Theme: Italy
Grade: 4
Books/ Other Resources: Daughter of Venice by Donna Jo Napoli, Vendela in Venice by Christina Bjork, Tony’s Bread by Tomie de Paola, Strega Nona by Tomie de Paola, Starry Messenger by Peter Sis, A Renaissance Town by Jacqueline Morley and Mark Peppe, Tears of the Salamander by Peter Dickinson, and Let’s Learn Italian Coloring Book by Anne-Françoise Hazzan

Standards:
English/ Language Arts:
- 4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.
- 4.5.1 Write narratives (stories) that: include ideas, observations, or memories of an event or experience; provide a context to allow the reader to imagine the world of the event or experience; and/or use concrete sensory details.
- 4.7.3 Identify how language usage (sayings and expressions) reflects regions and cultures.
- 4.7.12 Make informational presentations that: focus on one main topic, include facts and details that help listeners focus, and incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).

Objectives:
- Read stories about Italy and be able to identify main events and characters.
- Learn about Italy through making informative but fun presentations and other activities.
- Learn about the Italian language and how it is similar to and different from English.
- Write a story about something that happened to you on our imaginary journey to Italy in our classroom.

Activities:
- Learn Italian words and phrases: This activity will allow the students to learn some Italian words and phrases that would be essential for any person traveling to Italy to know. These words/phrases will be used in the classroom throughout each day. The students will also have coloring pages to complete that will reinforce the new words. (Verbal/Linguistic, and Visual/Spatial Intelligences)
- Literature Circles: The students will participate in literature circles focusing on books dealing with Italy. There will be four groups. After reading the books each group will create a presentation of their choice. Each presentation must include information about the main events and characters of the book but must not give away the ending as the books will be available in the classroom library for the other students to read. (Verbal/Linguistic, Interpersonal Intelligences)
- Geography: The students will explore the geography of Italy. They will learn where major cities are located and some of the major landmarks and tourist attractions. They will also create a map of Italy as a class using paper-mache. The
map will include mountain ranges and rivers, as well as the location of the cities. (Interpersonal, Visual/Spatial, Naturalist Intelligences)

- Video Experience: The students will watch a video about the Manchester College A Cappella Choir trip to Italy in March of 2004. After watching the video the students will write a reflection story on what they think it would be like to actually go to Italy. During this part of the lesson they will also get to see pictures taken in Italy and listen to Italian music in the background to put the students in the mood to write their story. (Intrapersonal, Musical/Rhythmic Intelligences)

- Spaghetti: As an end of the unit fun activity the class will make spaghetti. Spaghetti is a classic Italian dish and is fairly easy to make. This will take two days as the first day will require discussion on how to measure and mix the ingredients, and safety issues. The second day will be the making of the spaghetti. The students will be responsible for measuring and mixing the ingredients and eating the spaghetti. (Logical/Mathematical, and Bodily/Kinesthetic Intelligences)

### Time Schedule:

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<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>Teacher Read-aloud</td>
<td>Italian Words Lit Circle Geography</td>
<td>Italian Words Lit Circle Geography</td>
<td>Italian Words Teacher Read-aloud Geography</td>
<td>Italian Words Lit Circle Video Part I</td>
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<td>Italian Words Lit Circle</td>
<td>Italian Words Geography</td>
<td>Italian Words Video Part II</td>
<td>Italian Words Lit Circle Spaghetti Part I</td>
<td>Italian Words Spaghetti Part II- Party!!</td>
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### Grouping:

- For the Literature Circles the students will be able to pick their groups based on which book they would like to read. If a student would like to read a book that is way to hard for them I may have them choose a different book, but it would depend on the book and the student.

- For the Geography portion I would just mix the kids up into centers. One day one group would work on cities, one would work on landmarks, and one would work on mountains, rivers, etc. These groups would be different from the one that they are in for the Literature Circles and would change on each day of geography. The only stipulation would be that once they have done one center area they could not do that center area again.

### Checklist:

- Cities
- Landmarks
- Mountains, rivers, etc
- Italian words
- Video story (will also be graded)
• Group presentation (lit circle) (will also be graded)
• Helping with the paper-mache
• Helping with the spaghetti

**Bloom’s Taxonomy:**

Level I- Knowledge: Who were the main characters in your book?
Level II- Comprehension: What are the main ideas of the book that you read in your lit circle?
Level III- Application: How would you use what you have learned about Italy to convince someone that it would be a wonderful place to visit?
Level IV- Analysis: What is the relationship between Venice and the Adriatic Sea?
Level V- Synthesis: What would happen if the amount of ingredients for the spaghetti was decreased by one fourth?
Level VI- Evaluation: How does seeing the video influence your opinion of Italy versus just hearing and ready about the country?