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Social Studies Methods  
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## Week 2: South America

### Standards:

English 3.2.3 Show understanding by identifying answers in the text.

English 3.4.3 Use a computer to draft, revise, and publish writing.

English 3.5.3 Write personal letters.

Math 3.6.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

Math 3.3.1 Represent relationships of quantities in the form of a numeric expression or equation.

Science 3.4.4 Describe that almost all kinds of animals' food can be traced back to plants.

Science 3.6.2 Investigate how and describe that something may not work if some of its parts are missing.

Social Studies 3.2.5 Explain that the world is divided into different countries with their own governments and identify neighboring countries, such as Canada and Mexico.

Social Studies 3.2.6 Discuss and explain the meaning of the "Pledge of Allegiance".

Social Studies 3.3.4 Explain basic sun/earth relationships, including how they influence climate, and identify major climate regions of the United States.

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 shown how to write a friendly letter, students will construct their own following the modeled example, with 75% accuracy.
- When given a list of animals from South America, the student will be able to pick out those that would be most likely to live in the rainforest, 3 out of 4 times.
- When given two numbers, the student will be able to pick out the greater number, 3 out of 4 times.
- When given a venn diagram, the student will be able to compare another country to that of the United States providing specific details, 3 out of 4 times.
- When given graph paper and temperatures, the student will be able to construct a line graph showing the change in temperature, with 100% accuracy.

### Materials Needed:

*The Great Kapok* Tree, Passports, Stamps for Venezuela, Chile, Brazil, map of South America, format of a friendly letter, computer, email accounts for students, classroom to pair with for e-pals project, big Venn diagram, venn diagram worksheet, simple map, map of the world, CD of the rainforest, animals of Venezuela pictures, big display of levels of the rainforest, greater than/less than problems, tallest to shortest worksheet, plastic soda bottles, potting soil, grass seed, small plants, gravel, water, plastic spoon, plastic wrap, rubber bands, clay dough, individual maps of South America, clay dough, colorable Chile flag, graph paper.

## Procedure

### *Monday*

Country: Venezuela

Activity 1: Read The Great Kapok Tree. By Lynne Cherry (English 3.2.3)

Ask Bloom's Questions (I.e. What can you tell me about the rainforest?, What were the men doing?, Why did the animals want the men to stop cutting down the trees?)

Activity 2: Travel and Passport. Give the students stamps for Venezuela and have them write a sentence about the last country visited.

Activity 3: Introduce Venezuela

Look at the country on the map. Explain where the rainforest is located. Introduce some characteristics of the people.

Activity 4: How to Write a Friendly Letter (English 3.5.3)

Talk about the format of how they are to write it. Write a letter together as a class.

Activity 5: Introduce E-pals Project (English 3.5.3)

By using the e-pals website, [www.epals.com](http://www.epals.com), connect with a classroom teacher from Venezuela who has a class that can connect with yours. Set up email accounts for each of your students (you will need permission for this). Give each student a student from Venezuela and let them write a friendly letter introducing themselves to their new e-pal.

Activity 6: Introduce the Venn Diagram

Refresh the students memory on what a venn diagram is. Together as a class create a venn diagram comparing Mexico and the United States. Now give them a blank venn diagram and tell them that they are going to use the information they get from the questions their e-pals answer to fill in a Venn diagram for Venezuela. Explain that this is an ongoing project and that they will not turn it in until the end of the e-pals project.

### *Tuesday*

Country: Brazil

Activity 1: How to use a map.

Look at simple maps. Have the students locate things like the compass rose, the legend, and other major things on the map. Talk about the importance of maps and how we use them in our everyday life.

Activity 2: The Equator (Social Studies 3.3.4)

Look at a map of the world. Show the students where the equator is and talk about the temperature near the equator and how it gets colder the further away you get.

Activity 3: Travel and Passport. Give the students stamps for Brazil and have them write a sentence about Venezuela.

Activity 4: The Rainforest (Social Studies 3.3.5)

Play the CD with sounds of the rainforest. Have the students listen and tell you what they hear. Look again at the book the Great Kapok Tree. Have the students describe the characteristics of a rainforest.

### *Wednesday*

Country: Animals of Venezuela (Science 3.4.4)

Activity 1: Pictures of animals of Venezuela. Talk about animals that we know and ones that aren't familiar. Place those animals in the rainforest that belong there and others that inhabit Venezuela, but don't live in the rainforest. Talk about the word "endangered". Which of the animals are endangered and which aren't?

Activity 2: Animal Poems (English 3.4.3)

Pick the name of an animal of Venezuela. Using the picture of it and also the characteristics that we learned about (also have additional information for those interested) write a descriptive poem about that animal.

(I.e.

T-Tropical and beautiful

O-Oh what vibrant colors

U-Up in the hollow trees they sleep

C-Central and South

A-America is where they live

N-Nibbling on pieces of fruit)

Activity 3: Terrariums (Science 3.6.2)

Using the strata worksheet found at:

<http://www.enchantedlearning.com/subjects/rainforest/label/labelstrata.shtml> discuss the different layers of the Rainforest. Give each student a pop bottle and as you discuss the different layers of rainforest fill in the pop bottle to create the different layers of the terrarium. Layer the bottles in the following order: small stone, soil, grass seeds, small plants, mist the plants, cover the top with plastic wrap, a rubber band.

Activity 4: Piranha "Greater than or less than" (Math 3.3.1)

Using piranhas, talk about how much they like to eat fish from the Amazon River, but that some fish are deadly to them and they really like polka-dotted fish. Tell the story that they are helping Mr. and Mrs. Piranha find the correct fish to eat. Give them greater than or less than problems and tell them that the piranhas want to eat the biggest fish (number). Practice some problems.

### *Thursday*

Country: Chile

Activity 1: Travel and Passport. Give the students stamps for Chile and have them write a sentence about Brazil.

Activity 2: Andes Mountains

Talk about how mountains are formed. Discuss the three sections of the Andes mountains (Northern, Central, and Southern).

Activity 3: Tallest to Shortest (Math 3.6.1)

Have the students use the order the mountains worksheet to put the mountain peaks of the Andes in order by height.

Activity 4: Clay dough South America

Using clay dough, have the student construct a map of South America using the information they know about the Andes Mountains and the differences in the heights of the land areas. Once it dries have them label the rivers and rainforest and three countries that were visited.

*Friday*

Country: Chile

Activity 1: Look at pictures from Chile.

Have the students look at pictures of the country of Chile, people dressed in traditional wear, food that they eat, etc. Have them work in groups and discuss similarities and differences that they can see between what their clothes and stuff look like and what the pictures show about Chile. Share their lists with the class.

Activity 2: Flags (Social Studies 3.2.6 )

Discuss the importance of a countries flag and how it is a symbol of the country. Talk about the American Flag and the Pledge of Allegiance. Color the Chile flag and talk about its characteristics and the significance of the colors.

Activity 3: 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 the data is put into a bar graph.

Modifications/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. 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 Piranha problems, terrariums, animal poems, first e-pals letter, and at the end passports as work samples I can tell that they got the idea. The main assessment is the post assessment.