**Objective:** Students recognize how deforestation affects the land and understand how indigenous people are stewards of the Earth.

**EBR Core Action Support - Text, Task, Talk**
- 1 - High Quality Text & Supports Foundational Skills
- 2 - Employ questions and tasks that are text dependent and text specific.
- 3 - Provide all students with the opportunity to engage in the work of the lesson.

**Before Reading:**
- Preview the front cover of the book.
- Ask students what they think this book will be about, explain that is called making predictions.
- **Explain:** Indigenous people lived in the Americas long before Columbus and other immigrants arrived and their ancestors continue to live in the Americas today. In Baton Rouge we live on the ancestral land of the Choctaw Nation many of whom were forced to move to what is now called Oklahoma. Zonia is from South America and part of the Ashaninka people.

- **Student Spark:** Notice Zonia’s face and expression, why do you think her face has red on it and how do you think she is feeling?

**After Reading:**

1. **Reactions**
   - What did you think about the book, do you have a favorite part?
   - How do you think the art was made?
   - Go back through the book and discuss what happened at the beginning, middle, and end.

2. **Question / Discussion**
   - Where does Zonia live? (The Amazon rainforest. The rainforest is a hot wet biome with lots of plants and animals.)
   - How is Zonia feeling at the beginning of the story? Why is she feeling that way?
   - What makes Zonia frightened? What does she do?
   - When does Zonia put the red paint on her face? How is she feeling? (The Ashaninka people use paint to complement their actions and abilities and feel empowered.)

3. **Draw or Write:**
   - Draw a picture of your face and decorate your face as Zonia has done to complement how you are feeling now. Write a sentence to describe how you are feeling.
   - The butterfly who goes with Zonia on the pages is a Blue Morpho. Draw a picture of a blue morpho butterfly.

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