

Module One Lesson Plan

Title: Discovering Asia, Past and Present

Subject: Social Studies

Intended Grade Levels: Combined lesson for grades 5-8

Description: This is actually a unit of study that I plan on using during the 2002-2003 school year with the above-mentioned multi-grade situation. Grades 5 & 6 will be basically covering world cultures from a historical viewpoint and Grades 7 & 8 from a modern day slant. Assignments will be arranged to have a whole class involvement in discussion and activities.

Curriculum Benchmarks: This will have to fulfill the requirement for the study of world geography and history in grades 5-8. The various activities will be designed to appeal to the multiple intelligences present in the classroom, hopefully reaching each student's basic learning style.

Materials/Hardware/Software:

Textbooks: grades 5 & 6 World, Unit 2. Grades 7 & 8 World Regions, Unit 7. Both units cover Asia or parts of it and are published by Macmillan/McGraw-Hill in the Adventures in Time and Place series.

Inspiration Software

Activities /Procedures:

Pre-activities: Since these students are already familiar with use of the Internet as a research vehicle, the teacher needs to only review the guidelines for its use. To do this as a directed activity with all students focusing on the same country and as an introduction to Asian countries, students will be assigned published worksheets to do over the Internet created for these textbooks. In these worksheets, which describe modern day Japan, the students, working in groups of two, need to use the Internet at specific sites to find the answers.

Grades 7 & 8's worksheet found at:

http://www.mhschool.com/teach/ss/adventuresintimeandspace/teachres/weblesson/student_sheet/ss_7_7_27_1.html

Grades 5 & 6's worksheet found at:

http://www.mhschool.com/teach/ss/adventuresintimeandspace/teachres/weblesson/student_sheet/ss_6_5_17_4.html

Students, waiting for their turn to use the computers will help create a bulletin board map of the Asian and Mid-Eastern countries that they will be reading and researching. Before beginning the map, a group would be assigned to do a map research on the Internet using Google as a search engine.

Activities:

The pairs of students will be asked to look through their textbooks in the above-mentioned units and decide on a country to study. They will be asked to make a presentation to the whole class, teach a lesson on their chosen country, give a classroom quiz for which they need to make an answer key, and create a written segment using the Inspiration software for inclusion in a class scrapbook. The students would be encouraged to find films, tourist information, books from the public library, music associated with that culture (sometimes available at the public library), and information on the Internet. The following sites would be given them or they could request to go to other specific sites.

<http://www.familyculture>
<http://ss.uno.edu/ss/homePages/SocStuHP.html>
<http://uno.edu/ss/ahist/TeachChina.links.html>

In their individual reports the students need to include the country's:

Map and a description of the landforms (This could be hand drawn or copied from the Internet)

Climate (Discuss how this effects the natural resources, people, culture, and economy)

Natural resources (If possible show an item that would have come from that country.)

People (their religions, ethnic groups, values, traditional dress and holidays)

Economy (Tell how it compares with the United States economy and what he/she sees as the cause of this difference.)

Government (Include a flag representation of that country)

Art and Recreation (In this they should include a piece of music indicative of that country and a sport or other activity that we could play at recess)

What presence does the Adventist Church have there? (Researched at Adventist.org.)

Tell why you would like to visit that country and what most would you like to see and do there.

Assessment/Evaluation:

They would be graded with the following point system:

Presentation to class: 50 points

Quiz answers: 50 points

Reports (done individually) for scapbook 100 points

200-180 pts.: A, 179-160 pts.: B, 159-140 pts.: C, 139-120 pts.: D below 120: unacceptable

Follow-up activities:

For a Bible connection we will be communicating by e-mail with a young couple, Laura & Mike Lothers, who are Wycliffe Bible translators working in a west Asian country. I would arrange a fundraiser to send money to help support their mission, since this is a self-supporting organization, and to send an offering to help with Global Missions through the Adventist Church, which we could also view over the Internet.

Assessment Rubric:

Social Studies - Student Presentation

ID: 16595

Objectives	Beginning	Developing	Accomplished	Exemplary	Earned Points
All required written sections are completed	1 point More than three sections missing.	2 points Two or three sections missing.	3 points One section missing.	4 points All sections completed.	
Neatness of written report	1 point Unkept and disorganized.	2 points Sloppy writing but organized.	3 points Done in a satisfactory manner.	4 points Very neat and organized.	
Spelling and Grammar of written report	1 point More than five grammar and/or spelling errors.	2 points Three to four errors in grammar and/or spelling.	3 points One to two errors in spelling and/or grammar.	4 points All spelling and grammar is correct.	
Oral presentation of topic	1 point Very difficult to follow and	2 points Mostly difficult to follow and	3 points Mostly easy to follow and	4 points Easy to follow and held	

	didn't hold interest.	understand but held interest some.	understand but didn't hold interest the whole time.	interest the whole time.	
The use of pictures, graphs, and maps.	1 point One picture, graph, or map was used.	2 points Two pictures, graphs, or maps were used.	3 points Three or four pictures, graphs, or maps were used.	4 points Five or more pictures, graphs, or maps were used.	
Level or research: Use of internet, textbook, encyclopedia, current news, and personal reflection.	1 point Only one area covered.	2 points Two areas covered.	3 points Three to four areas covered.	4 points All five areas covered.	
Documentation: shows sources of information.	1 point Only one reference is given.	2 points Two to three references.	3 points Four or five references.	4 points Six or more references.	
				Score:	