

Jameel's Plan

Written by Elayne Palmer and Illustrated by Aaron Sacco

Adapting the book to the TEKS and Grade Level Classrooms

Book Summary:

Jameel's Plan is a well-crafted story of a young boy that was encouraged to do well in school so he could go to a university some day and provide a better life for his family. Jameel and his family live in a dusty town in a refugee camp in the East. He dreams of the life he could live and the places he could go as he realizes the importance of an education. It's no surprise he is angry and heart-broken when his school is closed by the soldiers. His mother, Immy, reminds him not to lose hope as this has happened many times before, and the school always reopens. In the cool shade of his favorite mimosa tree, Jameel creates a plan. Then, with enthusiasm, he sets out to put his plan into action. The questions remain, "What is his plan?" and "Will the plan work?"

Throughout the book, the author weaves a story that gives details of Jameel's life and his dedication to his culture and family. Mrs. Palmer alludes to the plan at the book's conclusion without ever explicitly stating the plan. This story is a teacher's instructional dream. The book gives opportunities to compare and contrast Jameel's life with the life of classroom students of the West. This multiculturally themed book is a great medium to teach perspectives of another culture. Problem/solution and predicting outcomes through inferencing are other topics a teacher could explore with ***Jameel's Plan***. Not only is the story well-written, the illustrations created by Mr. Sacco are captivating through detail and color. He does a great job of providing the reader a framework for the story. This book belongs in every elementary school library as the topics in the book a teacher could use for instruction in the classroom are numerous. Every student should read this book as it provokes deep thoughts and higher level thinking.

Content Connections:

Analyze Plot Elements

3.8 C analyze plot elements, including the sequence of events, the conflict, and the resolution;

3.9 D explain the influence of the setting on the plot

4.6 B generate questions about text before, during, and after reading to deepen understanding and gain information;

4.6 C make and correct or confirm predictions using text features, characteristics of genre, and Structures;

5.6 A establish purpose for reading assigned and self-selected texts;

5.6 B generate questions about text before, during, and after reading to deepen understanding and gain information;

5.6 C make and correct or confirm predictions using text features, characteristics of genre, and Structures

6.5 A establish purpose for reading assigned and self-selected text;

6.5 B generate questions about text before, during, and after reading to deepen understanding

and gain information;

6.5 C make and correct or confirm predictions using text features, characteristics of genre, and Structures

6.5 D paraphrase and summarize texts in ways that maintain meaning and logical order;

6.5 E interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating

Setting's Effect on Plot

Fold a piece of white construction paper in half. Label one column Jameel and the second column with student's name. Read the first page of the story without showing students the illustrations. Have students draw a picture of what they see under the Jameel column. Write a couple of sentences below their picture describing what they think Jameel's life may be like. In the second column have students draw a picture of where they live and write a couple of sentences describing how they live. Now read the story out loud. Have students give details from the story that support the mental picture created by the text on the first page. This can be in written form or in oral form.

Sequencing, Making/Correcting Predictions, Generating Questions Through A Quick Write

Select 5-6 pages/illustrations from the book and copy them onto individual slides (all 6 pictures will be placed on each slide—see following). Delete text on each page so students don't know the content of the story. Arrange the pictures on one slide in any order. The next slide will contain the same pictures but in a different order. Make a third slide with another order. Make a slide with the pictures in the correct order. (The slide in the correct order may appear in any order of the slides.

1. Show first slide: Have students do a Quick Write relating what the story is about. Give 2-3 minutes. Students share ideas either in large group or small groups.
2. Show next slide and repeat process in Step 1.
3. Continue showing slide 3 and 4 repeating the writing process as described in Step 1.

Have students stand in groups around the room based upon which slide they believe has the correct order (teacher can pre-label corners of the room with 1, 2, 3, or 4.) Ask students: "Why did you choose the sequence you did as the correct sequence?" "Do the pictures help you gain an understanding of the plot?" "Where do you think the story takes place? Why?"

REVEAL THE CORRECT ORDER BY READING THE BOOK ALOUD.

Have students discuss how or if their predictions were correct and did their predictions change in any way?

Comprehension:

5.6 D create mental images to deepen understanding;

5.6 E make connections to personal experiences, ideas in other texts, and society;

5.6 F make inferences and use evidence to support understanding;

5.6 G evaluate details read to determine key ideas;

5.7 B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;

Have students use the text and illustrations to predict what life is like for Jameel and his family. What details support their ideas? What evidence gives information about Jameel's culture? How do the pictures support evidence in the text about Jameel's daily life. Using that information, students discuss their own culture and life at home as well as school. Work in groups or with partners to create a Venn diagram showing the similarities and differences between Jameel and them. Students then write a compare/contrast paper using the information.

Have students research Jameel's school culture and discuss the differences and similarities of their own.

Other Multicultural Books:

Divide students into groups of 4-5. Give each a copy of **Jameel's Plan** and another multicultural book. Have students read each book and make a graphic organizer showing details of the culture of each book. Then have groups compare the perspectives and cultures of the characters in their books. Analyze the characters' lives and describe similarities/differences. Have groups rotate after sharing and now share their findings with the new group and vice-versa. Groups can be rotated several times in order for students to gain perspectives and understandings of other cultures.

Some possible selections are:

Esperanza Rising by Pam Munoz Ryan, **The Name Jar** by Yangsook Choi, **Mufaro's Beautiful Daughters: An African Tale** by John Steptoe, **Grandfather's Journey** by Allen Say, **Brown Girls Dreaming** by Jacqueline Woodson, **Red Scarf Girl** by Ji-li Jiang

Social Studies Connections

4.17 A identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas

4.17 B) summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture

5.25 C express ideas orally based on research and experiences;

5.25 D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

5.25 E apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.

6.13 A identify and describe common traits that define cultures and culture regions;

6.13 B define a multicultural society;

6.13 C analyze the experiences and contributions of diverse groups to multicultural societies

What is diversity? Discuss diversity. Identify diverse groups that exist in our local area, in our state, in various sections of the US. This can be the foundation for a research project or group discussion

depending upon the age of the students. Have small groups of students select a group to study. Emphasize perspectives. How would an individual in one group view a topic as opposed to another group? Is this right or wrong? Why or why not?

In 6th grade, this can be expanded to look at other regions or countries of the world. Look at government control in some countries as opposed to other countries or in the US. How does the government in Jameel's country restrict their freedoms? How does the US government restrict ours? Study the issue of freedom. How does it impact our lives?

Look at important issues within Jameel's country. Allow students to debate the pros/cons of each issue as it relates to what we do in the US. Is one right or one wrong?

Have students reflect upon a day in Jameel's life and a day in their own lives. Is Jameel so different from them or are there similarities?