



Flat Stanley

Unit Summary

The Flat Stanley Project grew out of a classic children's book by the same name, written by Jeff Brown. In the story, Stanley, a regular boy, is squashed flat by a falling bulletin board. On the bright side, he discovers that his parents can slip him into an envelope and mail him to visit friends in faraway places. In real life, students in thousands of classrooms around the world participate in the Flat Stanley Project. Each class makes its own cardboard flat friend and creates a life story for him. Then, through e-mail or regular mail, students send their friend on vacation with classmates in other countries. When a flat visitor arrives, host children treat him as an honored guest. They take him along on outings, snap travel photos, and keep a journal of their activities and meals, giving insight into life in their part of the world.

Curriculum-Framing Questions

- **Essential Question**
Are we really so different from others?
- **Unit Questions**
How are other kids like me?
What is special about our history, the characteristics of the land around us, and our weather?
- **Content Questions**
How does our friend spend his time while visiting other countries?
How far does our friend travel?
What types of fruits, vegetables, breads, and meats does our friend eat during his stay?

Assessment Processes

View how a variety of student-centered [assessments](#) are used in the Flat Stanley Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

Instructional Procedures

Before You Begin

Visit the [Flat Stanley Web site](#)* and register your class to receive flat people guests from around the world. Learn about participating classes, and choose classrooms in different countries where you would like to send your own flat person. The Flat Stanley Web site has tips on sending your flat person to other countries, and offers project ideas from classrooms worldwide. You have the option of sending your flat person through regular mail or through e-mail. If you choose to use e-mail, set up an e-mail account on [Yahoo](#)* specifically for this project, or use another free e-mail provider.

Getting Started

To begin the unit, engage students in a class discussion around the Essential Question, *Are we really so different from others?* Elicit student responses and examples, and chart a list of ideas brainstormed during the discussion. Keep this list posted throughout the unit.

Make a New Friend

Read the book *Flat Stanley* by Jeff Brown and discuss the project ahead. Present an art lesson where each student makes a flat person. The Flat Stanley Web site has suggestions for size and composition, and even offers a template. You may suggest that students adorn their flat person with little clues to their personality. For instance, a bird-watching flat person might have a pair of binoculars drawn around his neck.

At a Glance

Grade Level: 3-5

Subject: Social Studies, Language Arts, Health and Nutrition, Interdisciplinary

Topics: Personal Writing, Local History, World Geography

Higher-Order Thinking

Skills: Synthesis, Analysis

Key Learnings:

Communication, Cultures

Time Needed: 2 weeks (then ongoing)

Background: [Odyssey Story](#) from Kilworth, County Cork, Ireland

Things You Need

[Assessment](#)

[Standards](#)

[Resources](#)

Have each student create an autobiography and fact file for the character, to be included in the front of the flat person's travel journal. If students provide engaging information about their flat people, they are more likely to get good responses back when they send their friends on a visit. Encourage students to be creative and invent a character with a unique personality, interests, food preferences, and background story. For example, a bird-watching flat person's autobiography might include descriptions and sketches of the birds he has "seen" in your locality. This sets the stage for a bird-watching trip with a host class and interesting additions to the journal.

Plan a drama lesson where children assume the identity of their flat people and introduce themselves to the class.

Send the flat people home with their creators, and have students complete journal entries about several shared adventures, written from the point of view of the flat person. Have students read their entries in class, and discuss the qualities of effective journal writing.

In class, have students participate in peer conferences to get feedback on their journal entries. Go over the [journal checklist](#) beforehand and have students use the checklist as they discuss the entries. Students can make necessary revisions and think about future entries based on the peer's feedback.

Next, send flat people home with various members of the class. Encourage students to draw and take photographs of the places they visit with their flat guests and write journal accounts, again from the point of view of the flat visitor. Have students read entries in class. Make sure students address the Unit Question, *What is special about our history, the characteristics of the land around us, and our weather?* in their journals. To accomplish this, the students should include interesting facts and stories about their country's or family's history, any special characteristics about the land around them, and what the weather is like in their country. Explain to the students that this information will be interesting to Stanley's hosts after he is sent traveling with this journal.

Repeat home visits until students are writing clear and effective journal entries. When they are skilled in journal writing, students can turn their attention to sending out and hosting flat people.

Send a Friend on Vacation

Together, choose which classes will host your flat people. Send the flat people, along with their journals, through regular mail or e-mail. Include a questionnaire that clearly addresses how other kids spend their time, what they eat, how their land and weather is unique, and something interesting in their country's history. The questionnaire given to the host class will provide you with comparative information you will collect for all the countries your flat people visit.

The first time you participate, focus on daily journal writing. As the project moves forward, shift the focus to cultural geography themes for students to write and ask about. Encourage students to contribute themes for the class to study. Being in charge of one's own learning is greatly motivating.

Set aside time for students to discuss and explore their interests, and work those interests into the project. Watch for opportunities for collaborative learning and for natural project extensions. When you have established themes you want to explore with other classes worldwide, set the class to work researching the same themes for their own locality. When they become experts on their own area, they are ready to trade and compare their local information with other classes. Refer the students back to the Unit Question, *How are other kids like me?* and talk about this in a whole class discussion.

Keep Up with Your Traveling Friends

Consider sending flat people out in cycles of five. Maintain a record of all traveling flat people. Have students use a spreadsheet to create a chart that lists travelers on the vertical axis, and lists locations and departure and arrival information on the horizontal axis.

The project has potential for great extensions involving maps, globes, and atlases. You might have students find geographic coordinates of visited classes, or have them calculate directions or miles traveled using a travel site, such as [MapQuest](#)*.

Create a class database containing a list of the travelers along with fields for each food group. Fill the database with the types of foods the travelers eat during their visits. Have students compare these foods to the foods they eat at home.

Make sure students consider all the data collected during their journal writing periods. Have them include in their writings how they are different or similar to Flat Stanley's hosts. Students may also consider how their own country is different or similar to Stanley's hosts by comparing weather and land characteristics.

Use Technology

Thanks to technology, children get an opportunity to sample life in other countries through the eyes of their flat traveler. Children gain firsthand experience in sending and receiving e-mails, attaching files to e-mails, printing material, using a digital camera, scanning material, and saving information on a computer. Word processing skills are developed as the children engage in journal writing. Spreadsheet skills are strengthened as the students create charts from the data collected. Database skills are practiced as the students complete database fields with the foods eaten by their flat friends. In fact, the sky is the limit, depending on the ability of the class. Consider having the class record their voices and music, and send this to other schools, as in this example of an Irish classroom recording of "[The Britches Full of Stitches](#)" (MP3 186KB). Compile a CD of flat people pictures to send home. Consider exploring the possibilities of using a webcam.

Present Learning

As the class creates and collects flat people memories, compile them into a multimedia presentation or publication to share with others. This class newspaper, [The Stanley Post](#), shows many good ideas for items to include in a presentation or publication, including journal entries, pictures, maps, and poetry. Schedule teacher-student conferences to monitor progress, give feedback, and ensure that students understand project requirements.

After all projects are shared, end the unit with the students revisiting the Essential Question, *Are we really so different from others?* On a whiteboard, create a Venn diagram consisting of three circles—two outer circles representing two of the countries Stanley visited, and the center circle representing the students' and Stanley's home country. Invite the students to fill in the diagram with cultural facts that are unique to each country as well as facts that each country might have in common. Allow students to share their opinions and final thoughts on whether they feel we are so different from others.

Prerequisite Skills

- Basic computer skills, including word processing, creating a chart with a spreadsheet application, developing a new database, and using e-mail
- Journal writing experience

Differentiated Instruction

Resource Student

- Create templates
- Limit the amount of text required
- Organize mixed ability groups
- Take student ability into consideration when assigning tasks
- Delegate tasks according to strengths and weaknesses
- Make access to sources of information easier
- Encourage students to work in pairs, to support one another
- Because journal writing is personal and at a student's level, have the resource student contribute on an equal footing with peers by helping the student redraft work and use the spell checker and grammar tool while using the word processor

Gifted Student

- Encourage the exceptionally able to engage in further research, making the assignment more challenging and resulting in more detailed or advanced publications and presentations
- Assign leadership and helping roles
- Ask students to record and graph information received from other countries and present a synthesis of this to the class
- Use Flat Stanley as a motivation tool or a means of finding out information from many parts of the world on whatever topic fires the imagination of the gifted student

English Language Learner

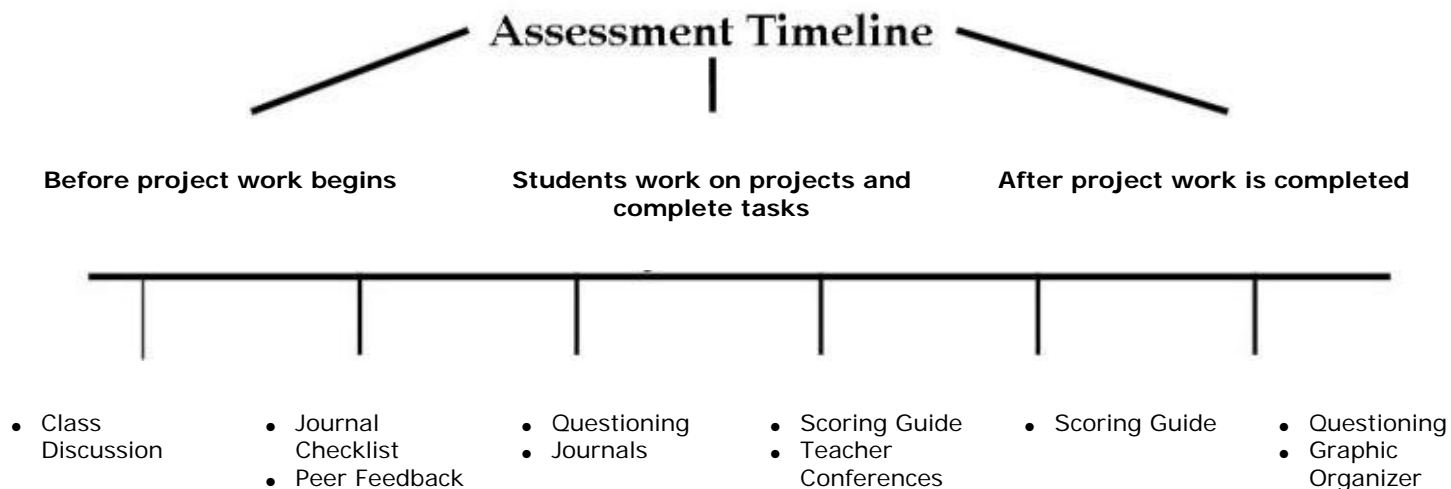
- Engage in journal writing with an older class; students would have the skills to decipher the basic English being written and similarly be challenged to create and return a journal that they wrote using simple and clear everyday language.
- Send a flat person to a country whose first language is that of the student's first language

Credits

Imelda Fouhy is a third-grade teacher in Kilworth, County Cork, Ireland. Her class was featured in *An Innovation Odyssey*, a collection of stories of technology in the classroom, Story 93: [Tin Whistles Go Worldwide](#).

Designing Effective Projects: Flat Stanley Assessment Plan

Assessment Plan



Students use the [scoring guide](#) to help guide their learning, stay on track, and self-assess their progress. This scoring guide is also used by the teacher to assess student work. Questioning and conferences are used throughout the unit to help students develop their higher-order thinking skills and process content. A [journal checklist](#) is used during peer conferences to help guide feedback on journal entries and use for future entries. A final graphic organizer is used to assess learning.

Designing Effective Projects: Flat Stanley

Content Standards and Objectives

Targeted Content Standards and Benchmarks

Process and Technology Skills

Students will be able to:

- Practice the processes of journal writing
- Express their experiences in writing
- Develop word processing skills
- Develop spreadsheet skills
- Develop database skills
- Locate, read, sort, compare, synthesize, and evaluate information
- Develop information technology skills, including using e-mail, scanning, desktop publishing, printing, and digital photography

Student Objectives

Students will be able to:

- Convey the history and geography of their local area to people from other countries
- Frame questions to gain information about other parts of the world
- Record and compare information from various countries
- Appreciate differences among nations, races, languages, customs, and environments
- Locate countries and cities on world maps, atlases, and globes

Resources

Materials and Resources

Printed Materials

- Brown, J. (1992). *Flat Stanley*. New York: Harper Collins.

Supplies

- Maps and atlases
- Publications describing local area

Internet Resources

- Flat Stanley Web site
<http://flatstanley.enoreo.on.ca>*
Register your class, get helpful insights into how the project operates, see a list of all the classes involved worldwide

Technology—Hardware

- Internet connection to send and receive e-mail, access mapping activities, and register the class at the Flat Stanley Web site
- Digital camera to take pictures of Stanley on his visits
- Scanner to scan pictures of Stanley on his visits
- Printer to print newsletters to distribute

Technology—Software

- Database and spreadsheet for graphing activities
- Desktop publishing software to publish multimedia presentation
- Database application for compilation of data
- E-mail address (there are many free e-mail services available, such as [Hotmail](#)*, [Yahoo](#)*, and so forth) for communications between classes

Flat Stanley Scoring Guide

	3	2	1
Cooperation			
Shares ideas and actively participates in the creation of the work			
Takes on many roles during the project			
Oral Language			
Actively participates in discussions and questions on the topic with whole class and individually			
Listens to others			
Expresses self and solves problems effectively			
Knowledge Acquisition			
Researches material related to the project (such as local history, local geography, and local culture)			
Compares and contrasts local information with that of the other classes			
Expresses understanding in oral presentation or publication			
Writing			
Records information in an organized way			
Explains and describes new understanding in own writing			
Edits and proofreads			
Revises to publishing quality			
Gives appropriate feedback to peer			
Presentation			
Uses many different ways to improve presentation or publication			
Presents own part of the completed work to the whole class			
Helps others in preparing the presentation or publication			
Communication			
Communicates in a loud and clear voice			
Shares important information in an organized and interesting way			

Name _____

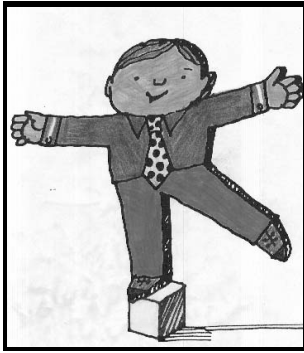
Journal Entry Checklist

- I write from my flat person's point of view.
- I describe what is important and interesting about my country's or family's history.
 - I include stories.
 - I include facts.
- I describe and include characteristics of the land.
- I describe the weather.
- I describe at least two adventures in detail.
- I proofread my journal entry to correct any mistakes in:
 - Spelling
 - Sentences
 - Punctuation
 - Capitalization

I read my journal entry to _____.

Here are two strengths:

Here are two suggestions:



The Stanley Post

The Official Account of Stanley's Travels.

Hello everyone. We are the boys and girls of third class in Kilworth Senior School, Co. Cork Ireland. We read the book Flat Stanley. Stanley Lambchop was just an ordinary little boy until a notice board fell on him. It made him as flat as a pancake.

This made life very different for Stanley. He could now do amazing things! He did not have to open doors. He just simply slid under them. Stanley's parents could not afford to send him on holiday. Stanley came up with a great plan. As he was flat, he could get to travel the world in an envelope! And so began the adventures of Stanley.

Schools all over the world have made Flat People. They send them on adventures to other parts of the world. We all made a Stanley of our own. We then registered our school on the Stanley Web site. Soon we received Stanleys from all sorts of amazing places. We marked each place on our Stanley map. We kept a diary for each Stanley and e-mailed their school to tell them how he was getting on. When they went home, one of our Stanleys went with them to find out more about their part of the world. We have learned lots of things about other countries. It has been fun e-mailing other classes.

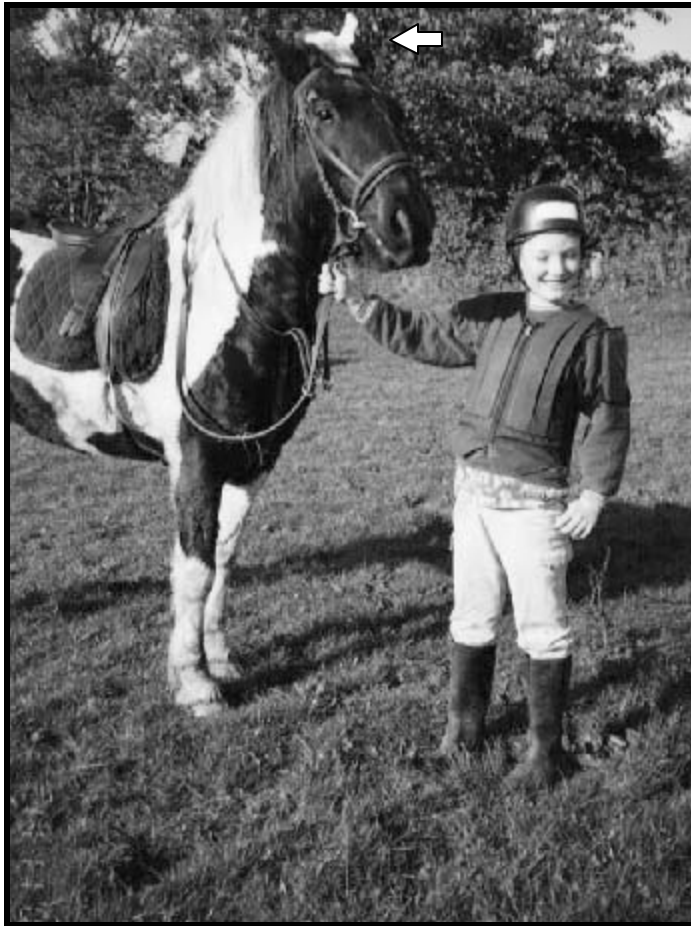
The nearest Stanley we received was from Dublin, and the furthest away one was from Tasmania. You can read about some of the things we did with Stanley inside. You will also get to find out about some of the countries he visited. We have received 41 Stanleys so far this year. It has been fun!



Stanley visits Thomas and Adrian...p2
Hannah and Dónal's Diary.....p3
Canadian Friends.....p4
South African Stan.....p5

American Stanleys...p6
Bits n' Bobs.....p7
Word Search.....p8

Stanley goes riding with Thomas on Pipa.



Hello, my name is Thomas. Stanley came to my house one evening. When we came home I had my dinner. I had sausages and chips. Stanley had some too, but he knows them as french fries. Then we went out into the field. We caught Pipa. We brought Pipa into the yard. Stanley helped me put on her saddle. Then we went for a ride. I like to jump fences.

Stanley was afraid because he was never on a horse before so I went really slowly. After a while I got faster. When we were finished my brother took this picture.

Can you see Stanley in the picture?

Stanley visits Adrian's House.

My name is Adrian. I am almost 10 years old. I go to school in Kilworth. Stanleys from different parts of the world visit us. I got to take the Stanley from Dubliner California home with me. Dublin is the capital of Ireland but I did not know that there was a town called Dubliner in America.

I have a horse called Flash. I love to ride him. Sometimes I go in drag hunts with Flash. Thomas took his Stanley riding also. I have fallen off

lots of times. Once I broke my collar bone. Another time I broke my arm. I would love to be a jockey when I grow up, but I think I will be too tall, so I might just train horses. Stanley stayed with me for a week. When he arrived at our school, his envelope was full of lots of interesting things about California. They do not get cold and wet winters like we do, so I think Stanley was cold in Ireland. We sent lots of things about Ireland home with him and we e-mailed his class. It was fun.

Stanley likes to play chicken with Hannah!

My name is Hannah. I am in third class. I lived in Scotland but now I live in Co. Cork. We keep chickens. They are free range chickens so the eggs are lovely to eat. It is my job to check for eggs every evening after school. I know where the hens like to hide their eggs. I have two pet hens, Penny and Chicken-Liken. A Stanley from Toronto came to visit us. He got to stay at my house and I was responsible for his journal. He helped me to look for eggs. Stanley told me that he gets eggs from the store. He had never looked for eggs before. I had food in my hand so the hens would come up to me. Stanley said he had never seen a hen up close! Stanley went for a ride on one of the chickens. My sister took a picture of us. When Stanley was going home, his journal was full of stories and pictures about Ireland. I like to play the tin whistle. We learn it in class. We recorded ourselves playing lots of tunes and we sent this back to Toronto also. I made a Stanley and he went on his holidays to Toronto. While he was there we e-mailed him. When he came back he



had lots of news about Canada. We got a present of a Canadian Flag, a maple leaf and maple syrup. They gave us the address of their school web site so that we could learn more.

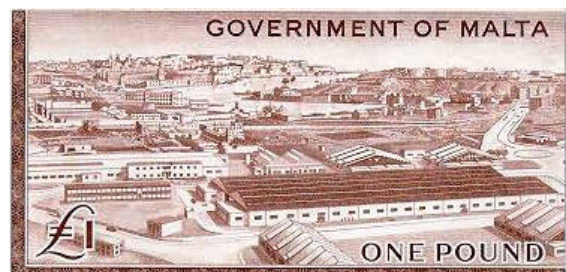
Dónal's Diary.

My name is Dónal. I live on a farm. When the Stanley from Malta came to our school, I got to look after him. The children who wrote his diary did not have very good English. They are learning English like we are learning Irish. When he arrived I made the flag of Malta and put it on the world map in our classroom to show where he had come from. He travelled 3040 kilometres to get here. He stayed with me for nearly two weeks. I was practicing for a piano exam so he helped me. Mammy took a picture of us at the piano. Then my Stanley went back to Malta with him. Malta is south of Sicily and it is in the Mediterranean sea. Its weather is nicer than ours. Their winters are not



as cold and their summers are much warmer.

Stanley sent a postcard from Marsaxlokk, the village he was staying in. He got his picture taken in a fishing boat. The flag of Malta is like the Cork flag, red and white, but it has a Maltese Cross in one corner. The currency in Malta is the pound, but it is different to the English pound.





by Michelle, Joanne & Ciara.



Canadian Friends

8 Stanleys from different parts of Canada came to visit us: Vancouver, Kamloops, Edmonton, Ottawa, and Toronto.

Canada is the third largest country in the world. Canada has the Atlantic Ocean to the east, the Pacific Ocean to the west and the Arctic Ocean to the North. About 30, 000, 000 people live in Canada. English and French are spoken. Forests cover almost 1/2 of Canada's land. The Rocky mountains are on the west coast of Canada. Ireland is much smaller.



This picture shows Irish Stanley visiting Ottawa. Diana, Anika and Sierra are the girls in the picture. They speak English and French. We taught them some Irish phrases and they taught us some French ones. Ottawa is Canada's capital city. It is in the province of Ontario. The y ice skate on the canals through the city in the winter.

Toronto and Ottawa are near the east coast of Canada. Toronto is on lake Ontario. It is very near Niagara Falls. We received beautiful postcards of Niagara Falls, which is one of the seven wonders of the world. Vancouver is on the west coast. The Mackenzie River, north of Vancouver is the longest river in Canada. The entire river freezes during the winter. Canada's emblem is the maple leaf. It is on its flag which is red and white. We do not have an emblem on our flag. There are lots of maple trees in Canada. They 'tap' them to get the syrup from them. They like to pour this syrup on pancakes. Canada's animal is the beaver. It has very strong teeth to help it gnaw wood. It builds a dam across a river to build its home called a lodge. Ice hockey is Canada's national sport. It is played with a stick and a puck. It is the fastest team game in the world.



It is the fastest team game in the world.

Written by Joseph & Garry.

South African Stanley

The South African flag has a green y-shape, with red above it, blue below it, and black to its left. Johannesburg is the largest city in South Africa with many sky scrapers. It started because gold was discovered there. They also mine copper, iron ore and diamonds.

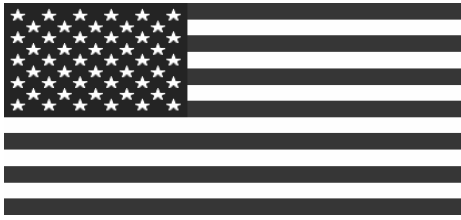


Africa is a continent made up of many different countries. South Africa is the most southerly country. Follow the arrow to find it on the map. South African Stanley travelled about 12,000 kilometres to get to Ireland.

We received 3 Flat People in the post from Kingsmead College, Johannesburg, in South Africa. Because they are south of the equator, their summer is when we have our winter. When the Flat People came to us in December they were very cold because it was the middle of the summer in South Africa and they were getting ready for their long summer holidays.

Africa has lots of wild animals. You can go and see them in wild life parks. The Flat People brought lots of pictures of lions, tigers, elephants and colourful birds to Ireland with them. Our Stanley got to visit one of these safari parks when he was there. Our Stanley is used to seeing sheep.

Did you know that the world's largest diamond was found in South Africa in 1905?



American Stanleys.

By Nathan, Michelle & Fiona.

The United States of America is the fourth largest country in the world. It has 50 states. There is a star for each state on their flag. The President of the U.S. is George Bush. He lives in the White House in Washington DC. The bald eagle is their symbol. Their currency is the dollar. Our currency is the Euro.

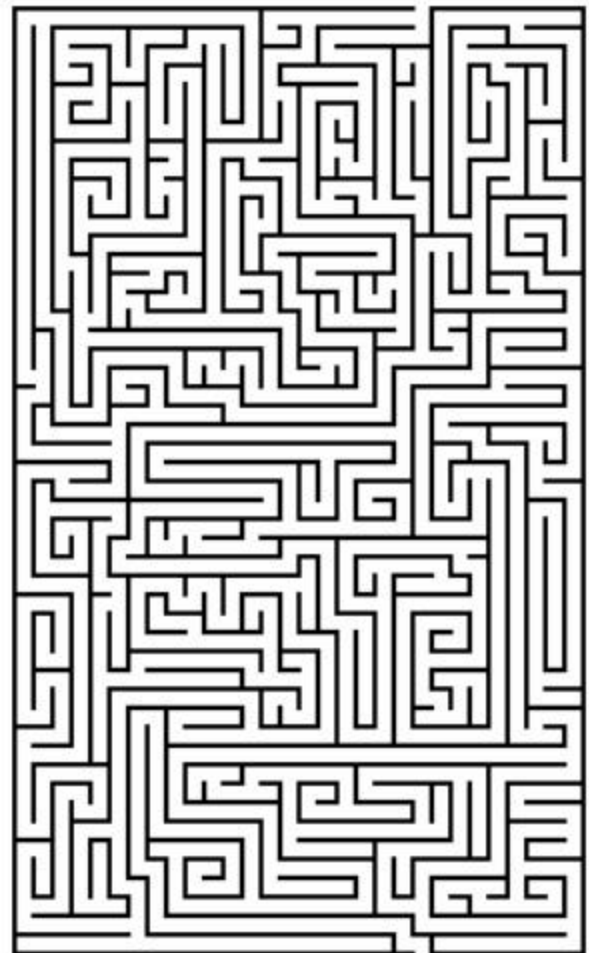


We received 3 Stanleys from California. More people live in California than any other state. One reason for this is its mild climate in winter. Hollywood and Disneyland are famous tourist attractions in California. Los Angeles and San Francisco are large cities. We would like to visit there someday. California lies within an earthquake zone.

A Stanley from Canadian, Texas visited us. The town got its name from the river, the Canadian. Gold was found in the river a long time ago. Even though the summers are warm in Texas, they get snow in winter in Canadian. We got some pictures of huge cactus that grow in Texas. It is America's biggest producer of oil and cattle.

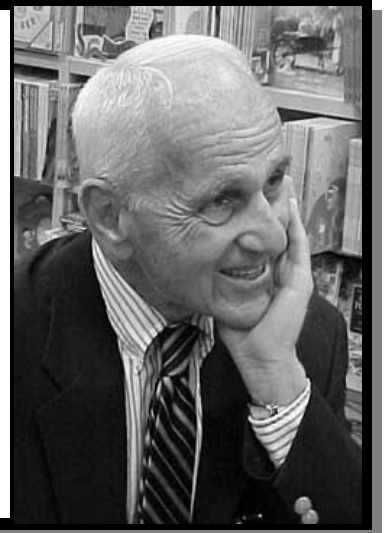
Can you help Stanley get from one end of the maze to the other??? See how fast you can do it...on your marks, get set...

GO!



ABOUT THE AUTHOR...

Jeff Brown is the author of the book *Flat Stanley*. Did you know that he wrote the book in 1968? That is over 35 years ago! For a time he worked for *The New Yorker* and *The Saturday Evening Post* newspapers. He also worked in Hollywood at Paramount Studios. Have you read *Stanley and the Magic Lamp* or *Stanley in Space*? Jeff Brown also wrote these Stanley adventure books.
By Hannah and Joseph.



Poem

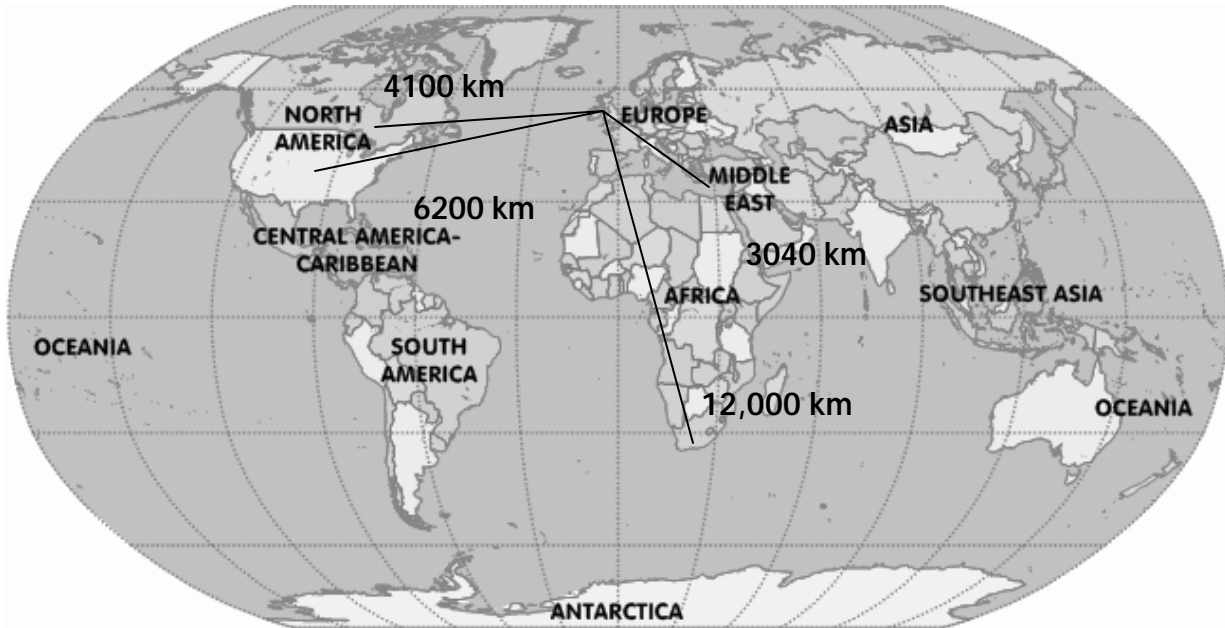
Stanley is my name.
I like to play all sorts of games.
One night I went to bed all fat,
And woke up really really flat.
The notice board above my head,
Had fallen on me, toes to head.
And now instead of opening doors,
I slide under on the floor.
Being flat is not so bad,
I get to travel, that makes me glad.

By Patrick & Adam.

Cut out Stanley and color
him in.



Flat Stanley's Travels



*Find out more about Stanley:
Read Flat Stanley
by Jeff Brown*



*Why not e-mail us:
class3kilworth@eircom.net*



*Check out Stanley's Web site:
<http://flatstanley.enoreo.on.ca>*