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Social Studies Methods  
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Week 6: Australia (Oceania)

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.

Science 3.4.7 Explain that eating a variety of healthful foods and getting enough exercise and rest help people stay healthy.

Science 3.4.1 Demonstrate that a great variety of living things can be sorted into groups in many ways using various features, such as how they look, where they live, and how they act, to decide which things belong to which group.

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:

- After being read the story, the students will be able to identify that English speakers of different countries have different words within the English language for common items with 75% accuracy.
- After listening to a speaker the student will be able to brainstorm their ideas for comparing and contrasting their life with a different group of people from that same country with 100% accuracy.
- After completing the lesson about dairy farms, students will be able to explain the importance of farms in both the United States and other countries with 100% accuracy.

Materials Needed:

Passports, Stamps for Australia and New Zealand, *Kookanoo and the Kangaroo* by Mary and Elizabeth Durack, paper to make Australian dictionaries, worksheet with Australian words for common items, Venn Diagram form, time for Andrew Wilson, paper plates for boomerangs, computers, email addresses, internet access, posterboard, water table, laminated pictures of plants and animals from the Great Barrier Reef, graphs, thermometers

Procedure

*Monday*

Country: New Zealand

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

Activity 2: "Surrounded by Water" (Science 3.4.1). The Aquatic Environment is very much a part of the New Zealand experience. We enjoy these aquatic environments for

their beauty, for relaxation and for sport and recreation. Using personal experience, library research, internet, parents and friends, have each student prepare and deliver a 1 minute oral presentation describing one of the above aquatic locations. Each student now designs a two page tourist brochure (including pictures) to promote their oral presentation destination.

Activity 3: The Great New Zealand Scavenger Hunt. Using the internet do the scavenger hunt from <http://www.teachingonline.org/Scavenger.html> it has them go throughout the internet to find the answers to the questions about New Zealand.

### *Tuesday*

Country: New Zealand

Activity 1: Wool and Sheep. Talk about sheep farming. Show pictures of sheep. As a class brainstorm ways you use wool. Uses a map and have students chart where wool from New Zealand is sent around the world.

Activity 2: Down on the Dairy Farm (Science 3.4.7). Talk about the different types of foods we get from dairy farms. Talk about the need for dairy farms and talk about the different types of nutritional values we need in dairy foods. If possible try to get a field trip planned to a dairy farm near you.

### *Wednesday*

Country: Australia

Activity 1: Travel and Passport. Give the students stamps for Australia and have them write a sentence about New Zealand.

Activity 2: Read *Kookanoo and the Kangaroo* (English 3.2.3). Ask the students: What did the boys Mom suggest he do? What did his Dad? What happened when Kookanoo saw the Kangaroo? What happened to the Kangaroo?

Activity 3: Australian Dictionary. Using the words in the story that were "Australian" (I.e. mum, coolamon, nardoo) create an Australian to English dictionary. Provide a list of words of common things as well and have the students guess what the Australian word means in English (I.e. torch=flashlight, bumbag=backpack)

Activity 4: Guest Speaker: Andrew Wilson (Born and raised in Australia, moved to the US this past summer). Have Andrew come in and show pictures of where he lived. Have the students ask him questions about living in Australia. Tell them things that are similar to their own lives.

Activity 5: Venn Diagram. As a class create a venn diagram that compares and contrasts Aboriginals living in Australia with those with similar lives to Americans (I.e. Andrew) living in Australia.

### *Thursday*

Country: Australia

Activity 1: “Koala Craft” Cut out one big heart and two small hearts from gray paper. With white paper cut out 2 circles for eyes and 2 black circles for pupils. Cut out another black heart for the nose. Have each student cut these out and put them together to make a koala face. Read them a story about a Koala bear while they are making them.

Activity 2: Animals of Australia (Science 3.4.1). Split the class into groups of 3. Give each group an animal from Australia and have them create a poster to explain the animal to the class. Allow them time to look on the internet and print off pictures and text for their poster. Some animals that may be used are koalas, kangaroos, etc.

Activity 3: Make boomerangs. Using paper plates, let the students color and create their own boomerangs. Go outside and trial and error them to see who’s goes the furthest away and who’s does the best of coming back to the thrower.

Activity 4: 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.

### *Friday*

Country: Australia

Activity 1: WebQuest groups (Social Studies 3.3.2). In groups have the students complete the WebQuest “All About Australia” from the website:

**<http://multimedia2.freac.fsu.edu/fga/academy/ausint.htm>**

Activity 2: Great Barrier Reef lesson. In a water table place laminated pictures of fish and reefs that are found in the great barrier reef. Let the students during center time use a snorkel and mask to view the fish as if they were snorkeling in the Great Barrier Reef. As a class discuss the destruction of.

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/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. When pairing groups of the group projects split the groups so there are a variety of abilities in each group.

### 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 passports, dictionaries, venn diagrams, posters of animals, WebQuests, and Great Barrier Reef summaries as work samples, I can tell that they got the idea. The main assessment is the post assessment that is done at the end of the unit.