How are countries and people around the world the same and different?

Grade 5

By: Hanh Nguyen
Professor Gary Babiuk
Methods of Teaching Social Studies
Title: How are countries and people around the world the same and different?

Level: Grade 5

Estimated Time Required: Five lessons – Approximately 8 days

Rational and Overview:
This big question unit; how are countries and people around the world the same and different, will teach students to build connection and awareness of the world. Students will learn about other countries’ economics, cultures and people. This unit will incorporate many aspects of social studies; geography, economics, sociology, and government. The activities will integrate language arts, music, physical education, and English. Students will participate in engaging and hands-on activities that will help answer the question.

National Standards:
- NCSS III People, places and environments
- NCSS V Individuals, groups, and institutions
- NCSS VII Productions, distribution, consumption
- NCSS IX Global connections
- NCSS X Civic ideals and practices

State Standards:
- Geography: Students will describe how humans influence the environment and in turn are influenced by it.
- Geography: Students will identify physical characteristics of places and use this knowledge to define regions, their relationship among regions, and their patterns of change.
- Geography: Students will give examples that demonstrate how people are connected to each other and the environment.
- Economics: Students will understand that in a market economy income is earned in different ways.

Skills:
- Creating a Venn Diagram
- Writing
- Building connections
- Work in groups
- Listening to directions
- Learning map symbols
- Following directions
- Learning map terms
- Learning regions of the world
- Identify countries on a map
- Social studies vocabulary
Overall Goals:
- The student will explore, research, and demonstrate how countries are similar and different.
- The student will explore and demonstrate how government has an impact on its country and people.
- The student will explore where products are produced.
- The students will explore and build connections between countries.
- The students will explore, research, and demonstrate countries’ culture, people, economic, and government.

Specific Objectives:
- The student will make connections between countries in discussion.
- The student will make conclusions why certain countries make certain items.
- The student will learn map terms by creating a map of their country.
- The student will distinguish regions of the world.
- The student will build awareness for other countries.

Inquiry Questions:
How are people different from one country to another?
How are their cultures different?
How are their cultures similar?
What is the morality rate?
How does the government have an impact on the country and its people?
What religion does the country practice?
What are some of the country’s recreational activities?
What are some different physical features of the country?
Are there any similar physical features?

Resources/Materials:
www.un.org/english United Nation website
*Lonely Planet Belize* by Carolyn Miller Carlstroem
*Lonely Planet Thailand* by Joe Cummings
http://www.worldatlas.com/aatlas/world.htm World Atlas, resources on different countries
Retrieval chart
Markers
Paper (white/construction)
Clothing (t-shirts, shoes, etc…)
Food (fruit, chips, crackers)
Electronics (walkman, CDS, remote control, etc…)
Miscellaneous items (toys, baskets, ect…)
Retrieval charts
World map
Student Assessment Plan:

Lesson Plan #1

-Completeness of chart
  - 20 items listed and country of production
-Map fully colored in
  - Using different colors
  - Countries are labeled
-Three conclusions written about the map

Total possible points: 25

Lesson Plan #2

-Completeness of chart (everything needs to be filled in)
-Map criteria
  - Map has 3 natural physical features presented
  - Map has 5 man-made features presented
  - A picture of the country’s flag is on the map
  - Map has rose, compass, and legend
  - Map is neatly done

Total possible points: 40
Lesson Plan #3

Name: ____________________________________

writing rubric for fairy tale rewrites

<table>
<thead>
<tr>
<th>The paper is clear, interesting, and original</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ written with good insight (sense of the world, people, situations)</td>
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<td>___ writing is from a fresh perspective</td>
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<tr>
<td>___ writing is supported with details</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization helps to clearly convey the message</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>___ details fit where they belong</td>
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<tr>
<td>___ clear sense of beginning and ending</td>
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<tr>
<td>___ transitions work well (with paragraphs, as a whole)</td>
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<tr>
<td>___ organizations flows smoothly</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Voice of the writer accomplishes the purpose</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ reader feels an interaction with the writer</td>
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<tr>
<td>___ writing is natural and compelling</td>
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<tr>
<td>___ tone is appropriate and consistently controlled</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence structure helps the paper read smoothly</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ sentence structure clearly conveys meaning</td>
<td></td>
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<tr>
<td>___ writing sounds natural and fluent</td>
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<tr>
<td>___ varied sentence structure and length</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Grade for Paper</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
</table>

Lesson #4

- Completeness of vinn diagram 15
  - Vinn diagram must have 5 differences and 5 similarities in each circles
- Oral presentation 10
- Participation during discussion 5

Total possible points: 30
**Lesson #5**

<table>
<thead>
<tr>
<th></th>
<th>1 Beginning</th>
<th>2 Developing</th>
<th>3 Accomplished</th>
<th>4 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write up</strong></td>
<td>10 or more spelling errors. Writing is confusing and does not represent importance of product.</td>
<td>5 or more spelling errors. Minor punctuation and grammar errors. Explains the importance of the product.</td>
<td>5 or less spelling errors. Explains clearly the importance of the product.</td>
<td>3 or no spelling errors. Explains the importance of the product and how the country uses the product.</td>
</tr>
<tr>
<td><strong>Display table</strong></td>
<td>Name of country is present. Product is not clearly explained. Representative is not knowledgeable about the country. Map is not present or incomplete.</td>
<td>Name of country is present. Map is present. A description of the product is on the table. Representative is not knowledgeable about the country or product.</td>
<td>Name of country is present. Map of country is present. Description of product is on the table. Representative can explain the product.</td>
<td>Name of country is present. Representative can explain the product and inform guest about the country.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>1 or 2 questions answered.</td>
<td>2 or 3 questions answered.</td>
<td>All questions answered.</td>
<td>All questions answered with explanation.</td>
</tr>
</tbody>
</table>
Lesson Plan #1
Duration: 2 days

Note: prior to lesson, place in front of the classroom items made from different countries.

- Clothing (t-shirts, shoes: Nike, Adidas, and etc…)
- Food (candy, fruits, and etc…)
- Electronics (walkman,
- Miscellaneous items (Picture frames, staplers, water bottles etc…)

Introduction:
- Ask students where they think these items are made.
- Have students guess, keep tally of what students guessed correct and wrong.
- Once every item has been presented, discuss with students why certain items are made in certain countries.
  - Where are most of our fruits from?
  - Where is most of our clothing made from?
  - Where are most of our electronics made from?
  - Does it depend on the brand?
    - Are certain electronics better because of where it’s produce?
    - Why?

Learning activity
- Each student will receive a retrieval chart and a map of the world
- Students are to go home and find 20 different items.
- Students need to name the items and state where (country) it’s made.
- Once students have completed their search they need to locate the country on the world map and color the country in.
- After coloring all the countries (where their items were made) the students need to write 3 conclusions about their map.
  - Examples: the majority of clothing at my house was made in South East Asia or Mexico.
  *(Give to students if they look confuse)*

Closing:
- Once students have completed their worksheets, have a group discussion.
- Have students create a chart as a class
  - Labels for chart:
    - Electronics
    - Foods
    - Clothing
    - Miscellaneous
- Once the students have completed the chart ask for students conclusions.
Directions: shade in the countries where your items were made, each country should be a different color. Label the countries

Write 3 conclusions about your map:

1._______________________________________________________________________
2._______________________________________________________________________
3._______________________________________________________________________
<table>
<thead>
<tr>
<th>What is the item?</th>
<th>Where was the item produced?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>19.</td>
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<td>20.</td>
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</table>
Lesson Plan #2
Duration: 1 to 2 days

Introduction:
- Have students take out their completed retrieval chart
- Have a class discussion
  - What do where are most products made? Over seas or in America?
  - Why is that?
- Define terms:
  - Legend/ key
  - Rose
  - Compass

Learning Activity:
- Students will be divided into 4 groups, 4-5 students per a group.
- Get group will pick from a hat what country they will become an expert in:
  - Belize
  - Latvia
  - Botswana
  - Thailand
- Students will receive a retrieval chart.
- Students will use books, encyclopedias, internet to fill out retrieval chart.
- Each student will be responsible for a section on the retrieval chart.
- Along with completing the retrieval chart, the group must create a map of the country.

Closing:
- Once the maps are completed, students will hang the maps up in the classroom.
<table>
<thead>
<tr>
<th>Information Needed</th>
<th>United States</th>
<th>Country’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Indicators of Standard of living</td>
<td>Infant Mortality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life Expectancy</td>
<td></td>
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<td></td>
<td>Medical facilities (Are there any?)</td>
<td></td>
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<tr>
<td></td>
<td>Disease</td>
<td></td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
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<tr>
<td>Education Indicators of Standard of living</td>
<td>Literacy rate</td>
<td></td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
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<tr>
<td>Geography of country</td>
<td>Area</td>
<td></td>
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<td></td>
<td>Population density</td>
<td></td>
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<td>Natural hazards</td>
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<td></td>
<td>Environmental issues</td>
<td></td>
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<tr>
<td>Economic Indicators of standard of living</td>
<td>Gross Domestic Product (GDP)</td>
<td></td>
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<td></td>
<td>Resources</td>
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<td>Export</td>
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<td>Import</td>
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<td>Culture descriptors</td>
<td>Languages</td>
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<td></td>
<td>Religions</td>
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<td></td>
<td>Recreation</td>
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<td></td>
<td>Government type</td>
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</tbody>
</table>
Lesson Plan #3  
Duration: 2 to 3 days  

Introduction:  
- Read the story Cinderella from two different countries.  
  - Tam’s Golden Slipper (Vietnamese version)  
  - The Maiden, the Frog and the Chief’s Son (from William Bascom, "Cinderella in Africa," 1972)  
- After the story discuss, similarities and differences.  
  - How were the stories the same?  
  - How were the stories different?  
    - People?  
    - Places?  
    - Names?  

Learning activity:  
- Students choose a fairy tale or legend and rewrite the story to fit their expert country:  
  - Belize  
  - Thailand  
  - Latvia  
  - Botswana  
- The story needs to be similar to the original version.  
- Students will write a rough draft, revise it with a peer, then with the teacher.  
- The student will have opportunity to type the story on the computer.  
- A drawing or picture will be optional.  

Closing  
- Once students have completed their stories it will be put into a book.  
- The book will be place in the classroom for everyone to view.
Lesson #4  
Duration: 1 day

Introduction:
- Introduce the topic to students: How are countries and people around the world the same and different?
- Discuss with students the United States and Japan similarities and differences.
  - Create Vinn Diagram

![Venn Diagram](image)

- Discuss with students, are there more differences or similarities?
- Have students explain why there are more differences or similarities.

Learning activity
- Students create a venn diagram comparing their expert country to the United States.
- Students will use venn diagram to present/share the differences and similarities in front of the class.

Venn Diagram
![Venn Diagram](image)

Closing:
- Students will hang venn diagram next to their country’s map.
- Have a whole class discussion after presentation
  - What do these five countries have in common?
  - What are some differences between these five countries?
  - Ask students, “Why do you think I choose these countries?”
Lesson #5
Duration: 2 to 3 days

Introduction
- Discuss with class about celebrations in the United States
  - What do Americans celebrate?
  - What do we have at celebration?
  - What types of food?
  - Are there special clothing?
  - What types of games?
- Ask students what were some of the ways their expert countries celebrate
  - Do they have food?
  - What kinds of games do they have?
  - Are there special clothing?

Learning activity
- Students will work in their expert country group and choose one of the country’s
  - traditional food, games, music, or art
  *(if a group has something else they want to do, they can discuss it with the teacher.)*
- Allow students time in class to plan a day before the Feast of Nations day.
- Students will create and bring it in to the class for Feast of Nations.
- Students must also prepare a write up about what they choose to do and how it represents their expert country.

Closing
- Each group will have a table to display their product.
- Everyone will have a chance to visit each table.
- Students will complete a reflection.
Student Reflection for Feast of Nations…

1. What was your favorite country? Why?

2. How is that country similar to your expert country?

3. How is that country different from your expert country?

4. How is that country different from the United States? How is it similar?

Any other comments…..