**Flower Power**

_Tumble through Literacy, Social Studies, Art and Drama: Curriculum Integration_

**Topic:** To engage with a story and understand the theme and its relevance to the students’ lives.

**Time Period:** 30-40 minutes, over 3-4 days

**Grade Level(s):** 4-7

**Objective(s):** This novel study is designed to facilitate ongoing critical thinking and engagement with a text through various reading comprehension and critical thinking activities. Students will work independently and co-operatively for a deeper understanding of the text, the author’s message and the relevance of the text’s theme to their lives.

**Materials and Resources Required:**

- ✓ e-book _Flower Power_, by Ann Walsh
- ✓ computer/laptop
- ✓ projector
- ✓ chart paper
- ✓ markers

**Type of Assessment:**

- ✓ Diagnostic
- ✓ Formative
- ✓ Summative

**Possible Tools and Strategies for Assessment:**

- ✓ Student Work Samples
- ✓ Oral Assessment
- ✓ Interview
- ✓ Checklist
- ✓ Rubric
- ✓ Other
- ✓ Teacher Notes
- ✓ One-to-One
- ✓ Peer-assessment
- ✓ Self-assessment
- ✓ Observation

_Callie’s mother has chained herself to the neighbor’s tree and is living inside the treehouse. She refuses to come down until the neighbor, Mr. Wilson, agrees to leave the tree standing. Soon reporters arrive to interview Callie about her mother’s protest. Callie doesn’t want to talk to anyone. More chaos ensues when Callie’s grandmother invites the “singing grannies” to help save the tree, the neighbor’s biker friends come to her aid, and Callie’s friends show up to try to get themselves on TV. Callie needs to figure out how to get her mother to come down from the tree so that her life can return to normal._
**BEFORE Students Tumble: Activate Prior Knowledge**

1. *Mini discussion.* Ask the students to think about our ever-changing environment. What is happening to our rainforests? How does this affect the plants and animals living there? How does it affect us? What do you think will become of our earth in 20 years? 100 years?

2. Have the students reflect on these questions independently and in partners. When students have had a chance to discuss their ideas in partners, call them back to the large group and discuss.
   *Tumble Idea:* Record the students ideas on a K-W-L Chart.

3. Introduce students to the e-book *Flower Power* by Ann Walsh. Tell the students to keep their ideas in mind as they view the e-book.

**WHILE Students Tumble: Reading Comprehension, Critical Thinking & Co-Operative Learning**

As the students view the e-book, pause periodically to allow the students time to reflect, independently and in small groups, on their thoughts, ideas and reactions to the text. The following are some ways that the students can respond:

**Plot Talk**
Tell the students that the plot of a story tells the reader much about the story and the characters. Every event that occurs in a story influences what will follow, until the end of the story.

1. Have the students work in groups of 2 or 3 to generate and record their ideas of the plot. What happened first? Why? What happened next, as a result of that? You may wish to have the students record their ideas in the form of a road map. Students will share their road maps with other students in the class.
**Character Talk**

Who is/are the main character(s)? Who are the other characters in the text? What does this character do and/or say? What is their relation to the main character? Why is it important? It is important for good readers to engage with the characters of the text for a deeper meaning of the text and the author’s message. A way to do so is to create a **Character Web** (refer to page 5). Students will select one or more characters and will create a **Character Map** for that character. Students will then share their ideas in a small group setting.

**Theme Talk**

Understanding the theme of the text occurs through engaging with the main character(s), events that take place, what the author tells us, and what we can infer.

1. In small groups, have the students discuss and record ideas about the theme of the text: Have them reflect on the following questions as a guide: What do we learn from the main characters? What is the author trying to tell us? Why do you think this is important? What connections can you make to your own life? Have you ever been in a similar situation? What is the main theme of the text? I know this because...

2. Have the students record their ideas for a theme and specific examples from the text that support their ideas.

**Character Web (refer to page 5)**

**Put Yourself in Their Shoes (page 6)**

**Story Map (refer to page 7)**

**Passage Picker**

Present the following passages to the class. Have the students identify the speaker, what the passage reveals about the characters and the plot, and the relevance of the passage to the text and the theme of the text. You may also wish to have the students select passages that they think are significant.

“I, Dianthus Powers, have chained myself to my neighbour’s maple tree and will stay here until he agrees to leave it standing. I will be holding a press conference at the tree at ten o’clock this morning. Please attend”. (Chapter 1, page 8).

“So in your fight against middle age, you will destroy anything from your real childhood, right? Memories and heritage and neighbourhood values—don’t these things mean anything to you?” (Chapter 2, page 6).
"I lay in Mom’s bed and clicked on the TV. I found a cartoon and settled down to some serious watching. I’d had enough of the tree business. I wasn’t going to think about it anymore. I wasn’t going to worry about Mom anymore. I wasn’t even going to sign anymore. If Mom wanted to act that way, then let her. I didn’t care. I didn’t care if she went to jail. I really really didn’t care?" (Chapter 11, page 8).

It’s so easy to solve this problem, if you’d all stop shouting and think about it. Mom has a garage. She doesn’t have a car. If she lets Mr. Wilson use her garage for his motorcycle, he won’t have to cut down the tree” (Chapter 13, page 9).

AFTER Students Tumble: Culminating Task Ideas

As a culmination to the unit, have the students complete one of the following activities:

1. *Illustrator for a day*. Imagine that you have been approached by the publisher to illustrate pictures for the text. What do you visualize? What are your ideas? You will work collaboratively with a partner to creatively represent 4-5 different scenes throughout the text. To accompany your art work, you will write a paragraph about each picture. In your paragraph, you must write about what the picture represents, what inspired your ideas, and why it is significant to the story.

2. *Environmental Researcher*. You have just been hired by a national news corporation to research, write and report on the ongoing destruction of Canada’s forests or an international rainforest. You are to:
   a) *Research* a Canadian forest or an international rainforest using various resources
   b) *Write* an indepth news report about the ongoing destruction and how it is and will affect our ecosystems and world as a whole. Your report must be approximately 500 words in length, must be descriptive, detailed, free of grammatical errors, and must follow the who, what, where, when, why and how format. You are to include pictures and images. Be creative!

3. *Write in Role*. Imagine that you are a character in the story. The story is now over, what has happened since the story ended? Has anything changed/stayed the same? Have there been any improvements/lapses? Write about what has happened from your perspective since the story ended. Be sure to make reference to the other characters in the story.

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Resource Ideas:
- Visit a local environmental agency
- Internet resources
- National Geographic website
- Local and national newspapers, magazines
- Local and national charitable foundations
Character Web

In the center oval write a character’s name. In each, square write words that describe the character’s personality. In each, rectangle describe a behaviour or event that demonstrates the specific personality trait.

Complete a Character Web for more than one character in the e-book, and then compare the Character Webs you have created for each of the different characters: How are the characters similar? How are they different? Which of the characters are you most similar to? How? Why?
Put Yourself in Their Shoes

Good readers use multiple means through which to understand the main character(s) of a text. One way is through drama. By playing a character the students are made privy to the possible thoughts, feeling, ideas and motives of that character. Collaborate in small groups to use drama to represent a chapter from the e-book.

After the students have completed the dramatization have the complete the following form:

Put Yourself in Their Shoes

My group acted a scene from chapter: _______. In this scene ________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

________________________________. I played the character _____________.

Before acting this scene I thought... After I acted this scene, I now understand...


Two new things I learned about this character are...

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•

A question I still have is...

A piece of advice I have for this character is...
Story Map

Complete the Story Map as you view the e-book.

Characters

Setting

Problem/Situation

Major Events
1.  
2.  
3.  
4.  
5.  

Resolution

Theme