Notable Trade Book Lesson Plan

One World, One Day

Written by Barbara Kerley

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This extensive lesson involves grades pre-K-3 students in exploring the similarities in the experiences in a single day that children have across the world. Students use discussion, comparing and contrasting, drawings, and digital photos to capture their own and others’ daily experiences in and out of school. They use One World, One Day as a resource and springboard for the development and testing of the generalization, “a typical day in the life of a child is very much the same around the world.” The book includes photos of children from many nations. Students locate the nation in which the photo was taken and consider similarities found in photos with events in a typical day in their lives. The lesson originates in social studies but incorporates interdisciplinary elements.

About the Authors

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Citation for this Article


Book Title

One World, One Day (2009)
Written by Barbara Kerley (Notable Book, 2009)
Washington, D.C.: National Geographic Society
Ages 4-8
ISBN 978-1-4263-0460-6
Recommended for pre-K-grade 3.
The lesson will require four to seven days.
Children’s days are similar in many ways around the world. They go to school, play, and spend time with their families. This book pictures events in one day for children around the world, from waking up in the morning to going to sleep at night. The emphasis is on embracing our commonalities, and in so doing, becoming more tolerant of our differences. Each photo can be discussed with similarities and differences compared to those found in the lives of the children with whom we use the book.

NCSS Standards

I. Culture

II. Individual Development and Identity

III. People, Places, and Environment

Materials

- *One World, One Day*
- Globe
- Computer, preferably per small group
- Chart paper
- Four working sheets for each set of the book’s pages per child
- Writing and drawing materials
- Stapler
- Modeling clay (one package)
- Printer (if available)
- Materials for binding sheets into a book

Objectives

1. Students will identify activities occurring in their lives during a typical school day from when they arise in the morning through going to sleep at night.

2. Students will identify activities they consider interesting and important in four major sections of the book (representing different parts of a typical day) and identify an activity for each part of the day from their own lives.

3. Students will appropriately identify an instance of a daily activity elsewhere that is similar to a daily activity in their lives.

4. Students individually will photograph and appropriately caption the photo describing one activity in the student’s day.

5. Students will state a version of the generalization, “a typical day in the life of a child is very much the same around the world.”
1. Place students in a circle. On the whiteboard, or computer-assisted board, draw a block and label it “beginning the day.” Write, “I get out of bed” into the block. Ask students to suggest other activities they do immediately after getting up (e.g. brushing teeth, getting dressed, eating breakfast). Write activities in the block. Expect a range of responses. Draw a second block, labeling it “at school.” Have students suggest activities to place in the block, which can include getting to school, morning meeting time, reading groups, eating lunch, etc.). Add a third block labeling it “after school” and have students identify activities to place in it. If going to bed and sleeping are not included in the third block, draw a fourth block labeling it “ending the day” and have students give suggestions for filling it in.

2. Present the problem, “Do you think children in other places in the world do a lot of the same things you do every day?” Write the problem on chart paper. Have students share ideas. Work together to form some hypotheses in response to the question and write these down below the problem on chart paper.

**Assessment:** Consider the number and diversity of the activities entered into the day’s blocks.

### Development

1. Keep students in a circle. Tell the students we are going to read a book that might help us decide which of our answers to the problem question on the chart paper may be the answer that fits what we find out from the book. Read the first section (10 pages) of *One World, One Day* including students’ travel to school. Have students help you construct a chart indicating how many walk to school, ride a school bus, take public transportation, or travel by private car.

2. Give each child a sheet divided in the middle into two blocks. In the top block have each student draw and label a version of what he or she found the most interesting part of the book’s photos on traveling to school. In the lower block, have students draw and label an activity during that part of the day that includes their means of getting to school, as well as one interesting thing they like to see on the way to school.

3. Have students describe the people and the background they see in each photograph in the first six pages.

4. Using the pages at the back of the book that locate the places in the photos, return to the first 10 pages of the book and have students locate them on a class globe, or better yet, do the activity in small groups so each group has a chance to work with its own globe. Have students use a small piece of modeling clay to mark the each location on the globe.
5. Have students sit in a circle and read pages 11-16 about activities at school. Give them another two-block sheet and have them draw in and label one activity they like during a typical school day in the upper block and one activity they find very interesting on pages 11-16 in the lower block.

6. Have students locate the places on pages 11-16 on a globe as in step three above.

7. Repeat the process in the above steps with pages 17-31 and pages 32-37. The four pages representing one day can be stapled together to form a booklet students can take home. Alternative: Work with a set of pages every three to four days.

8. Return to the chart from the exploration activity and review it. Have students construct or contribute to (depending on developmental level), a new chart with four blocks that is divided by a vertical line down the middle. Ask each student, or a small group of students, to identify and write/draw in an activity from his/her life on the left side of each block and then to write/draw in an activity from the book on the right side.

9. Discuss the charts in step eight in class having students identify similarities and differences. Return to the problem/question chart and talk about which answer fits best with what we found out by reading the book *One World, One Day* and by thinking, writing, and drawing about our own day.

10. Closure. Construct a class statement describing a typical day in the lives of a child as very much the same around the world. Write out the statement and place it on a bulletin board or chart paper.

*Assessment:* Ask each student write/draw one way in which his or her day is much like the day of a child elsewhere in the world. Consider whether the student is able to identify the similarity of the day.

**Expansion**

1. Working separately with each student, have the child take a photo of an activity in school that is similar to those pictured in the book. Place these in a *PowerPoint* display and work with the student to develop a caption for the photo that describes how this scene is similar to those found around the world. Print out the photos and captions and bind into a class book titled “Our Day at School.”

2. Lesson summary. Have the students tell you “how my day is like the day of other children around the world.” State, “children’s days are more alike than different around the world.”
**Assessment**: Examine the students’ captions for the digital photo taken. Use the following rubric to consider this personal artifact.

**Rubric**

1) Student took a photo that is an example of an activity shared by children around the world. (1 point)

2) Student provided a caption that matched the photo. (1 point)

3) Student’s caption indicated the activity photographed is similar to those found around the world. (1 point)

**Assessment**

Have each student write (with assistance as needed), or draw, an example of how our day is similar in what we do before school and after school. Consider the writings/drawings using the following rubric.

**Rubric**

1) Student identified one appropriate component of similar activities in a day before and after school. (1 point)

2) Student identified two or more appropriate components of similar activities in a day before and after school. (2 points)

3) Student indicated differences occur but similarity is more common in a day’s activities for a child across the world. (3 points)

**Suggested Extension Activities**

1. Have students briefly interview a family member asking one or more of the following questions (as developmentally appropriate). “What did you have for breakfast when you were my age (___ years old)?” “How did you get to school?” “What did you like to do best at school?” “What did you do after school when you got home?” “What chores did you do?” “What was your favorite game to play after school?” “What was your favorite food for supper (dinner)?” “When did you go to sleep?” “How did you get ready to go to sleep?” Gather responses in class on a chart for each question used. Compare responses to events pictured in *One World, One Day*. Alternative: Compare responses to those experienced by the student interviewer (Note: What has changed? What is similar?).

2. Barbara Kerley has authored other books that can be used as an extension to further study similarities around the world.


• Kerley, B. (2003, National Geographic Books). *A Little Peace* ISBN 13:978-1-4263-0086-5. Peace is quiet, peace is shared, peace is play, peace is prayer, peace is celebration around the world.

3. “Around the world kids dream of tomorrow and all the possibilities of just one day.” Using this quote from *One Day, One World* as a starting idea, have the students, individually or in small groups, describe one activity they really look forward to experiencing in the next day (or week) of school. Talk about which activities are real possibilities. From the possibilities, discuss how the activity might be made to happen. Plan for engaging students in as many of the activities as are possible.

4. Have students identify a favorite photo in *One World, One Day* and locate the place (or nation) where the photo was taken on the globe. Using an appropriate website, have the students locate three to five pictures of the place or nation and print off one they like best to share with the class. When sharing, encourage students to identify similarities in the photo with experiences and places in their daily lives. Using the photos in the Appendix, ask small groups of students to carefully examine a photo and share similarities they can identify in the photo to the typical day’s experiences group members have. The photos also can be used as a starting point for an extended investigation of schools in the present and past around the world.

**Digital Resources**

Children’s Songs Around the World
http://www.mamalisa.com

Traditional Children’s Games from Around the World

School Lunches Around the World
http://www.thestar.com/living/article/253415

Children’s Games Around the World
http://kids-games.suite101.com/article.cfm/childrens_games_around_the_world