The required lesson plan template is below followed by tips for developing your lesson plan while you are abroad.

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| **ELEMENT** | **DESCRIPTION** |  |
| **Author Name** | **Penny Heisel** |  |
| **Lesson Name** | **Researching Other Countries** |  |
| **Content Area(s)** | **Technology, Social Studies, Communication Arts** |  |
| **Grade Level(s)** | **Grade 4** |  |
| **Duration** | **8 Sessions** |  |
| **Lesson Theme and Topic** | **Similarities and Differences of China and the United States (and other countries)** |  |
| **Instructional Objectives** | Utilizing technology to Complete Searches/ Distinguishing What Culture Is/ Utilizing Various Resources to Learn About Other Countries |  |
| **Specific Global Competencies** | Being able to Visualize and Explain Similities and Differences Between Countries/ Brief Understanding of Varied Cultures/Identify Location of Countries |  |
| **Alignment to District or State Content Standards and Testing and Assessment** | **MO Show-Me Standards:**  **Communication Arts:**   * 6. participating in formal and informal presentation and discussions of issues and ideas   **Social Studies:**   * 6. relationships of the individual and groups to   institutions and cultural traditions   * 7. the use of tools of social science inquiry (such as   surveys, statistics, maps, documents)  **Common Core Standards:**   * Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   **District Technology Goal:**   * Students will be able to create a Power Point presentation. |  |
| **Instructional Strategies and Activities** | **Anticipatory Set: (Session 1)**   1. Students will participate in a discussion about their knowledge of other countries. (During the discussion we’ll reinforce the difference between countries & states.) Students will be invited to share if they have visited/lived in other countries. 2. Students will be introduced to Google Earth and some of its features. 3. Students will be introduced to Ask.com a safe search engine that will allow them to ask questions about different countries.   **Unit Activities:** Students will be allowed to choose a country that they would like to explore. (I will use China as an example, since I will be sharing my experience district wide, but the students will not be excluded from using China as their country.)  **Session 2:**   1. Students will be asked to use Google Earth as a way to find their chosen country. 2. Students will create directions to travel to their country. 3. Students will create a slide showing the location of their country and/or directions to get there.   **Session 3-4:**   1. Students will brainstorm and create a list of questions they would like to answer about their chosen country. (These will include, but not be limited to: \* Form of Government   \* Modes of Transportation  \* School System  \* Climate  \* Language  \* Leisure Time/Recreation  \* Family  \* Types of Housing  \* Economic Structure   1. Students will begin researching answers to the questions that have been created. During the research, they will also be asked to find visual aids to use in their explanations.   **Session 5-6:**   1. Students will create a Power Point to share the information they found regarding their country. 2. Students will self-evaluate their presentation.   **Session 7-8:**   1. Students will share their power points. 2. Students will have an opportunity to ask questions regarding other countries.   **WRITING WORKSHOP:**  At the conclusion of the presentations, students will be asked to write an opinion paper comparing the United States with another country. They should include facts that were presented during the presentations, in order to back their opinions. |  |
| **Formative Assessment** | **A rubric is attached for the final project. The work completed during class will be evaluated through teacher observation.**  **I also will evaluate the presentation of the project during the class period. Each student should be able to share their final project.** |  |
| **Differentiation** | **This unit is a self-guided unit, so students will have the opportunity to present their findings in varied formats once their power point is completed.**  **Those that need additional support will be given a list of sources they can access to complete the assignment. Some will also require a Template to fill in their findings.**  **I also created this with flexibility so that it can be used with younger/older students.** |  |
| **Resources** | **Google Earth**  [**www.Ask.com**](http://www.Ask.com)  **World Book On-Line**  [**http://kids.nationalgeographic.com/kids/places/find/**](http://kids.nationalgeographic.com/kids/places/find/)  [**http://www.atlapedia.com/online/country\_index.htm**](http://www.atlapedia.com/online/country_index.htm)  [**http://www.infoplease.com/countries.html**](http://www.infoplease.com/countries.html)  [**http://www.teach-nology.com/search/search.cgi?zoom\_sort=0&zoom\_xml=0&zoom\_query=country+reports&zoom\_per\_page=10&zoom\_and=1**](http://www.teach-nology.com/search/search.cgi?zoom_sort=0&zoom_xml=0&zoom_query=country+reports&zoom_per_page=10&zoom_and=1) |  |
| **Reflections** | * **Students will be asked to self-evaluate their project using the rubric, before they present it to the class. Students will also have the opportunity to help evaluate the lesson that is presented. I do remind the students that their comments need to be worded in a positive manner.** * **I feel that this unit will help my students to become more aware of other cultures. It will also allow the opportunity to share their knowledge and create a global awareness within the classroom.** |  |

**HyperStudio/Powerpoint: Country Powerpoint**

Teacher Name: **Mrs. Heisel**   
  
  
Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CATEGORY | 4 | 3 | 2 | 1 |
| Originality | Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way. | Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way. | Presentation shows an attempt at originality and inventiveness on 1-2 cards. | Presentation is a rehash of other people\\\'s ideas and/or graphics and shows very little attempt at original thought. |
| Content - Accuracy | All content throughout the presentation is accurate. There are no factual errors. | Most of the content is accurate but there is one piece of information that might be inaccurate. | The content is generally accurate, but one piece of information is clearly flawed or inaccurate. | Content is typically confusing or contains more than one factual error. |
| Use of Graphics | All graphics are attractive (size and colors) and support the theme/content of the presentation. | A few graphics are not attractive but all support the theme/content of the presentation. | All graphics are attractive but a few do not seem to support the theme/content of the presentation. | Several graphics are unattractive AND detract from the content of the presentation. |
| Effectiveness | Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective guide to your country. | Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate guide to your country. | Project is missing more than two key elements. It would make an incomplete guide to your country. | Project is lacking several key elements and has inaccuracies that make it a poor guide to your country. |
| Planning | Project shows considerable planning in order to create an attractive product. | Project shows some planning, but is lacking in the preparation needed to share effectively. | Project shows little planning and appears to have been put together with little thought to details. | Project is lacking in planning and is hard to understand. |

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