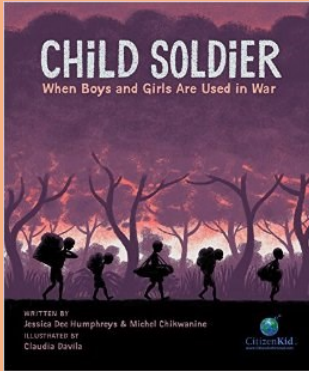


2017 Towner Award Nominee



Author: Jessica Dee Humphreys & Michel Chikwanine

Illustrator: Claudia Davila

Publisher: Kids Can Press

Copyright: 2015

of pages: 47 pages

AR level: 4.4

Lexile: 680

of pages:

Curriculum Connections: Global awareness, war, conflict and change, immigration & refugees, autobiography, cultural (local and global), community. Could spark discussions on children's

Michel Chikwanine was kidnapped by Congolese guerrillas when he was only five years old. He and his friends were playing soccer after school when the soldiers came. He experienced some horrific things, "Every day was hard and terrible, filled with fear, torture and death." While Michel eventually escaped, his struggles were not over. The graphic novel format captures interest, and a careful choice of panels makes this story accessible to children. Panels evoke strong feelings, rather than graphic details, but should be used with reservations for younger students.

Common Core Standards

Primary—This book may not be appropriate for most 2nd and 3rd grade classrooms. Publisher gave ages as 10-14:

CCSS.RL.2.3:

Describe how characters in a story respond to major events and challenges.

CCSS.RI.2.6:

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.RL.2.7:

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.RL.3.3:

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.RL.3.7:

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Intermediate:

CCSS.RL.4.1:

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.4.3:

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.RI.4.1:

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.5.1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Text Features:

Contains back matter with further information about Michel, as well as facts about child soldiers. There are suggestions for ways children can help. Lists primary sources for further research.

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| Lesson Ideas | Text Set Options | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|------|---|---|------|--|---|------|------------------------|---|------|-------------------------|--|------|--------------------------------|--|------|--------------------------|--|--|--|
| Primary: | | | | | | | | | | | | | | | | | | | | | | |
| <p>This book may not be appropriate for most 2nd and 3rd grade classrooms. Publisher gave ages as 10-14.</p> <p>Present and guide discussion on United Nations Convention on the Rights of the Child. A child-friendly version is at the website: http://www.unicef.ca/sites/default/files/imce_uploads/UTILIT Y%20NAV/TEACHERS/DOCS/GC/CRCPosterEN_FA.pdf</p> <p>Hand out the cards for Rights vs. Needs vs. Want cutouts. The cards and complete lesson is available from the publisher at: http://www.kidscanpress.com/sites/default/files/products/assets/ChildSoldier_2427_teaching_1.pdf</p> <p>Read books from text set and talk about ways to help immigrants and refugees feel safe and adjust to new surroundings. Have students draw a picture and write a caption of ways they could help a new student.</p> <p>As a class, create a chart showing what would be different in a new land (i.e. language, climate, housing, etc.).</p> | <table border="0"> <tr> <td><u>Azzi in Between</u>, Frances Lincoln Children's</td> <td style="text-align: center;">2012</td> <td>Sarah Garland (another graphic novel) Not AR</td> </tr> <tr> <td><u>Brothers in Hope: The Story of the Lost Boys of Sudan</u>, Lee & Low Books</td> <td style="text-align: center;">2005</td> <td>Mary Williams, R. Gregory Christie AR 4.7</td> </tr> <tr> <td><u>The Colour of Home</u>, Phyllis Fogelman Books</td> <td style="text-align: center;">2012</td> <td>Mary Hoffman AR 3.6</td> </tr> <tr> <td><u>Four Feet, Two Sandals</u>, Eerdmans Books</td> <td style="text-align: center;">2016</td> <td>K.L. Williams AR 3.2</td> </tr> <tr> <td><u>Muktar and the Camels</u>, Henry Holt and Co.</td> <td style="text-align: center;">2009</td> <td>Janet Graber AR 3.3</td> </tr> <tr> <td><u>Two White Rabbits</u>, Groundwood Books</td> <td style="text-align: center;">2015</td> <td>Jairo Buitrago AR 1.9</td> </tr> <tr> <td colspan="3">Interview with Michel Chikwanine – https://www.youtube.com/watch?v=xB9IS7tQRFM</td> </tr> </table> | <u>Azzi in Between</u> , Frances Lincoln Children's | 2012 | Sarah Garland (another graphic novel) Not AR | <u>Brothers in Hope: The Story of the Lost Boys of Sudan</u> , Lee & Low Books | 2005 | Mary Williams, R. Gregory Christie AR 4.7 | <u>The Colour of Home</u> , Phyllis Fogelman Books | 2012 | Mary Hoffman AR 3.6 | <u>Four Feet, Two Sandals</u> , Eerdmans Books | 2016 | K.L. Williams AR 3.2 | <u>Muktar and the Camels</u> , Henry Holt and Co. | 2009 | Janet Graber AR 3.3 | <u>Two White Rabbits</u> , Groundwood Books | 2015 | Jairo Buitrago AR 1.9 | Interview with Michel Chikwanine – https://www.youtube.com/watch?v=xB9IS7tQRFM | | |
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| Intermediate: | | | | | | | | | | | | | | | | | | | | | | |
| <p>Diary — use the text set books, and Child Soldier, have the students write a diary of “one week” in the life of... Let them choose a time frame or sequence.</p> <p>Extend the Right vs Needs vs Want activity from above. Include asking them to make a list of items they would want to grab if they had to leave home suddenly.</p> <p>This could be from a weather related disaster, as well as the type of violence immigrants and refugees suffer.</p> <p>In groups have students list what would be “hardest” in a move to a new country or locale, Add a second list of what they might do to make this easier for a person new to their school.</p> <p>Link to lesson plans for older students http://www.socialstudies.com/pdf/ZP862TG.pdf</p> | <table border="0"> <tr> <td><u>The Arrival</u>, Arthur A. Levine Books</td> <td style="text-align: center;">2007</td> <td>Shaun Tan (graphic novel) Not AR</td> </tr> <tr> <td><u>Gervelie’s Journey</u> (part of A Refugee Diary series) France Lincoln</td> <td style="text-align: center;">2008</td> <td>Anthony Robinson & Annemarie Young AR 3,8</td> </tr> <tr> <td><u>I Have a Right to be a Child</u>, Groundwood Books</td> <td style="text-align: center;">2012</td> <td>Alain Serres Not AR</td> </tr> <tr> <td><u>Kids of Kabul: Living Bravely Through a Never-Ending War</u>, Groundwood Books</td> <td style="text-align: center;">2012</td> <td>Deborah Ellis AR 5.5</td> </tr> <tr> <td><u>The Red Pencil</u>, Brown Books for Young Readers</td> <td style="text-align: center;">2015</td> <td>Andrea Davis Pinkney AR 4.2</td> </tr> </table> | <u>The Arrival</u> , Arthur A. Levine Books | 2007 | Shaun Tan (graphic novel) Not AR | <u>Gervelie’s Journey</u> (part of A Refugee Diary series) France Lincoln | 2008 | Anthony Robinson & Annemarie Young AR 3,8 | <u>I Have a Right to be a Child</u> , Groundwood Books | 2012 | Alain Serres Not AR | <u>Kids of Kabul: Living Bravely Through a Never-Ending War</u> , Groundwood Books | 2012 | Deborah Ellis AR 5.5 | <u>The Red Pencil</u> , Brown Books for Young Readers | 2015 | Andrea Davis Pinkney AR 4.2 | | | | | | |
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