

SMUGGLING HOPE

MONTAGUE WORKSHOP LESSON 3

Learning Target:

- Students will understand that regardless of the circumstances, they can always choose to have hope.

Materials:

- YouTube Video: [Smuggling Hope](#)
- Chart Paper
- Markers
- Pencils
- Blank Postcards

Suggested Grouping:

- Mixed ability
- Group size 3-4 students

TEACHER RESOURCES: The websites [Kidskonnnect](#) and [Literary Devices](#) offer figurative language examples and definitions. Review and select which elements of figurative language students should focus on during this lesson based on student age and readiness.

DIVIDE

students into small groups to brainstorm figurative language that might be used to define hope. Students will record their ideas on chart paper and discuss.

- How do these examples of figurative language evoke emotion?
- How do these examples of figurative language change your understanding of hope?
- What do the comparisons being made in these metaphors/similes/personification tell us about hope?
- How does the use of figurative language affect you as a reader?

TECH TIP:

Use a [Google Doc](#) or [Padlet](#) to allow all students to contribute ideas to a digital list.

DISCUSS

Introduce the concept of “hope” to students.

- What is hope?
- What do you hope for?
- Why is it so difficult to define hope? (It is not something tangible, it is an abstract concept, the meaning is unique to each person.)

ASK

students to take note of how hope is defined in the video as they watch it.

VIEW

the YouTube Video: [Smuggling Hope](#)

LEAD

students in a group discussion about the video.

- How has your definition of hope changed?
- How would you depict hope?
- What would it look like to live a life filled with hope?

EXPLAIN

to students that many children in the video used figurative language to describe hope. Using figurative language, such as metaphors, imagery, personification, and symbolism, can often make our ideas more clear and impactful.

INVITE

students to create an artistic depiction of hope on the front of a blank postcard. On the back of the postcard, students should write about hope. Utilize the writing process and adapt the expectation for writing to meet your students’ needs. For example, if you are just introducing the idea of figurative language, students may only write one example of a metaphor for hope. If you are in the middle of a poetry unit, students may write an entire poem or paragraph that personifies hope.

TEACHER RESOURCE: You can choose to [print](#) or [purchase](#) blank postcards.

SHARE

the completed visual and written depictions of hope with the class. As students share, facilitate a discussion with the class:

- When might you need a strong feeling of hope?
- How can we share our hope with others?
- How can hope change the world?

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SUMMARIZE

the lesson for students by emphasizing the key takeaway of the Smuggling Hope video - Hope doesn't have to be smuggled in. Wherever you are today, hope is right there, too.

Optional Extension

Just as Brad and Kristi do in the Smuggling Hope video, give your students an opportunity to share their depictions of hope with an authentic audience!

Create an exhibit of hope by displaying students' hope postcards in a public space in the community, such as your school, local library, museum, or grocery store. If possible, allow students to seek reactions from their audience about their depictions of hope.

TECH TIP: *Students can create short videos documenting conversations with their audience using video editing tools such as [iMovie](#), [Movie Maker](#), or [Animoto](#).*

Use technology to connect with a global audience. Share your students' completed postcards on social media using the hashtag #hopeiswhereweare. Or, make a website to create a digital exhibit of postcards. Consider connecting with another classroom outside of your school building to share your perspectives and thoughts about hope.

★ BEST PRACTICE:

Before sharing student work online, review this article on [Protecting Student Privacy on Social Media](#) from Common Sense Education.

Looking for other opportunities to connect globally? Explore the resources below:

- [Skype in the Classroom](#)
- [The Global Read Aloud Project](#)
- [iEARN-USA](#): Browse projects [here](#)
- [ePals](#): Browse projects [here](#)
- [TakingITGlobal](#): Browse projects [here](#)
- [The Global Education Conference](#): Connect with another classroom by searching in the [project database](#) or by posting in the [collaborative projects forum](#)
- Read [A Step-by-Step Guide to Global Collaborations](#) on Kim Cofino's blog for some great questions to consider when collaborating with individuals outside the classroom walls.

Global Connection

Today's world is more connected than at any other time in history. Seeking global connections in the classroom is an essential starting point for students to develop the communication and collaboration skills needed to solve planetary challenges and make scientific, artistic, and political advancements in the future. By building these connections now, students can grow to become globally competent citizens of the world.

Anchor Standards

CCSS.ELA-LITERACY.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

ISTE Standards

6 Creative Communicator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.