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Social Studies Methods  
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### Unit Plan Paragraphs

#### *Technology*

During this unit, there are many times that technology will be used. One of the culminating activities is the e-pals emails that the students will be using with their e-pals from Venezuela to create a Venn Diagram between the lives of their e-pals and their own lives in the United States. Once a week they will be responding to emails sent to them by their e-pals in Venezuela using an email account. There are also several WebQuests that are integrated in the unit that require the students to work in groups to search the internet and use the computers to find information about the countries being observed. Countries such as Ireland and Australia will have days where the students will have directed research opportunities using the internet.

#### *Trade Books for the Unit*

*Kookanoo and the Kangaroo* by Mary and Elizabeth Durack  
*The Gift Stone* by Robyn Eversole  
*The Village Tree* by Taro Yashima  
*Our Rice Village in Cambodia* by Ruth Tooze  
*The Sanyasin's First Day* by Ned Shank  
*A Family From South Africa* by Jen Green  
*A Country Far Away* by Nigel Gray  
*Jambo Means Hello* by Muriel Feelings  
*Moja Means One* by Muriel Feelings  
*The Gifts of Kwanzaa* by Dorothy Freeman  
*Abiyoyo* by Pete Seeger  
*The Great Kapok Tree* by Lynne Cherry  
*A Symphony of Whales* by Steve Schuch  
*The Year of the Panda* by Miriam Schlein  
*Turtle Bay* by Savior Pirotta  
*From Far and Wide* by Bannatyne-Cugnet

### *Field Trips/Guest Speakers*

During this unit, I have several places where guest speakers would fit in nicely. Because of the theme of the unit, any person of another culture or who has visited or lived in another country could be used. I specifically know of three people who are living in the United States that I integrated into the unit. Jennifer Hite was born and raised in Canada near a place where French was fluently spoken. To have her come in and talk to the students about living in another country so close to the United States would be helpful as an early transition into getting them to think about other countries. She has 5 children from ages 2-9 and I believe would be able to speak where the students would understand her. Having Andrew Wilson come in to talk about Australia would work well because he just moved to the United States this summer. He has artifacts and pictures from Australia and he is younger (just out of high school) and would be able to provide information to the kids at their level. He also has a background of working with kids and would be able to integrate his information so they could understand it well. The final guest speaker I thought of was Peter Gitau. He could provide a lot of information about Kenya and Africa when working with that continent. This unit could incorporate any guest speakers (even parents) who have visited or lived in other countries besides the United States.

One specific field trip that would lend itself well to this unit would be to visit a Dairy farm. In northern Indiana there are a lot of farms and many of the students have probably been to one, but to visit a dairy farm and here about the materials that we get from the cows in terms of food would fit nicely in with the section on New Zealand.



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Dear Parents,

I am excited to inform you that over the next seven weeks your child along with their classmates will be embarking on a journey around the world. We will begin in North America and explore through books, speakers, and other means all of the continents around the world. One of the Indiana Academic Standards for the third grade is:

Social Studies 3.3.2 Identify the continents and oceans, the equator, the Northern and Southern hemispheres, and the Eastern and Western hemispheres.

By looking at different cultures your student will learn differences between American cultures and cultures around the world. We will also look at similarities between our culture and others and show that people are alike all over the world.

Some of the activities we will be engaging in are: Having e-pals from Venezuela, tasting international foods, learning simple words in other languages, graphing temperatures from different areas in the same season, researching different habitats and animals, and keeping a passport with information we gather along with many others intriguing activities.

Please help me encourage your child to explore additional information on countries that they are interested in. At the end of this unit they will be writing a report entitled "If I Could Go Anywhere in the World I Would Go..." They will use all of the knowledge of the countries that we have explored to chose a destination and explain why they have a desire to visit this country.

The tickets are purchased, our passports are in, it's about time to board the plane and take off on our adventure around the world!

Sincerely,  
Miss Jessica Strange