

These Lesson Plans are a culmination of school-wide activities and classroom activities, ranging from grades K-12.

## Lesson Plan

### **Meet Danitra Brown Lesson on Friendship**

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#### **Type of Activity:**

Classroom activity, teacher directed, with paired group participation.

**Grade Level:** First/Second

#### **Time Frame:**

20 -30 minutes reading and discussion, 30 -45 minutes children creating their poems

#### **Overview:**

Students explore the theme of friendship and the relationships that empower non-violent methods of problem solving.

#### **Goals:**

1. Help students build skills in social awareness.
2. Build perspective-taking skills.
3. Express feelings in non-destructive ways
4. Explore the relationship of friends through a poem.

#### **Materials:**

- \* Poem "Coke-bottle Brown" from Meet Danitra Brown by Nikki Grimes
- \* Dictionary
- \* Pencils and paper
- \* Chart paper and tape to display

#### **Vocabulary:**

friendship  
hurt  
reconciliation

## **Expected Outcomes:**

Students learn about the diversity of background of American citizens. They learn of their similarities and differences, in likes, dislikes, skills, names, and experience.

Students learn formulation of the Golden Rule. They practice applying it in their treatment of others.

## **Procedure:**

1. Teacher may connect with a personal story about something that happened that relates to the central theme - friendship and adversaries.
2. Discuss the meaning of friendship (write the word on chart paper and record the responses). Continue with the definitions of hurt and reconciliation.
3. Teacher will read the poem, "Coke-bottle Brown" to the class and discuss with open-ended questions. ex. Describe how you think Danitra was feeling when Freddy Watson called her "Coke-bottle Brown." Anticipate the consequences of Danitra's behavior by not confronting Freddy. Describe her behavior. Anticipate the consequences of her behavior if she did confront Freddy Watson and explain. What words or language would help Danitra express her thoughts and feelings? What consequences would occur if Zuri Jackson carried out her violent actions? What other non-violent means could Zuri have used? Do you think Danitra and Zuri did the right thing and why? The teacher will record responses on chart paper as a language and word guide for the children to use when writing their poem.
4. Open the discussion to the children so they may engage in experiential activities that directly connect the main focus of the poem to the personal experiences of themselves or people they know. Did you ever feel the way the characters in the story did? What do you do when you feel this way? Why?
5. Divide the students into pairs.
6. Encourage the children to develop a poem that will allow them to express their personal integration of what they have learned from the poem.

## **Assessment:**

1. Observe how the child responds to literature.
2. Assess the children's language and words as they engage in experiential activities.
3. Assess the concept of the children's written interpretation and meaning of their poem.
4. Observe how well students work together in pairs.

## **Extension:**

1. Language Arts: This poem could also be used for a lesson on rhyme.
2. Dramatic Play: Have the children act out the poem and then step in another characters shoes.
3. Language Arts: The students recall a time when they felt upset from being teased or insulted. They describe the incident, their feelings, and whatever action they took in a short story. Do they wish they had responded differently? In what way? Why?