

MAKE YOUR MARK

Teach standards-based skills while making a difference.

Dear Teacher:

Your students inspire you every day. Now you can help them inspire each other and the world. By learning about how other children have worked together to make a positive impact on a problem—in your community or far away—your students will develop a deeper understanding of pressing world issues and the power of many small actions coming together to have a large effect.

This program is based on malaria as a case study. It is designed to help busy educators like you link standards across the curriculum—in science, geography, writing, reading, group problem-solving skills, and current events—with compassion. Malaria was wiped out in the U.S. 50 years ago but still kills 1 million people each year, mostly African children. The good news is that malaria is both preventable and treatable.

You can use the class set of family magazines inside to introduce your students to a number of young volunteers engaged in various activities. Invite students to brainstorm how they as a group might be able to affect their community and the world positively, too. You should also encourage children to take home their magazines, share them with family members, and translate their growing knowledge and compassion into action, whether in the fight against malaria or in some other worthy cause.

The case study is a unique and creative way to address standards across the curriculum. Best of all, the activities and lesson plans contained in “Make Your Mark” will show your students that they have the power to turn compassion for others into meaningful action—and make *their* mark.

Sincerely,
Your friends at
Malaria No More,
Abbott Fund,
and Scholastic Inc.



INCLUDES

- ◆ Wall of Fame
- ◆ The Memory Project
- ◆ Connecting With African Students
- ◆ The Arts Speak
- ◆ On the Web
- ◆ Big Facts About Africa



Big Facts about

Africa

Share these facts about Africa with your students as you use the lessons and activities in this program. Examine a map with students so they can see the impressive size of the African continent and its distance from the United States. Help them to see that Africa is not one big malarial swamp or jungle filled with wild animals: It also has cities with skyscrapers, schoolrooms where children work on computers, music on the radio, and many other elements familiar to American students.

Geography

- ❖ Africa, the world's second largest continent (after Asia), is made up of 54 countries.
- ❖ Africa's diverse and beautiful landscape includes the world's longest river (the Nile), lush rain forests, snowcapped mountains, the world's largest desert (the Sahara), and the world's second highest waterfall (Tugela Falls, 2,800 feet).
- ❖ Africa covers nearly 12 million square miles, more than one-fifth of all the land surface on Earth. The United States, Canada, Europe, India, and Japan could all fit inside Africa!

Climate

- ❖ It often rains as much as 200 inches a year in the African rain forests. By contrast, Los Angeles receives only 14.8 inches a year.
- ❖ The Sahara Desert is the hottest desert anywhere on Earth. Temperatures there reach 122 degrees Fahrenheit.

People

- ❖ Africa has the fastest growing population in the world. As of 2006, the population of Africa was 911 million—about three times that of the United States.
- ❖ The people are diverse, ranging from desert nomads to tribesmen to CEOs and scientists.

The majority of Africans, however, are farmers.

- ❖ Many national governments in Africa are working with organizations like the New Partnership for Africa's Development (NEPAD) to reduce poverty and improve peace, security, health, education, and other issues.

Economics

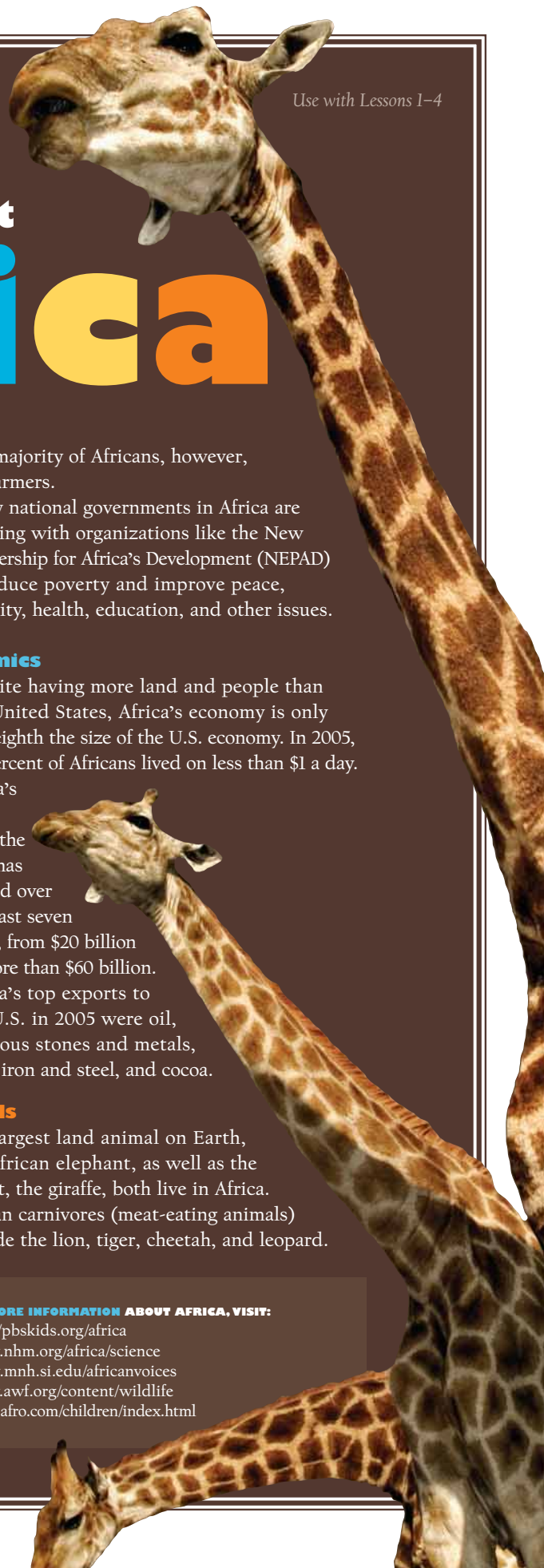
- ❖ Despite having more land and people than the United States, Africa's economy is only one-eighth the size of the U.S. economy. In 2005, 40 percent of Africans lived on less than \$1 a day.
- ❖ Africa's trade with the U.S. has tripled over the past seven years, from \$20 billion to more than \$60 billion.
- ❖ Africa's top exports to the U.S. in 2005 were oil, precious stones and metals, ores, iron and steel, and cocoa.

Animals

- ❖ The largest land animal on Earth, the African elephant, as well as the tallest, the giraffe, both live in Africa.
- ❖ African carnivores (meat-eating animals) include the lion, tiger, cheetah, and leopard.

FOR MORE INFORMATION ABOUT AFRICA, VISIT:

<http://pbskids.org/africa>
www.nhm.org/africa/science
www.mnh.si.edu/africanvoices
www.awf.org/content/wildlife
www.afro.com/children/index.html





Activity: Wall of Fame

Use with Lesson 1

Goals: Improves writing skills.

Encourages children to honor others for making a difference.

Materials: Paper, writing materials

Time frame: 10 minutes, weekly

Each week, take a few minutes for students to identify selfless acts of students, peers, teachers, and school staff. Each student writes one to two sentences describing why the person deserves this special honor. For example, a child might write, “Melissa comforted Anna when she was feeling sad. She simply listened.” Or “Mrs. Brown told us that instead of buying new clothes this year, she’s going to contribute the money she would have spent to the Red Cross.” Add new selections weekly to a “Wall of Fame” in the school hallway. This helps students recognize how small acts can affect others and how one person can make a difference. To extend, ask students to illustrate their written remarks, mount them in handmade frames, and present them to the person they wish to honor.



Activity: The Memory Project

Use with Lesson 1

Goals: Improves writing and communication skills. Teaches current events. Helps students understand other cultures and how they can positively affect others.

Materials: Writing journal, maps, pens/pencils, markers/crayons, paper, computers, camera, whiteboard, laminating machine, binding machine.

Depending on a school’s budget, you can purchase pre-bound, blank white books.

Time frame: 30- to 40-minute lan-

guage arts period three to five times a week. The project can be ongoing over a period of several weeks.

Visit the site of the Memory Project (www.thememoryproject.org), a nonprofit group whose purpose is to help children reach out to other children around the world who are facing extreme challenges, such as war and violence. Through the Memory Project’s Books of Hope program, students of any grade level are invited to create thoughtful, educational, or entertaining books that may be shared with children in difficult and threatening situations. (To cover costs involved in distributing the books, the Memory Project asks for a contribution of \$10 per pound of student-written books mailed to its Wisconsin offices.)

Explain that we can help other children through hardships by writing stories for them. Stories can bring hope and smiles to children who are undergoing great challenges. *Similarly, students in other parts of the world can teach us important lessons that help us to face challenges in our own lives.* Give students some basic background on the situation of those children served by the Memory Project, available on the web site. Then follow the instructions on www.thememoryproject.org/book_instructions.html on how to prepare and ship the books. Remember to keep copies for the students’ portfolios. Take photographs of your students in all phases of the process to celebrate their contributions!



Activity: Connecting With African Students

Use with Lesson 4

Goals: Help students open a dialogue with students in Africa, learn about others’ lives, common interests and values, and share thoughts about working together to defeat malaria—and meet other challenges, such as hunger.

One Student to Another

Recently, a group of middle school students in the United States built friendships by exchanging letters with high school students in Mbale, Uganda. Share these excerpts as inspiration for the activity “Connecting With African Students,” below left.

From Ugandan student:

Dear Camille,

My name is Elliot Suzan, or even you can call me Elly for the short form of Elliot and Suzzy for the short form of Suzan. I just made 14 years in August. . . . You sincerely love what I exactly love and that is sports and drawing. I also enjoy dancing as you do and listening to music. I like making jokes for fun and my dreams are to become a musician.

My favorite colors are yellow and green. . . . I love Ugandan food. . . . I have mixed blood for both an Arab and an Itesoit [Itesoit is a tribe in the eastern part of Uganda]. I hope you like my letter.

*Yours sincerely,
Elliot Suzan*

From American student:

Dear Elliot Suzan,

You know my name is Camille, so I want you to know my nickname. My friends call me Cami. . . . Elly, I am glad that you enjoy what I enjoy. Elly, you told me you like Ugandan food. How is the food there? What is it like? Is it meat, salad, fruit?

Does your name have a meaning? Mine is a flower’s name and is French. I really like your name, Elliot.

*Sincerely,
Camille*

Materials: A copy of Phoebe’s poem for all students; letter-writing paper
Time frame: 40 minutes

1. First, to learn about how to open a dialogue with an African school, visit www.sister-cities.org/sci/sciprograms/other/SisterSchools/index or www.sisterschools.org/program.htm. A list of school addresses and contacts in Africa can also be found at www.state.gov/m/a/os/cl6484.htm.
2. Share the following poem. Explain that it was written by an African student named Phoebe Murage from the Mount Kenya Academy in Nyeri, Kenya, who once had malaria. The students at this school also created inspiring dragonfly drawings (dragonflies eat mosquitoes), one of which is shown on your classroom poster. Phoebe describes Africa’s malaria crisis and what should be done.

*It came without anyone noticing
its arrival.*

*Many thought it came to pass by,
But it had come to stay.*

*It started finishing our people one
after the other.*

*We should eradicate malaria
before it gets rid of us.*

—Phoebe Murage

3. Share some of Phoebe’s other writing about malaria: “I wish someone would listen to my cry, and see for themselves how this foe is finishing the world at a rapid rate.”

4. Pass out writing paper and review friendly letter format (for a basic letter template, visit content.scholastic.com/browse/lessonplan.jsp?id=401).

Students can also write their letters in the form of e-mails.

5. Guide students in planning how to write friendly, sensitive letters to students in Africa. Include the following: a brief personal introduction; how they found out about malaria and/or Africa; what some students are doing to help fight malaria and other issues (visit www.vetotheshquito.org for ideas); express concern for the African students, their families, and friends; express a desire to work together.

6. Have students each write a letter addressed to “Dear friend” (or a specific name if one is known). Ask that the recipients write back to you and tell you more about their lives and what they learn about in school. Encourage your students to ask their new friends how African and American students might help and learn from one another, and share the folktales your class created in Lesson 4 on the back of the poster.

Activity: **The Arts Speak**

Use with Lesson 6

Goals: Students will create their own artistic response that will reflect their feelings about a social problem and will suggest ways to combat the problem.

Time frame: 1 hour, plus homework

Remind students that people can help others by using various artistic talents to create awareness of a problem. Ask students to suggest examples they’ve encountered in these materials, such as the Children of Agape and African student Phoebe Murage’s poem.

The students’ job is to create one of the following: a poster; lyrics for a song set to music; a rap song; a poem; a cover for a CD; a mural; or some piece of art in another format. The work of art should highlight a chosen social problem or volunteer organization. Brainstorm ways to share the results, such as a podcast or a traveling art gallery that visits other classrooms and schools.

Activities were developed with Allison Wiesel, a fifth-grade teacher from Morganville, New Jersey, and Jane Lierman and Shari Anderson, fifth/sixth-grade teachers from Lake Oswego, Oregon.

Useful Web Sites

The Fight Against Malaria

*Encourage kids to get involved
in the fight against malaria:*

- ❖ **Malaria No More**
www.malariaNOMORE.org
Mobilizes people in a comprehensive approach to controlling malaria.
- ❖ **Veto the ‘Squito**
www.vetotheshquito.org
Students work as a team to fight malaria.
- ❖ **Madness Against Malaria**
www.madnessagainstmalaria.com
Teams compete to raise money and win the Malaria Cup.

- ❖ **President’s Malaria Initiative**
www.fightingmalaria.gov
United States government program to fight malaria.

Other Notable Sites

- ❖ **CARE**
www.care.org General relief.
- ❖ **Children for Children**
www.childrenforchildren.org
Volunteer opportunities for kids.
- ❖ **Direct Relief International**
www.directrelief.org
Medical assistance worldwide.
- ❖ **Special Olympics**
www.specialolympics.org
Athletics for the intellectually challenged worldwide.
- ❖ **Boys and Girls Clubs of America**
www.bgca.org
Provides a positive experience for children.
- ❖ **Heifer International**
www.heifer.org
Fights global hunger by providing families with farm animals.
- ❖ **Red Cross** www.redcross.org
Disaster relief and aid.
- ❖ **Save the Children**
www.savethechildren.org
General relief focused on children.
- ❖ **UNICEF**
www.unicef.org General relief focused on children.