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Social Studies Methods  
Professor Stetzel  
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Week 5: Asia

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.

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

Objectives:

- When read a story about another country, students will be able to verbally describe one difference between that country and their own country with 100% accuracy.
- When given natural materials, a group of students will be able to work together to create a replica of the houses from the story with 75% accuracy.
- When given a reader's theatre play, the students will be able to read a part aloud with 75% accuracy.

Materials Needed:

Passports, Stamps for Russia, India, and Japan, Reader's Theatre "When the Twins Went to War", American Folktale, Russian Folktale, Computers, Internet, Screen to display website to the class, A Sari to wear, *The Sanyasin's First Day* by Ned Shank, space to run, cones to mark distances for game, Reader's Theatre "Saviriti", *The Village Tree* by Taro Yashima, examples of Haikus, *Our Rice Village in Cambodia* by Ruth Tooze, nature materials (sticks, leaves, mud), boxes, mixture of mud, graph)

Procedure

*Monday*

Country: Russia

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

Activity 2: Reader's Theatre "When the Twins Went to War". Split the class into half. Give each student a part in the play and have the students do a read through, practice their parts with the small group of actors with parts near theirs, and then have them present it to the class.

Activity 3: Read an American Folktale such as one about Big Foot. Using a Venn Diagram compare and contrast the American folktale to the Russian folktale.

*Tuesday*

Country: India

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

Activity 2: Clothing of India. Using this website <http://greetingindia.tripod.com/clothing.html> print off the pictures of the different traditional Indian clothing. Wear a Sari and show the class different Indian clothing.

Activity 3: Read *The Sanyasin's First Day* (English 3.2.3). Ask the students: Who were the different people who were at their first day on the job? What was the plumber responsible for? What was the policeman's job? Where did the farmer want to go? Where did she end up? How did the cycle occur so the Sanyasin got rice from a young boy? Why do you think the Sanyasin got the rice he needed? What characteristics of the Sanyasin remind you of someone in the United States? What characteristics are different than people in the United States?

### *Wednesday*

Country: India

Activity 1: Cheetah Cheetal Game. For centuries, it has been said that Indian princesses trained cheetahs to hunt *cheetals* (a spotted deer). Split the class in half. Half of them will be cheetahs, the other half cheetals.

1. To make the playing field, draw or mark off two lines about 5 feet (1.5 meters) apart. On either side of these lines, pace off about 20 to 30 feet (6 to 9 meters) and mark off the areas. These are the baselines.
2. Pick one person to be the Indian PRINCESS or PRINCE. Divide the rest of the players into two teams: CHEETAHS and CHEETALS.
3. Have the CHEETAHS and CHEETALS line up, back to back. The PRINCE or PRINCESS stands at the top middle of both lines and calls out, "Chee-eee-ee. . ." "tah" or "tal" trying to surprise the groups.
4. The team that's called must turn quickly and chase the other players to their baseline. Tagged players are out of the game.
5. Play continues until all players from one side are tagged.

Activity 2: Reader's Theatre "Savitri" Split the class into 3 groups. Give each student a part. Have the group read through the play, then read with people who have their parts near the others, and then perform it for the class.

Activity 3: Email e-pals (English 3.5.3). Read responses from last week and send response emails to e-pals from Venezuela. Work on venn diagrams.

### *Thursday*

Country: Japan

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

Activity 2: As a class read the book *The Village Tree* (English 3.2.3). Ask the students: What were some of the characteristics of the village the narrator talks about?

What were some objects the kids used to play with? What were they normally used for? What are some of the things that he use to do as a young boy that you do now? What is something at your house or in your city that you will remember when you grow up?

Activity 3: Haiku (English 3.4.3). Talk about Haiku poems. Have the students pick a subject and write a first draft of a haiku about something from nature.

### *Friday*

Country: Cambodia

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

Activity 2: Haiku Final Drafts (English 3.4.3). Pair the students up and have them peer edit their partners haiku. Type the final draft on the computer.

Activity 3: Read *Our Rice Village in Cambodia* (English 3.2.3). Ask: Who built their house? What materials did he use? What kinds of weather do they have? How is his village similar and how are they different to other villages near his? What kinds of food does the boy from Cambodia eat? Have you ever eaten this food? Look at the pictures of the men in the field. How is their methods of farming different from the farming that is done in the United States?

Activity 4: Building Houses. Using materials from nature (sticks, leaves, mud, etc) in groups have them build examples of houses that the father in the story may of built for his family.

Activity 5: Graph temperatures for the week. (Science 3.5.3) Take all of the temperatures that were recorded and but them on a graph. Each country gets a different color and 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.

### Assessment

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 folktale venn diagrams, haikus, and houses as work samples and observe the skits of the Reader's Theatre being performed, I can tell that they got the idea. The main assessment is the post assessment that is done at the end of

the unit.