

Jessica Strange
Social Studies Methods
Professor Stetzel
November 17, 2006

Week 4: Europe

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).

Science 3.5.3 Construct tables and graphs to show how values of one quantity are related to values of another.

Science 3.3.1 Observe and describe the apparent motion of the sun and moon over a time span of one day.

Science 3.3.8 Investigate and describe how moving air and water can be used to run machines like windmills and waterwheels.

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 3.2.2 Identify fundamental democratic principles and ideals in American songs, stories, and symbols.

Music 3.2.6 Play an instrument with a group, following the cues of a conductor.

Objectives:

- When given a flag of another country, students will be able to find differences between that country's flag and the US flag with 100% accuracy.
- When given a web quest, students will be able to follow instructions to use the internet to gather information with 75% accuracy.
- When given materials to make castanets, students will be able to create their own musical instrument with 75% accuracy.

Materials Needed: Passports, Stamps, Map of Spain split into states, *Dance the Night Away* Dance Instructional Movie, materials to make castanets and rhythm sticks, *The Cow Who Fell in the Canal*, Flag of the Netherlands, materials to make sails, *Mikko's Fortune*, Computer, Internet, Email, Venn Diagram, Printer, Graph, Thermometers.

Procedure:

Monday

Country: Spain

Activity 1: Travel and Passport. Give the students a stamp for Spain. Have them write a sentence about Kenya in their passport book.

Activity 2: Numbers 1-10 in Spanish. Talk about different languages. Remind them of their books they made in Swahili. Teach them the Spanish numbers 1-10.

Activity 3: Division of Spain into States. (Science 3.2.5) Have the students color a map of Spain by states. Talk about the differences between the United States' division into states and Spain's division into states.

Tuesday

Country: Spain

Activity 1: Flamenco Dancing. Use the *Dance the Night Away* Video set to show the students Flamenco dance moves. Let them practice and try to perform a Flamenco Dance. Talk about the importance of dancing in the Spanish culture.

Activity 2: Spanish Music. (Music 3.2.6) Create your own castanets and rhythm sticks. Let them listen to some examples of Spanish Music and play their castanets and rhythm sticks.

Activity 3: Identify the oceans and continents. Review the continents and oceans. Play a game that helps them review them.

Wednesday

Country: Netherlands

Activity 1: Travel and Passport. Give the students a stamp for the Netherlands. Have them write a sentence about Spain in their passport book.

Activity 2: Read *The Cow Who Fell in the Canal*. (English 3.2.3) Explain the following after reading. The official name for Holland is The Kingdom of the Netherlands, or The Netherlands. The people who live in The Netherlands are known in English as the "Dutch." That is also what we call the language they speak in The Netherlands. The Netherlands is a very small country but many people live there. Water has always been an important part of the country's history. The Netherlands is located next to the North Sea. Much of the country is either at or just a bit above sea level which means water can be found just below the surface of the ground. The water keeps the grass very green in the Netherlands, but it makes it difficult to grow crops and raise animals without some way to control the water.

Activity 3: Place the Flag of The Netherlands on the overhead projector and ask students what the color are. Ask students what is similar to the U.S. flag and the Holland flag. Explain to students that this flag has the same colors, red, white, and blue as the United States has in its flag, but that the color arrangement is different.

Activity 4: Building Sails. (Science 3.3.8) Give the students a variety of materials and have them built a sail. Test them. Talk about how wind can be used to make things move. Discuss how in the Netherlands they use windmills to power factories.

Thursday

Country: Finland

Activity 1: Travel and Passport. Give the students a stamp for Finland. Have them write a sentence about the Netherlands in their passport book.

Activity 2: Read *Mikko's Fortune*. (English 3.2.3) (Science 3.3.1) Ask the questions as you read: *How is the night different in Finland than in the US? What did Mikko's mom want? What presents did Mikko's Dad leave him? What did Mikko use the gifts his Dad left for?*

Activity 3: E-pals. Read responses from e-pals and respond back. Gather information for Venn Diagram.

Friday

Country: Ireland

Activity 1: Travel and Passport. Give the students a stamp for Ireland. Have them write a sentence about Finland in their passport book.

Activity 2: WebQuest touring Ireland (English 3.4.4). Put students into groups and have them complete the WebQuest at http://www.warrenet.org/oxford/ireland_webquest.htm

Activity 3: Graph temperatures for the week. (Science 3.5.3) Take all of the temperatures that were recorded and put them on a graph. Each country gets a different color and is put into a 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 are 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 maps, the flags, the sails, the Web Quest materials, and use formative assessments when discussing the stories. The main assessment is the post assessment.