

Jessica Strange
Social Studies Methods
Professor Stetzel
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Week 1: Introduction and North America

Standards:

English 3.2.3 Show understanding by identifying answers in the text.

English 3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).

Social Studies 3.5.1 Explain that the world is divided into different countries with their own governments and identify neighboring countries, such as Canada and Mexico.

Social Studies 3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services.

Social Studies 3.3.5 Explain how climate affects the vegetation and animal life of a region, and describe the physical characteristics that relate to form an ecosystem.

Objectives:

- When given a pretend passport, the student will be able to write a fact that they learned during the days lesson, with 100% accuracy.
- When given a piece of clothing, the student will be able to identify which climate the clothing would be worn with 100% accuracy.
- When talking about food, the student will be able to describe the importance of native crops 3 out of 4 times.
- When read a story, the student will be able to compare the life of the character in the story with their own lives, with 75% accuracy.

Materials Needed: Pre-Assessment, Bulletin Board, Passports for each child, Computer, Compasses, Folder for each child, construction paper, crayons, markers, research tools (computer, internet, magazines, books), Snow or Sugar Cubes and Toothpicks, *Counting Your Way Through France*, *Going Home*, Mayan Glyphs symbols, Mexican Food, Balloons, Newspaper, Elmer's Glue, Candy, Graph.

Procedure:

Monday

Country: Introduction to Unit

Activity 1: Pre-Assessment. Give the students the pre-assessment to see what they already know.

Activity 2: Introduce the Bulletin Board. Show the class the world map bulletin board. Show them the airplane and talk about how as a class we are going to take a trip around the world. Show them the picture of the boys from the United States and talk about how we are going to be introduced to the animals, cultures, and people of different countries all over the world.

Activity 3: Passports. Pass out the passports to each child. Have the students fill out the first page (all about me) in the passport. If possible take a picture and put that in there with all of their information. Talk to them about passports and having to use them.

Activity 4: Introduction to Weather. Talk about how as a class we are going to graph the temperature of the countries that we visit. Everyday, there will be a student assigned to go to the computer and on weather.com find the current temperature for the country that we are currently visiting. We will keep a class list of the temperatures and at the end of the week we will plot the temperatures on a graph.

Activity 5: Directions Game. Discuss cardinal directions. Look at a globe of the world and talk about how important it is to know how to use directions on a map to see where people are talking about. Play a game where the students split up into groups. Each group creates a set of directions (i.e. 5 steps east, 1 step north, etc) that another group will follow.

Tuesday

Country: United States

Activity 1: Travel and Passport. Give the students a stamp for the United States. Have them put it on the first country page of their passport. Discuss with the students how after each country is visited, they will write a sentence or two about something interesting that they learned from that country.

Activity 2: Play the packing for game. Talk about how the temperature all over the world are different. Discuss how the temperatures within the United States alone are different. Give each student a folder and have them decorate them to look like suitcases. Tell them this is their travel suitcase and that all of the information and papers they get on our journey around the world will go in here, but for now we are just going to travel around the United States. Have them color a picture of different people dressed in clothes for different climates (i.e. bathing suit, snow suit, pants, shorts, etc.). Talk about the different climates around the United States and have them give examples of where in the United States they might be able to wear each of the clothing choices.

Activity 3: Animals of the United States (English 3.4.4). Have each student pick an animal that lives in the United States and do research on them by looking in books, on the internet, or finding pictures in National Geographic magazines. (This could be a station).

Activity 4: Farming (Social Studies 3.4.4). Talk about how a major industry in the United States is farming. Talk about crops that are native to North America and in particular Indiana. This could also be used as a lesson if you want to bring a farmer in for a guest speaker to talk about growing our own food.

Wednesday

Country: Canada

Activity 1: Travel and Passport. Give students the stamp for Canada and have them write a sentence about the United States.

Activity 2: Transportation in the Snow (Social Studies 3.3.5). Ask the children how they think the people in Alaska get around. Write their ideas on poster board again and hang them in the room after you discuss them. Some ways they do use to get around are: Dog sleds and by foot with snow shoes on. Talk about the different kind of dogs that are used in Dog Sledding.

Activity 3: Build Igloos. Talk with the children about the fact that most people in upper North America now do NOT live in igloos anymore. But, at one time they did. Igloos are only built when there is no stone or wood available. If it is possible go outside in the snow and let the children try to build an igloo. If there is no snow, use toothpicks and sugar cubes to have them try to build their own igloo. Discuss the purpose of an igloo and how they were used.

Activity 4: French Counting. Read the book *Count Your Way Through Canada*. Help the students to learn the French numbers 1-10.

Activity 5: Guest Speaker: Jennifer Hite. Have Jennifer come in and talk about growing up in Canada. Now that she is living in the United States what are the biggest differences. What are some of her memories living in the United States. Have her bring pictures if possible.

Thursday

Country: Mexico

Activity 1: Travel and Passport. Give students the stamp for Mexico and have them write a sentence about Canada.

Activity 2: Mayan Culture (English 3.4.4). At a center, allow the students to research through books about the Ancient Mayan culture. Have them draw a picture of the clothing someone from the Maya would of dressed. Around the person write 5 facts that they learned about Mayan culture.

Activity 3: Mayan Glyphs. Using a printed out symbol pattern from the site “Rabbit in the Moon, How to Write your Name in Mayan Glyphs” to have the students write their names using Mayan Glyphs.

Friday

Country: Mexico

Activity 1: Mexican Food. Talk about the history of corn in Mexico. Ask why the students think corn is so important in Mexico. What kinds of foods do we eat that would be similar to these? What foods are different that they eat in Mexico that we don't. Bring in some different types of Mexican food (i.e. tortillas, corn, etc.) for the kids to try.

Activity 2: Read *Going Home* by Eve Bunting. As a class make a chart about the characteristics that are typical of the United States and those that are typical of Mexico.

Activity 3: Pinatas. Have the students create piñatas by dipping newspapers in Elmer's glue so it is completely covered and placing it on a balloon. Have them do this for several layers. Let them dry and cut a hole and fill them with candy. Hang them and let the students hit them blind folded with a stick.

Activity 4: Graph Temperatures for the Week (Science 3.5.3). Take all of the temperatures that were recorded and put them on the graph. Each country gets a different color and put it onto the bar graph.

Modifications and Adaptations: Most of these are class projects. Because of this they will not need much accommodations because the class is working on them as a whole. The teacher will do most of the reading of this week's lesson to the class so reading shouldn't be a problem. This unit will be good for kids with attention problems because there are a lot of activities and many with movement to keep their attention. For group work, organize the groups so there are a variety of skill levels within each one to keep conversations moving.

Self-Reflection: The purpose of these lessons is not to get the students to learn every single idea from every country. The purpose is for them to see the difference between other cultures and their own. The main goal is for them to learn different continents, and that each country/continent has individual characteristics. I will know the ideas were accomplished if when I collect the directions from the direction game, the suitcases, research of the animals from the United States, the Mayan Glyphs, and at the end passports as work samples, I can see if they got the idea. The main assessment is the post assessment.