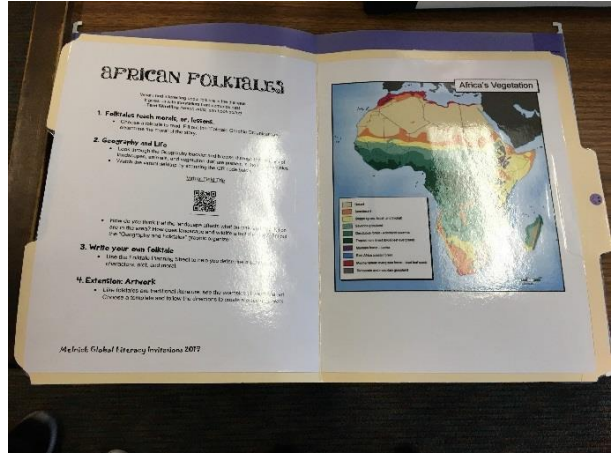
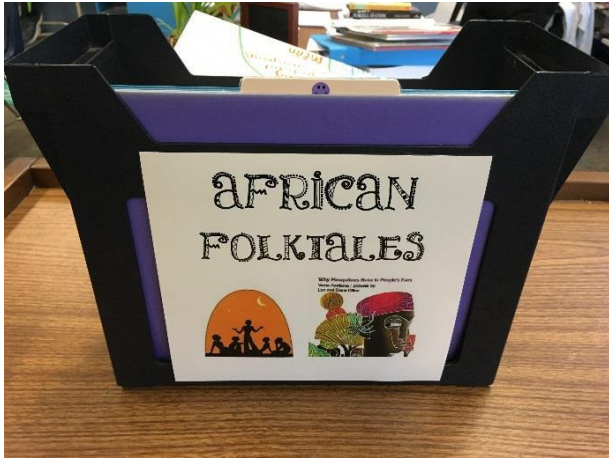
Please return the following items
back to the appropriate places:

- Invitation folder
- Books
 - a. Africa is Not a Country by Margy Burns Knight and Mark Melnicove
 - b. A is for Africa by Ifeoma Onyefulu
- Maps
- Culture snapshots
- Flag pictures

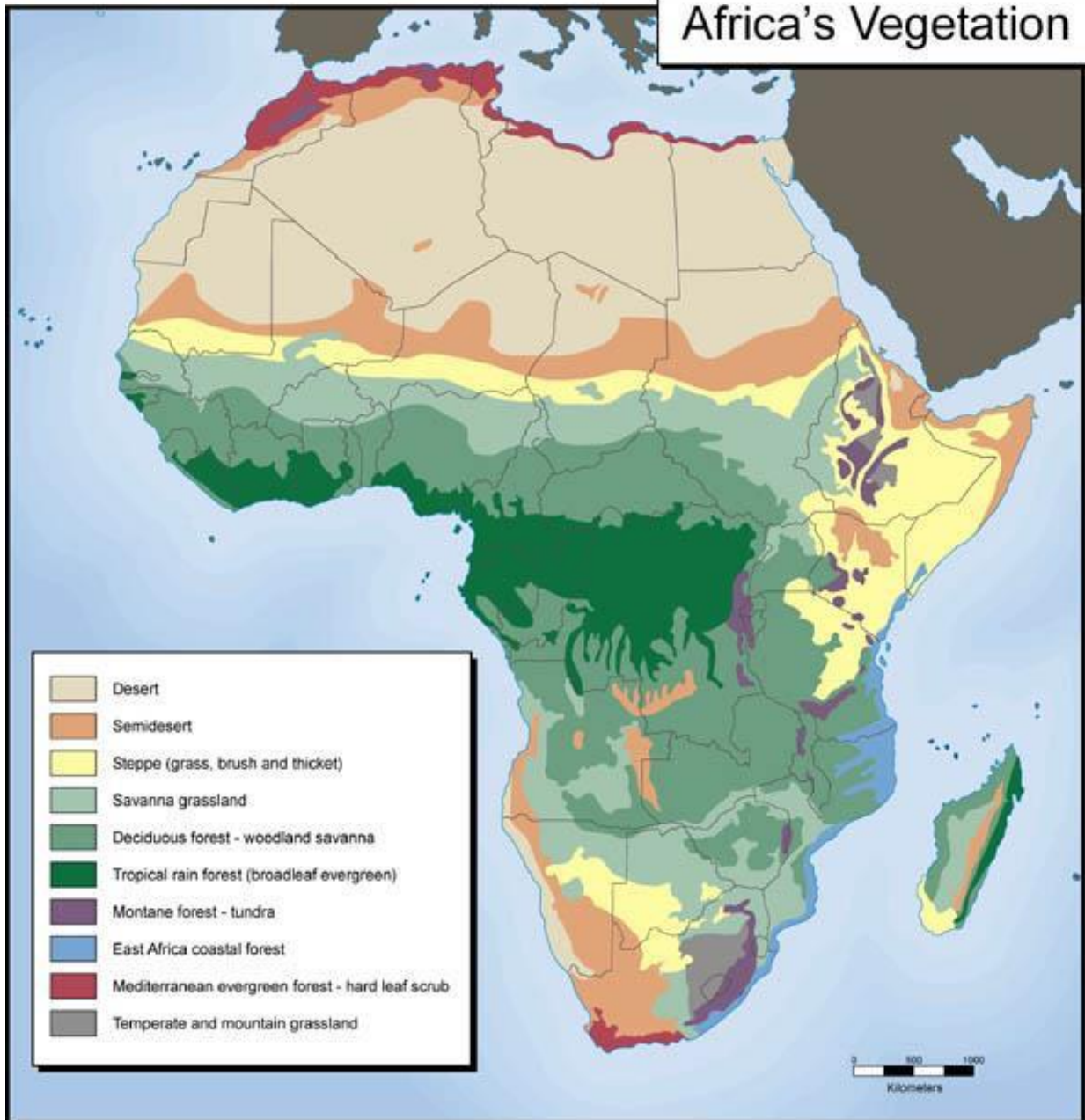
AFRICAN FOLKTALES



Setup



Africa's Vegetation



Africa

Geography and Wildlife Booklet



Sahara Desert



Nile River



Kalahari Desert



Mount Kilimanjaro



Congo River



African Savannah



Baobab Tree



Acacia Tree



African Elephant



African Spurred Tortoise



Crocodile



Iguana



Leopard



Lion



African Rock Python



Scrub Hare



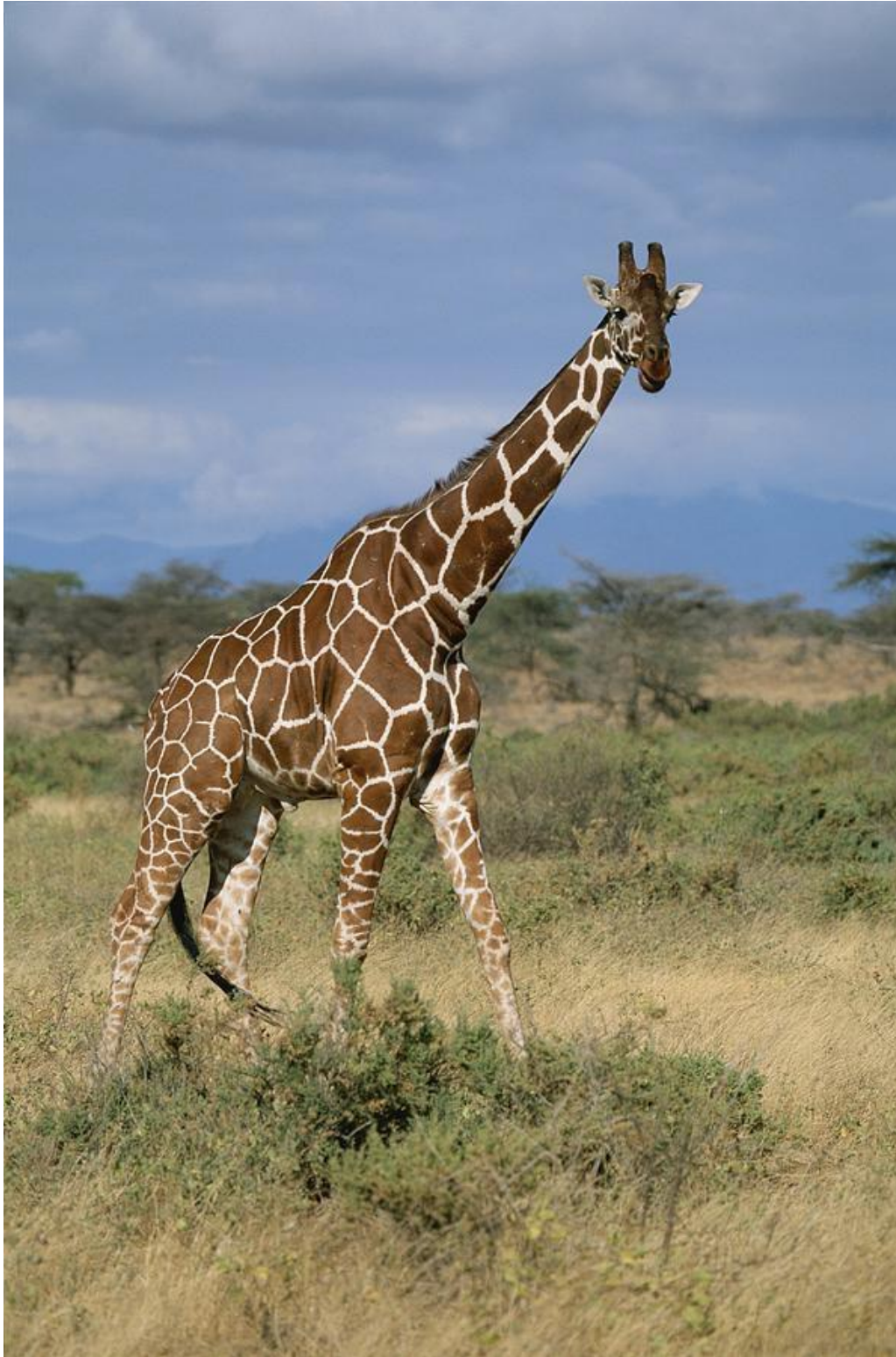
Vervet Monkey



West African Cattle



African Reticulated Giraffe



African Grass Owl



AFRICAN FOLKTALES

What I find interesting about folklore is the dialogue it gives us with storytellers from centuries past.
- **Terri Windling** (*writer, artist, and book editor*)

1. Folktales teach morals, or, lessons.

- Choose a folktale to read. Fill out the “Folktale Graphic Organizer” and determine the moral of the story.

2. Geography and Life

- Look through the Geography Booklet and browse through the pictures of landscapes, animals, and vegetation that are present in the three folktales.
- Watch the virtual fieldtrip by scanning the QR code below:

[Virtual Field Trip](#)



- How do you think that the landscape affects what animals and vegetation are in the area? How does landscape and wildlife affect the story? Fill out the “Geography and Folktales” graphic organizer.

3. Write your own folktale

- Use the Folktale Planning Sheet to help you determine a setting, characters, plot, and moral.

4. Extension: Artwork

- Like folktales are traditional literature, see the examples of traditional art. Choose a template and follow the directions to create a piece of artwork.

Name: _____

Date: _____

Fables and Folk Tales Graphic Organizer

Name of Story: _____

Setting

Characters

Beginning

Middle (problem/conflict)









End (solution/consequence)

Moral/Lesson

Name:

Date:

Geography and Folktales

Geographical feature/wildlife	How this affects folktale
	
	
	
	
	
	
	
	

Name:

Date:

My Folk Tale Storyboard

Name of Story: _____

Setting

Characters

Beginning

Middle (problem/conflict)

End (solution/consequence)

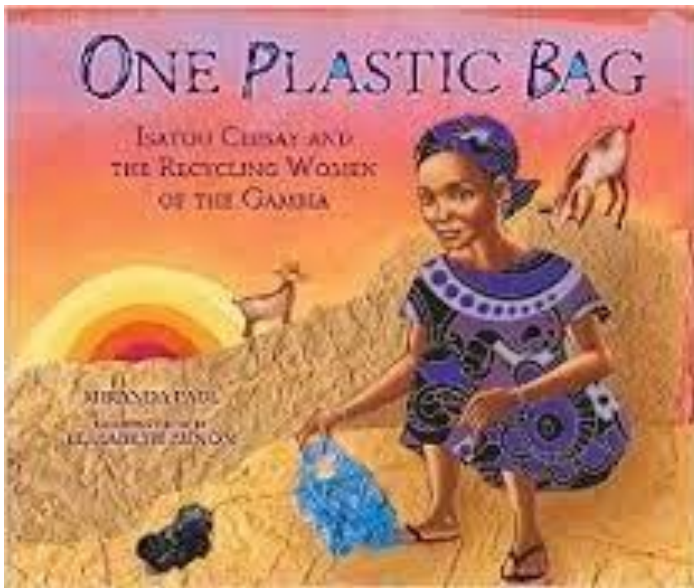
Moral/Lesson

African Folktales Clean Up Checklist

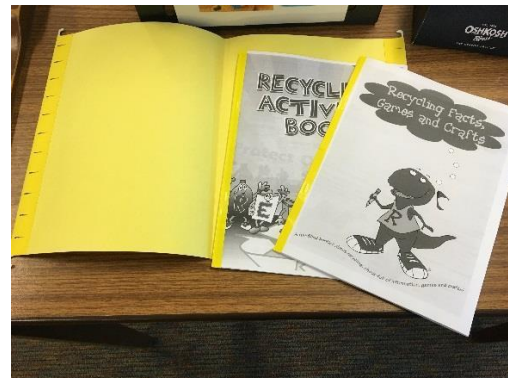
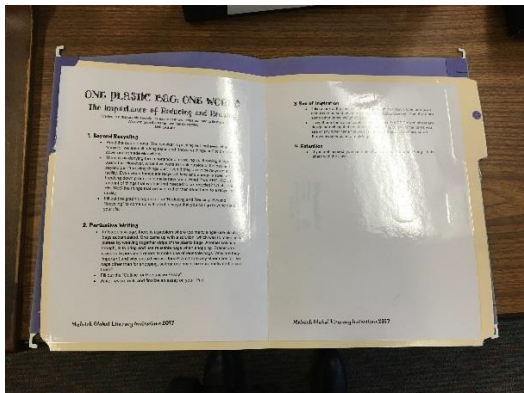
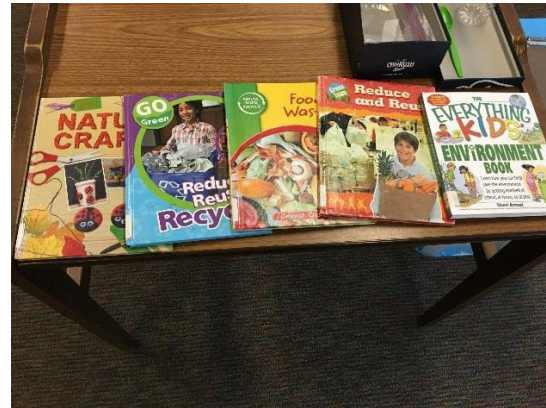
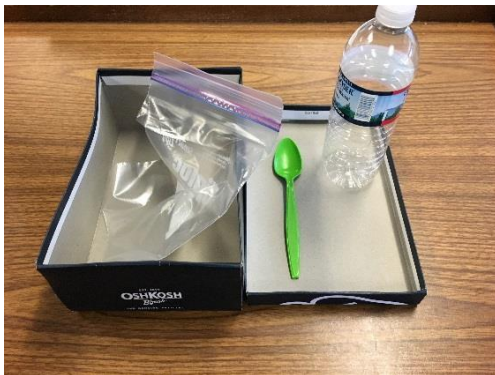
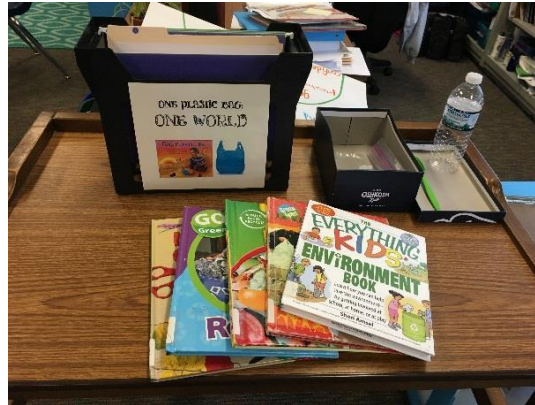
Please return the following items
back to the appropriate places:

- Invitation folder
- Books
 - a. Zomo the Rabbit: A Trickster Tale from West Africa by Gerald McDermott
 - b. The Leopard's Drum: An Asante Tale from West Africa by Jessica Souhami
 - c. Why Mosquitos Buzz in People's Ears by Verna Aardema
- Africa Geography and Wildlife Booklet

ONE PLASTIC BAG; ONE WORLD



Setup



ONE PLASTIC BAG; ONE WORLD

The importance of Reducing and Reusing

We live in a disposable society. It's easier to throw things out than to fix them.

We even give it a name - we call it recycling.

-Neil LaBute

1. Beyond Recycling

- Read the quote above. The speaker is pointing out that even when we “recycle” we are still taking items and “throwing things out” to be broken down and remade elsewhere.
- There is no denying the importance of recycling vs. throwing things into a waste bin. However, what if we were to think outside of the box and beyond just “throwing things out”, even if they are to be recycled at a facility. Even when things are recycled, time and energy is spent on breaking down products to make new ones. What if we REDUCED the amount of things that we had that needed to be recycled? What if we REUSED the things that we had, rather than send them to a recycling facility.
- Fill out the graphic organizer on “Reducing and Reusing- Beyond Recycling” to come up with a list of ways that you can go beyond the bin in your life.

2. Persuasive Writing

- In Isatou’s village, there is a problem where too many single-use plastic bags accumulated. She came up with a solution, which was to make coin purses by weaving together strips of the plastic bags. Another solution though, is to bring and use reusable bags when shopping.
- Brainstorm and come up with an environmental topic with reasons to support your claim that would persuade others to take action. Why is your issue important and why should we support it?
- Determine what form your writing will take. Will it be an essay or letter, for example? Who is your audience for this writing?
- Fill out the “Environment Issue Persuasive Writing Outline”
- Write, revise, edit, and finalize your writing on your iPad.

3. Box of Inspiration

- Take a look at the things inside of the box of inspiration. One item is an actual coin purse made in the Gambia by Isatou Ceesay. Then there are some other items, including the box itself!
- Using these items as inspiration, use the “My ReUSE Project” sheet and design something that could be constructed using any of the items you see or any other items that you can think of that would otherwise be thrown away or put into recycling.

4. Extension: Recycled project

- If you feel inspired, you can make the project at home and bring it in to share with the class!

Name:

Date:

Reducing and Reusing: Beyond Recycling

Directions:

Browse through the books on reusing and reducing wastes. Think of ways that you can reduce and reuse at school and home.

Things I throw out

Things I recycle

Ways I can REDUCE my waste/recycling:

Ways I can REUSE items:

Topic:

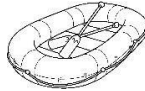
Name:

Date:

Environmental Issue Persuasive Writing Outline

What is your purpose for writing this piece (to persuade, inform or entertain)?

Don't forget to bring your RAFT!



Role of writer

Audience (who are you writing to?)

Form (what form is the writing in?)

Topic (see your topic sheet)

Your opinion statement (thesis):

Reasons:

1.

2.

3.

Counter argument:

I. Introduction

- a. Attention-grabbing beginning

- b. Description of the issue

- c. Opinion statement (see your topic sheet)

II. Reason 1: _____

- a. Examples/evidence

- b. Examples/evidence

- c. Examples/evidence

- d. Examples/evidence

III. Reason 2: _____

- a. Examples/evidence

- b. Examples/evidence

- c. Examples/evidence

- d. Examples/evidence

IV. Reason 3: _____

a. Examples/evidence

b. Examples/evidence

c. Examples/evidence

d. Examples/evidence

V. Counter

a. Counter example: _____

b. Rebuttal:

i. Example/evidence

VI. Conclusion

a. Restate opinion

b. Recap three reasons

c. Call to action (closing statement)

One Plastic Bag; One World Clean Up Checklist

Please return the following items
back to the appropriate places:

- Invitation folder

- Books
 - Count how many there are at the start of your station and make sure that all are returned. These books come from the MCPL and will need to be returned soon!

- Coin purse made from plastic bags

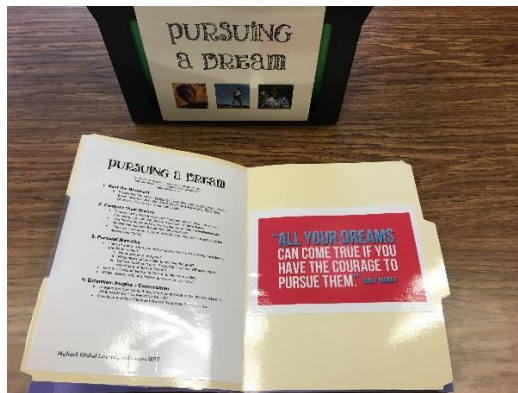
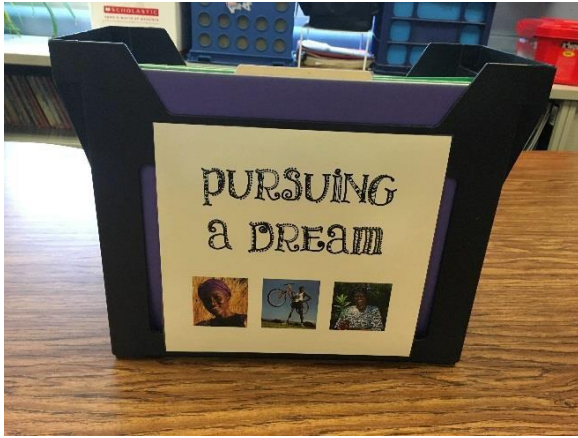
- Box of Inspiration
 - Plastic bottle
 - Tin can
 - Plastic fork/spoon
 - Yogurt cup
 - Foil

- Craft Booklet

PURSUING A DREAM



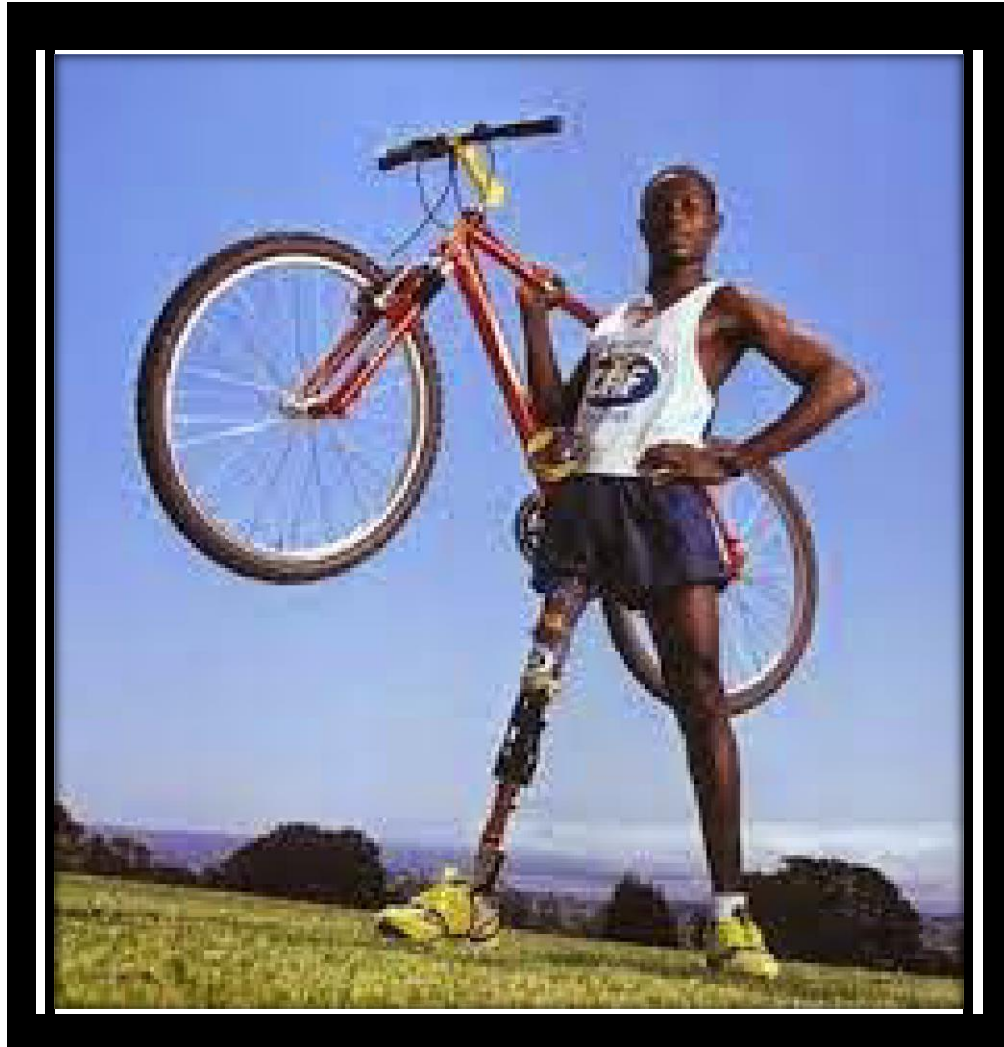
Setup



Isatou Ceesay



Emmanuel Ofosu Yeboah



Wangari Maathai



“People thought I was too young and that women couldn’t be leaders. I took these things as challenges; they gave me more power. I didn’t call out the problems- I called out solutions.”

-Isatou Ceesay

PURSUING A DREAM

“To accomplish great things, we must not only act,
but also dream; not only plan, but also believe.”

-Anatole France

1. Meet the Dreamers

- Please find the books, Wangari's Trees and Emmanuel's Dream. Each of these tell true stories about real people- just like in One Plastic Bag. Choose one to read or read both books.

2. Compare their Stories

- Choose two stories that you will compare and contrast. For an extra challenge, you can compare and contrast all three stories!
- Use the Compare and Contrast organizer to note the similarities and differences between the stories that you chose.
- Then, on lined paper or your iPad, write an analysis that compares the stories you chose.

3. Personal Narrative

- Think of a time when you had an aspiration or dream. Keep the following questions in mind.
 - i. What was your end goal?
 - ii. What steps did you take to achieve that goal?
 - iii. Did you have success? If you didn't, did you still accomplish something or learn a lesson?
- Use the Personal Narrative Outline to plan your writing.
- Write, revise, edit, and finalize an essay on your iPad.

4. Extension: Imagine a Conversation

- Imagine that two (or all three) of the people featured in these books met. What would their conversation be like?
- Create and write a dialogue between the people that you chose.

Name:

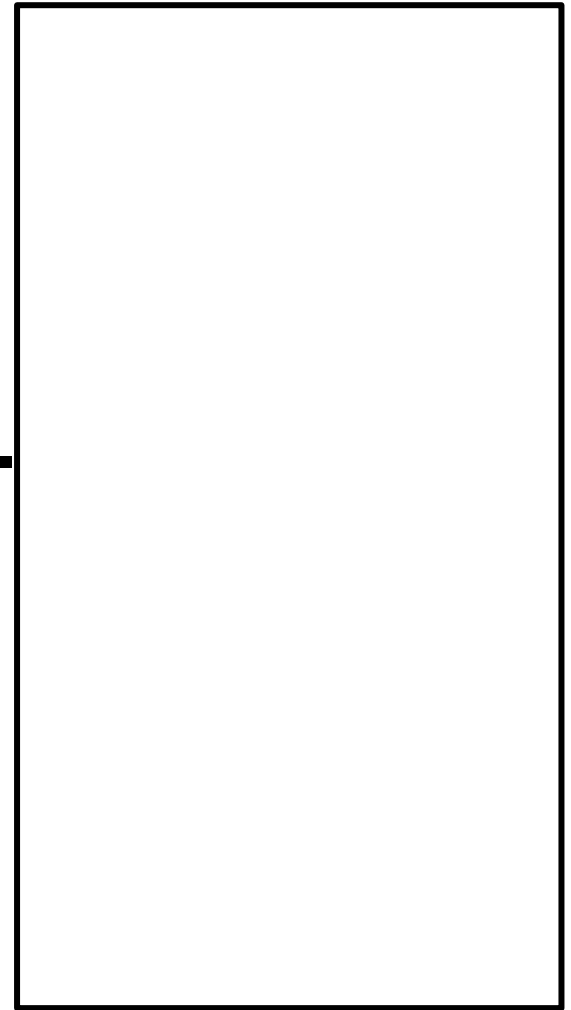
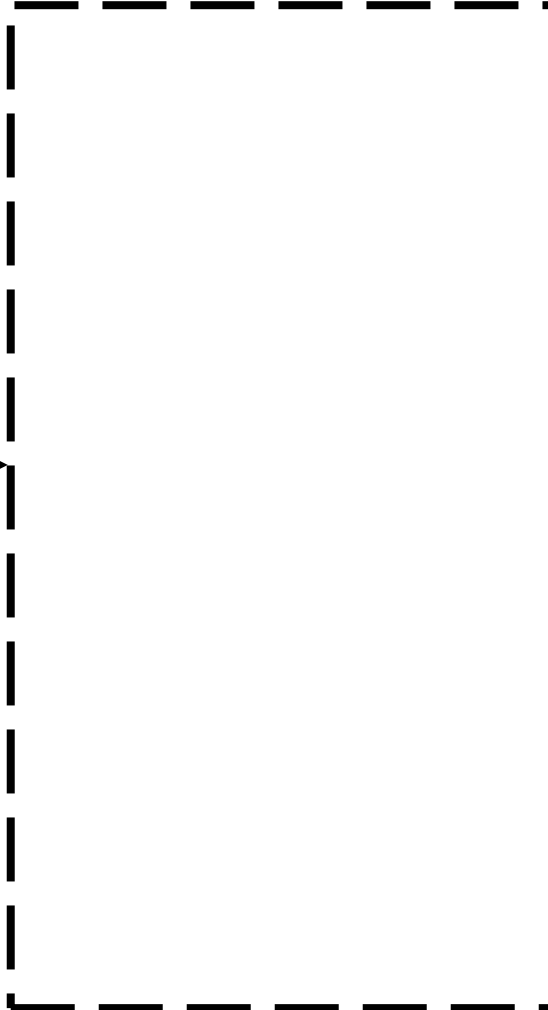
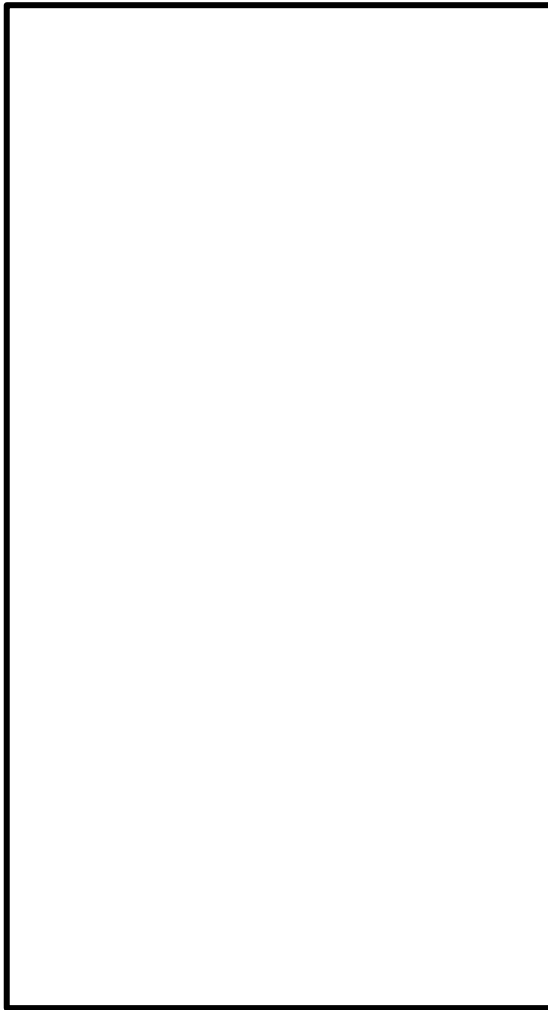
Date:

Compare and Contrast

Book:

Similarities

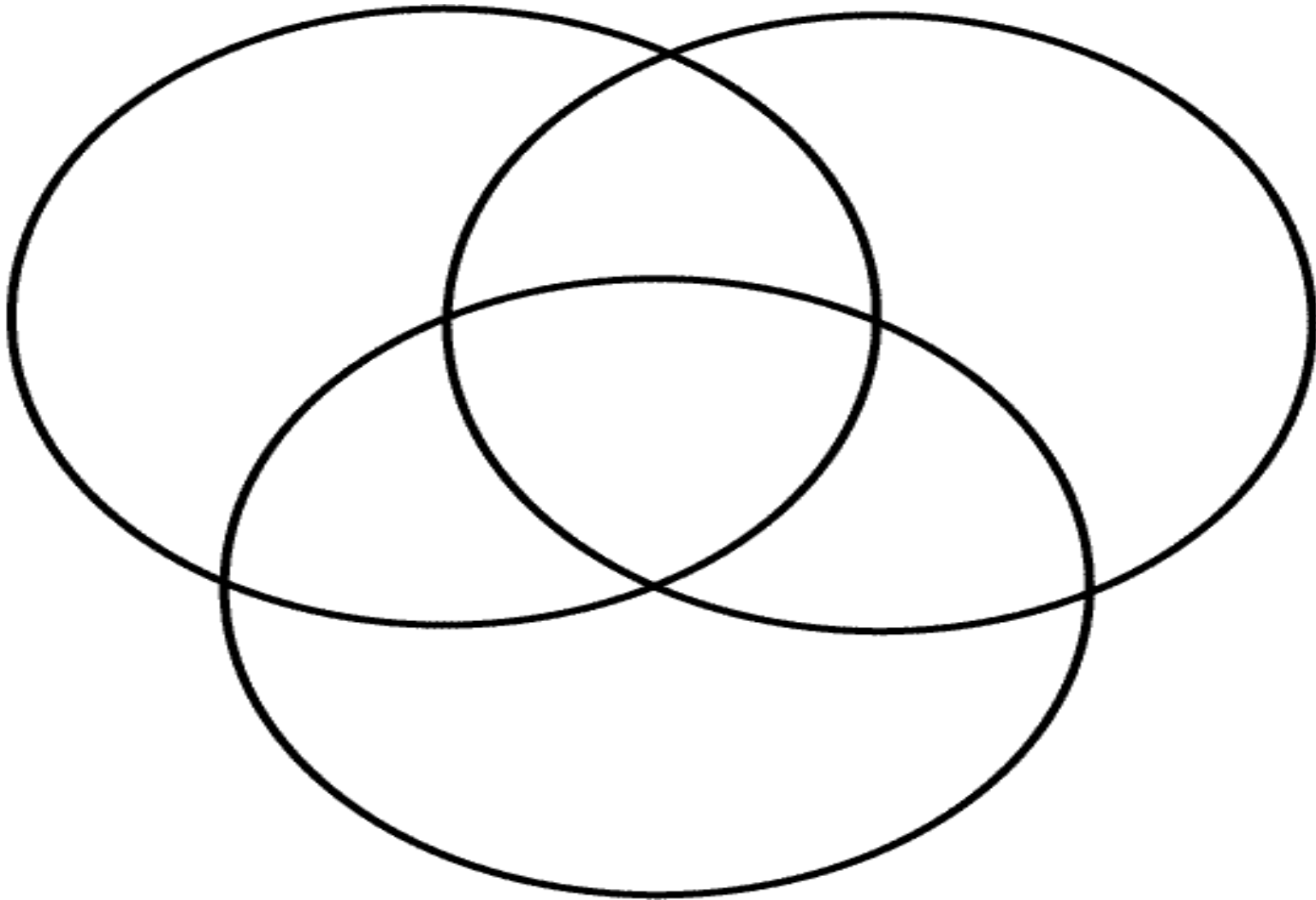
Book:



Name:

Date:

Compare and Contrast



Name:

Date:

Personal Narrative Writing Outline

My small moment topic: _____

Set the Scene

Who is in the story with you?	Where did your small moment take place?	Sensory details:
		Sight Taste Touch Sound Smell

Hook:

Beginning	
Middle details	
End	

I. Introduction

a. Attention-grabbing beginning

b. Description of the setting

II. Event 1: _____

a. Detail

b. Detail

c. Detail

d. Detail

III. Event 2: _____

a. Detail

b. Detail

c. Detail

d. Detail

IV. Event 3: _____

a. Detail

b. Detail

c. Detail

d. Detail

V. Ending- Wrap up: give closure and finish the story

Pursuing a Dream Clean Up Checklist

Please return the following items
back to the appropriate places:

- Invitation folder
- Books
 - a. Emmanuel's Dream: The True Story of Emmanuel Ofose Yeboah by Laurie Ann Thompson
 - b. Wangari's Trees of Peace by Jeanette Winter
- Portraits