

**ED 101 Educational Technology Lab – Spring 2012  
Boston University – School of Education**

## LESSON PLAN

<b>Grade(s)</b>	5 <sup>th</sup> grade
<b>Content Area(s)</b>	Social Studies
<b>Topic of Lesson</b>	Overview of characteristics that define a country
<b>Three Objectives</b>	<ol style="list-style-type: none"> <li>1. Students will be able to write the definitions of at least three out of the twelve defining characteristics that define a country when given just the vocabulary.</li> <li>2. Students will be able to define the specific characteristics that make up the country we live in using the vocabulary words and applying their definitions to our real lives.</li> <li>3. Students will be able to design their own country by applying the definitions of a country's defining characteristics to the creation of a make-believe.</li> </ol>
<b>Technology standard</b>	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p><u>Internet, Networking, and Online Communication</u>  <b>G3-5: 1.17 Identify and use terms related to the Internet (e.g., Web browser, URL, keyword, World Wide Web, search engine, links).</b></p>
<b>Curriculum Framework</b>	<ul style="list-style-type: none"> <li>➤ Massachusetts History and Social Science Curriculum Framework</li> <li>➤ World Geography, Grade 6</li> <li>➤ History and Geography</li> </ul> <p><i>5. Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G)</i></p>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Internet access and one computer connected to an LCD projector in</li> </ul>

	<p>the classroom</p> <ul style="list-style-type: none"> <li>• Whiteboard set to the side of the classroom and whiteboard markers</li> <li>• 23 copies of the <i>What Makes Our Country</i> worksheet</li> <li>• 23 copies of the <i>Create-A-Country</i> worksheet</li> <li>• 7 pieces of white computer paper</li> </ul>
<p><b>Lesson Procedure, Web Site Use, and Technology Standard Instruction</b></p>	<p>The students will be seated in their Writing class seats with their writing folders and writing utensils in front of them. I will begin by asking the students what they already know about countries of the world. I will then ask if any student have visited or have been born in other countries. If there are, I will ask them to describe the things they saw there and ask them if there were things that were different from where we live. I will then go to the computer and pull up the <i>Ms. Guillory's 5<sup>th</sup> Grade Atlas</i> website and project it on the board at the front of the classroom. I will explain how we will be using the website for assistance with the lesson today and as a study aid for the quiz on today's material that we will be having later in the week. (5 minutes)</p> <p>I will take a moment to ask students to raise their hand if they have ever used the Internet. I will then ask if they know the meaning of terms such as a website's URL and a web browser. I will open the Internet on my computer and show them the web browser and explain how to access it from a computer at home or at a library. Then I will show and then explain what a website's URL is and demonstrate this to them by typing in the URL for <i>Ms. Guillory's 5<sup>th</sup> Grade Atlas</i>. I will ask them to take a moment to write the website's URL down in their agenda's so that the can access the material outside of class. (5 minutes)</p> <p>Having just discussed, in the introduction to the lesson, some of the differences between countries of the world I will ask students to take those examples (e.g. if they talked about the Euro, the Yin, the Dollar, etc.) and ask if they could in their heads think of a word that generalizes all of them into a similar category. After I've given them one or two minutes, I will direct their attention to the tabs at the top of the website. I will explain to the students that these are the three main categories we are going to put a lot of the vocabulary for defining characteristics of a country under; they will be: <i>Geography, Economy, and Culture</i>. Then, using the airplane icon as a guide to navigate the website in a systematic order, I will open the content of each page and subpage on the website with the information. I will read and explain the information, taking time to define each vocabulary word precisely, and then take any questions before moving on. (30 minutes)</p> <p>Next I will ask the students if they think they can better define what a country is and will test them on this by using the <i>What Makes Our Country?</i> worksheet. I will project this worksheet on the board while a student helps to hand out the worksheets. I will then give them 10 minutes</p>

	<p>to complete the worksheet on their own. Then we will come back together as a class and will fill in the worksheet together on the projector. I will ask students to raise their hand or call out answers as a group, and while projecting the worksheet on the whiteboard for the students to see, fill in the answers I hear them say. If they get an answer, we will go back to the vocabulary word's page on the website and discuss what the right answer. I will ask them to correct it on their sheets and remember to study it for the quiz. Once the sheet is completed, I will take some time to engage their current knowledge on the world, as well as expand it, by asking them if they could answer with examples if the worksheet was about another country. After a small discussion, I will take any questions before moving on. (15 minutes)</p> <p>I will then ask the students if they think that they could run a country. Then, I will have them divide into groups of 3-4 students and, with a students help, hand out the <i>Create-A-Country</i> worksheet to each group with a blank sheet of computer paper. I will explain to them the directions and then inform them that these drafts they make today will be turned into posters to decorate our classroom for the rest of the unit in tomorrow's lesson. They will take time filling out the brainstorming questions to help prep them for making their own make-believe country. They will then, as a group, draw a rough picture of their country and the different characteristics about it based on the vocabulary we learned. When they're finished, and if time allows, I will let some of the groups present their countries and define each vocabulary word for the class and relate it to their made-up country. (15 minutes)</p> <p>I will close by reminding the students about the URL for the website and show the online quiz to use as a study aid for the quiz on Friday which will be based on the vocabulary and its definitions. I will take any last minute questions or concerns and ask them to come tomorrow prepared to turn the rough drafts of their countries into posters.</p>
<p><b>How will students be assessed to make sure they are able to perform the objectives?</b></p>	<p><u>Objective 1:</u> Students will be able to write the definitions of at least three defining characteristics that define a country when given just the vocabulary.</p> <p><u>Assessment 1:</u> Students will be provided with the website URL to <i>Ms. Guillory's 5<sup>th</sup> Grade Atlas</i> and asked to study the information on the site for homework every night until Friday (3 nights). On Friday, students will be given a blank chart, with a column of some of the selected vocabulary words (it will be all of the words from the website and they will know about it in advance) for the lesson and be asked to fill in their definitions in the empty boxes opposite the word.</p> <p><u>Objective 2:</u> Students will be able to define the specific characteristics that make up the country we live in using the vocabulary words and applying</p>

their definitions to our real lives.

Assessment 2: Students will be handed the *What Makes Our Country?* worksheet and will be asked to fill in the answers on their own. After 10 minutes, I will ask students to raise their hand or call out answers as a group, and while projecting the worksheet on the whiteboard for the students to see, fill in the answers I hear them say. If they get an answer, I will ask them to correct it on their sheets and study it for the quiz.

Objective 3: Students will be able to create their own country by applying the definitions of a country's defining characteristics to the creation of a make-believe.

Assessment 3: Students will be split into groups of 3-4 and given the *Create-A-Country* worksheet. They will take time filling out the brainstorming questions, draw a rough picture of their country and the different characteristics about it based on the vocabulary we learned, and then one or two might be able to present. The next day, groups will work on turning the rough draft of their make-believe country into a poster to be hung up in the classroom for the remainder of the unit.