

**Lesson Plan**  
**In partial fulfillment for the AVLN course**  
**Integrating Technology into the Curriculum**

**Title** Country Study

**Subject** Social Studies

**Intended Grade Levels** Grade 7-8 (can include grades 5-6)

**Description:** This lesson is part of a larger project-based unit. In short, the project is one in which student groups travel around the world and learn about each of the regions/countries visited. Points earned by the group completing assignments determine how far each group may go each round. Along the way, various incidents occur which will delay or speed up travel. The incidents are related to the location the students are currently studying. For this specific lesson plan, the students have just "arrived" in Canada. The assignments given are related to Canada, but can be modified to address any country.

The assignments given in this lesson are designed to meet the interests of the multiple intelligences. Students will choose an activity which will require research and the development of a project . Each activity includes a technology component.

**Curriculum Benchmarks**

Essential Learnings, Social Studies, NAD Curriculum Guide, 1996, Seventh Grade:

History: Land and People-Historical highlights of nations, physical geography, contributions of culture/countries, i.e., art, architecture, religion,

Geography: Resources-Availability and use of resources,

Political: Elements and Principles of Government- structures of government, principles of government

Political: Cultural Diversity- Comparisons of cultural diversities of nations, a country's ways of coping and benefitting from cultural diversity,

Political: Group Participation- various groups and their contribution to a nation,

Behavioral: Relationships- similarities/diversities of cultures and peoples,

Behavioral: Values and Attitudes- identification of values and traditions of other cultures,

Economics: Production- local resources from past/global resources of present,

## **Materials/Hardware/Software**

Modified Knowledge Construction Page (one for each student)

*S. Freed, 1995*

Country Study Sheet, attached (one for each student)

Country Study Plan Sheet, attached (one for each student)

Cover Sheet/Rubric, attached (one for each student)

Word, *Microsoft* or WordPerfect, *Corel*

Storybook Weaver Deluxe, *The Learning Company*

Inspiration, *Inspiration Software, Inc.*

Internet, *Microsoft Internet Explorer*

## **Activities/Procedures**

-Students begin a modified Knowledge Construction on the topic of Canada.

-The students share the knowledge and questions of each group.

-Students choose which activity they will research and develop from the Country Study Sheet. They write their choice and methods or research and development on their Plan Sheet.

-Students may begin their projects after their plan sheet is initialed by the teacher.

-These projects will take several days to complete. Students will be given a deadline for when to have projects ready.

-On presentation day, students will present their projects to the rest of the class.

## **Assessment/Evaluation**

-Students will grade themselves on their cover sheet. The teacher will also use the rubric to determine final grades.

-Students are responsible for the information they have learned through their own project, as well as the information they have learned from their classmates. Students are evaluated on all material through a written response. This response is part of the Knowledge Construction "What I Learned" section.

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# Country Study

## CHOOSE ONE!

1. You are a reporter for a United States newspaper. You have been granted an interview with the prime minister of Canada about his country's government. Your article will be read by thousands of people, so it is important that your article be truthful and easy to understand. Your finished article should be one page, typed, printed and stapled to a cover sheet. (*Word or WordPerfect*)
2. You have just been asked by Doring Kindersley Publishing to write and illustrate a children's book about Canada. You will be writing for kindergarten and first grade children. Your book should include colorful pictures and easy to read typed information about Canada's land, people, arts and recreation. Your book should be at least 10 pages long, printed and stapled to a cover sheet. (*StoryBook Weaver Deluxe*)
3. You are a historian of a Canadian museum. Develop a time line of events that have occurred in Canadian history. Your time line can be specific to your type of museum (if you work at a aviation museum, your time line might show events that have occurred in aviation). Your time line should have at least 10 events with dates, illustrations and details of how each event has affected the country of Canada. Please print and staple your time line to a cover sheet. (*Inspiration*)
4. You are an artist. After traveling around the country, you are inspired to create a drawing of what you think are the best parts of Canada. Your drawing will be a mural which should include the land, the homes, the resources, and the people. Your mural can be hand drawn or traced onto art paper (11x14). You mural should be in color. Please attach your mural to a cover sheet. (*Internet*)
5. As a world famous photographer, you are working on a presentation about Canada to be used by travel agencies. Make a slide show of the best pictures of Canada. Your slide show should include pictures of the land, homes, people, cities, resources, recreation, and art. Your slide show should be at least 10 slides long. Include brief descriptions of each picture (the name and location of each place). Save your slide show on a disk and label the disk. Include a cover sheet when turning in your disk. (*Power Point or Presentations*)
6. Drama International has recruited you to write and perform for their Educational Division. Research about one of Canada's early historical events, and then write a short play about that event. Practice the play and be ready to perform it for the class. The length of your play should be at least 4 minutes long. Your play should be typed, printed and stapled to a cover sheet before your performance. (*Internet, Word or WordPerfect*)

7. You are a director of a summer youth camp. You are interested in trying new games from other countries with your campers this summer. Do some research on Canadian games. Choose one that you think will be fun to play. Then type a description and plan for how to play the game. Include a diagram of how to set up the game. Be ready to present to your classmates how Canadians play the game and the details of how our school could play the game. Your description should be typed, printed and stapled to a cover sheet. (*Internet and Word or WordPerfect*)
8. Twentieth Century Fox has hired you to write and perform the theme music for their new show. This show will be about the people and the land of Canada. The words to your music should describe the beauty of the country and some of the special geographic features of the country. You may write your own music, or you can take a well-known secular song and rewrite the lyrics. Your words should be typed, printed and stapled to a cover sheet. (*Word or WordPerfect*)
9. You have just graduated from college and are looking for a new place to live. Find a person who lived or is living in Canada and ask them if they will let you interview them. Set up a time to visit or call the person to conduct the interview. Choose at least ten questions that you will ask during your interview. Your questions should be on topics about Canada's government, land, people, economy, religion, and lifestyle. Be sure to thank the person you interviewed! Then, type the interview questions and answers. Your work should be printed and stapled to a cover sheet. (*Word or WordPerfect*)
10. You have done a lot of research about Canada, and there are some things about country and its people that you think your classmates should pray about. Prepare a list of prayer requests for Canada. Include a brief description of why this is a prayer need for this country. You should have at least five prayer needs. Be prepared to present these needs to the class. Your list should be printed, typed and stapled to a cover sheet. (*Word or WordPerfect*)

# Country Study Plan Sheet

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

# of Activity \_\_\_\_\_

How will you start this project? (What will you do today?) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What technology do you plan to use for this project?

- Computer (Word or WordPerfect)
- Computer (StoryBook Weaver Deluxe)
- Computer (Internet)
- Computer (PowerPoint or Presentations)
- Computer (Inspiration)
- Scanner
- VCR
- Digital Camera
- Other \_\_\_\_\_

What do you need from me to do this project? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Country Study Cover Sheet

Name \_\_\_\_\_

Category	Excellent 4	Good 3	Satisfactory 2	Needs Improvement 1	TOTAL
<b>Content</b>	Covers topic in-depth with details and accurate information. Subject knowledge is excellent.	Includes essential knowledge about the topic with accurate information. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1 or 2 factual errors.	Content is minimal OR there are several factual errors.	
<b>Requirements</b>	All requirements are met and exceeded	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.	
<b>Organization</b>	Project is very well organized and easy to understand.	Project is organized and usually easy to understand.	Project is organized for the most part.	There was no clear organization of this project.	
<b>Presentation</b>	Makes excellent use of graphics, font and effects to enhance presentation. <b>OR</b> Well-rehearsed with smooth delivery that holds audience attention.	Makes good use of graphics, font and effects to enhance presentation. <b>OR</b> Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Makes use of graphics, font, and effects but occasionally these detract from the presentation. <b>OR</b> Delivery not smooth, but able to maintain interest of the audience most of the time.	Use of graphics, font and effects but these distract from the presentation. <b>OR</b> Delivery not smooth and audience attention was often lost.	
<b>Use of Technology</b>	Successfully uses required technology to complete this project	Usually able to use required technology to complete this project.	Occasionally able to use required technology to complete this project.	Did not use technology at all to complete this project.	
<b>Sources</b>	Source information collected for all outside information. All sources are documented correctly.	Source information collected for all outside information. Most sources are documented correctly..	Source information collected for all outside information, but not documented correctly.	Very little or no source information was collected.	