

Social Studies Instruction and English Language Learners

The rapidly changing demographics of the United States present a challenge to America's teachers. In 2004, the Department of Education measured that the school population of students who were not proficient in English, English Language Learners, had doubled in the past two decades. They counted almost ten million English Language Learners (ELLs) (Pahl 2007). Many teachers feel unprepared to address the diverse needs of these students (Weisman & Hansen 2007). Social studies teachers, in particular, must focus on the needs of ELL students because their curriculum is extremely demanding for language learners. Social studies teachers should adopt instructional techniques that provide ample language development opportunities, create context for content, and assist students in comprehending expository texts. These methods will help ELL students succeed in this vital field.

Social studies curriculum is challenging for students learning English for a variety of reasons. First, the curriculum is highly dependent on strong language skills. Much content area knowledge is gained from listening and reading, and comprehension is often demonstrated through writing and discussion. The vocabulary of the discipline can be very abstract. Terms such as culture, democracy, and liberty are defined by language not concrete examples (Weisman & Hansen 2007). Social studies has its own vocabulary. Weisman and Hansen write, "Many words have dual meanings: their common use and a specific definition for social studies. For example, the term *inflation* means to fill, as with air in a balloon, but in economics, it means a rise in the general price level (2007:

183). The field also employs much academic language and many technical terms. On average, it takes ELLs five to seven years to develop grade level proficiency in academic English (Brown 2007). Students who have limited language proficiency will struggle with these complex language skills while being expected to learn content information.

Social studies is also dependent on background knowledge that many immigrants to the United States lack. For example, Americans usually share a common familiarity with significant time periods, such as the Civil Rights Movement, and civic events, such as elections. American children grow up hearing and reading about these culturally significant ideas and, thus, bring significant schema to the study of social studies (Brown 2007). Non-American students lack this background knowledge, and the cultural backgrounds that immigrants do possess is frequently not valued or utilized in classrooms. Teachers are often not knowledgeable about the regions from which their students have immigrated or this information is not part of the school's curriculum (Weisman & Hansen 2007).

Additionally, social studies texts have many features that make them difficult for ELL students. The writing is usually syntactically complex. Sentences often have multiple clauses and the use of the passive voice is frequent. These texts are dense with information and facts, and they do not follow a predictable sequence. Textbooks contain few graphic features that provide ELL students with visual support (Brown 2007). Heath argues that social studies books often create "information overload" for students with limited English proficiency. These students are unable to process the large amount of information required and quickly lose interest in the readings (1996).

Since social studies is so challenging for ELL students, teachers must employ a range of instructional techniques to support these learners. First, teachers must contextualize the content. The use of realia, photographs, video, charts, and pictures will make information more comprehensible to ELL students. These concrete examples will allow students to rely less on spoken and written English for content-area information (Weisman and Hansen 2007). Teachers can also incorporate students' background knowledge of their own cultures into the social studies curriculum. This will increase student engagement and confidence (Heath 1996).

Social studies teachers should also emphasize language development in their classroom. Since learning academic English is crucial, instructors should provide direct instruction on the meaning of words, allow students to create their own definitions of terms, and give many chances for children to use new vocabulary in authentic contexts. English language learners benefit from hearing English spoken clearly and having key words and concepts repeated frequently. Students should also have time to practice language production in a variety of settings. Students can talk with peers, give oral presentations, and engage in dialogue with community members (Weisman and Hansen 2007). These techniques will facilitate the development of language proficiency.

Lastly, social studies teachers must help ELL students comprehend difficult, expository texts. Teachers should provide students with guiding questions to help them focus while reading. They also can supply simpler reading materials that convey the same content. ELL students will benefit greatly from the use of graphic organizers. Outlines can be made available so that students can preview material before reading.

Graphic organizers can be used after reading to help students process dense material (Brown 2007).

ELL students can gain much from the study of social studies. In many ways, these learners are uniquely suited to the study of culture, immigration, and diversity, but the curriculum can also be uniquely challenging for them. It is the job of social studies teachers to recognize the difficulties ELL students face and to adopt instructional strategies so that this growing population of learners can succeed.

Works Cited

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- Pahl, R. (2007). Introduction: Teaching English-Language Learners is Major Problem in Social Studies. *Social Studies*, 98 (5), 179.
- Weisman, E. & Hansen, L. (2007). Strategies for Teaching Social Studies to English-Language Learners at the Elementary Level. *Social Studies*, 98 (5), 180-184.

Unit Overview

In this six-week unit, each student will create a non-fiction book about a country of his/her choice. The students will select a country of importance to their family's history. They will conduct research on this country's culture by locating and reading non-fiction texts. Using the writing process (i.e. seed, drafting, editing, revising, and publishing), the students will write at least four factual paragraphs about their country's culture. Finally, the children will create at least eight non-fiction features (i.e. pictures with captions, fact boxes, glossaries, headings, and games) to support the text they write. The unit will culminate in a World's Fair. The students will bring in a traditional food from their country. They will present their work to their families and other members of the school community.

This multi-week unit integrates many subjects and skills. The Massachusetts Social Studies Framework's entitles the Second Grade curriculum, "E Pluribus Unum: From Many, One." This project will allow students to learn about the diverse cultures that have influenced our nation of immigrants. They will study the major geographic regions of the world by learning from their peers' research. Additionally, this unit integrates non-fiction reading and writing into Social Studies. Reading Workshop lessons will teach students how to locate high quality, age-appropriate, non-fiction materials from the library and the Internet. Students will also be taught to read texts for information, to analyze non-fiction text features, and to take organized notes. In Writing Workshop, students will learn how to write a five-sentence paragraph in the informational genre. They will practice their editing, revising, and publishing skills. Finally, creating the final book product incorporates art and presenting skills. This project will develop the metacognitive skills of organization and executive functioning.

This unit will build on the first unit of Social Studies in the 2nd grade. That unit addresses neighborhoods and communities. The students will have studied their school community, their neighborhood, and various ethnic neighborhoods around Boston.

Activities

Lesson 1: Introductory Lesson and Primary Source Lesson

I. Lesson Topic

This lesson will serve to introduce the 2nd grade students to a multi-week social studies unit. In this lesson, I will introduce the students to the complex notion of culture. I want the class to create a common, working definition of the term. I will use a video that demonstrates many aspects of culture through primary sources such

as pictures, realia, and documentary film. This will serve as a hook, increasing student interest, and the video will contextualize the abstract term culture. The students will then work in various configurations to create and apply a definition of culture. It is crucial that every student fully understands the dimensions of culture so that they can use this background knowledge for their research project.

II. Curriculum Frameworks

MA State Social Studies Framework

2.7 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)

NCSS Strands

1. Culture- Social studies programs should include experiences that provide for the study of culture and cultural diversity.

III. Primary Source to be Used

Customs and Culture. (2005). 100% Educational Videos. Retrieved July 14th, 2008, from United Streaming: <http://streaming.discoveryeducation.com>

IV. Student Objectives

Students will be able to identify the major dimensions of culture.

Students will be able to define the major dimensions of culture.

Students will be able to write a working definition of culture.

Students will be able to apply the class' working definition of culture to their own school community.

V. Materials and Resources

Customs and Culture video

25 copies of "What is Culture?" Sheet

25 copies of "Lyndon School's Culture is..." sheet

VI. Methods – 1 hour

1. *Introduction- 4 mins.* The teacher will explain to the students that the class is beginning a study of the cultures of different peoples and countries around the world. She will explain to the class they will be watching a video to help them define what culture is. This will be a difficult task so they will be given a watching guide, "What is Culture?", to fill out as they watch the video. The teacher will quickly preview the watching guide to make sure students understand the directions and can read the words on the sheets. (See attached "What is Culture?" sheet)
2. *Video- 16 mins.* Students will watch "Customs and Culture" and complete the "What is Culture" sheet independently.
3. *Partner Activity/ Practice- 15 mins.* Students will be assigned a learning partner. With a learning partner, they will compare their answers on the "What is Culture?" sheet. They will make sure they have correctly identified the 8 dimensions of culture from the video. The students will

then add pictures, words, examples, or anything else that helps them define these aspects of culture.

4. *Whole Class Discussion--10 mins.* The teacher will write a working definition of culture on a piece of chart paper: "Culture is a community's..." The class will help the teacher list the 8 dimensions of culture on the definition. Then the class will review the sheet together. The students will get to share how they defined each term and filled out to the grid. The teacher will make sure there are vivid and comprehensible examples for each term. This will help clear up any lingering confusion.
5. *Small Group Activity/ Application- 15 mins.* The students will then apply their definition of culture to the school community. Working in groups of four, they will complete "Lyndon School's Culture is..." They will add examples of the school culture under the correct dimension. They can use pictures or words to complete the sheet. The teacher will briefly preview this sheet before the students work independently. (See attached "Lyndon School's Culture is..." sheet) (Note: If necessary, this activity could be completed in a subsequent day.)

VII. Assessment/ Evaluation

The teacher has several opportunities for assessment in this lesson. During the whole class discussion, the teacher can gauge the students understanding of the meaning of the dimensions of culture. This assessment will be based on the students' oral discussion and written work. Additionally, during the application activity, the teacher can evaluate the students' comprehension level by observing their group work. She will collect the completed "Lyndon School's Culture is...". This written work will allow the teacher to measure if the students can apply their understanding of culture to a new situation.

VIII. Adaptations

The lesson is differentiated for students at different levels of writing skills because the students can show their understanding through pictures or words.

Struggling readers are supported because the teacher previews the work sheets. These students will also be paired with stronger readers to help them during the practice and application periods.

English Language Learners are supported by the visuals that the video provides. This lesson also provides them ample time for communicative practice with their peers.

The teacher will circulate during the student work periods and assist students who are having difficulty understanding concepts.

Lesson 2: Cross Curricular Lesson

I. Lesson Topic: Taking Notes on Non-Fiction Texts

During the first week of this unit, students will be learning about the definition of culture and gaining an understanding of the geography of the seven continents in class. At home, as part of their weekly homework assignment, they will be collecting information about their assigned country. With the help of their families or a local librarian, students will collect five to seven pages of age-appropriate reading material about their country. Children can gather non-fiction information from books, magazines, or the Internet. The teacher will assist those students unable to complete this assignment at home.

This lesson begins the second week of the unit. All students will have collected their reading materials and be ready to start recording facts. The note-taking process will take students a week and a half to complete.

This entire social studies unit is highly integrated with the 2nd grade literacy curriculum. In the note-taking phase, students will practice the critical skills of reading and gathering information from non-fiction texts. The ability to comprehend non-fiction texts is a large focus in 2nd grade.

II. MA State Social Studies Framework Strand

2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)

2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)

2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H, G, C)

III. MA State ELA Framework Strand

13.1: Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).

13.5: Restate main ideas and important facts from a text heard or read.

IV. Student Objectives

Students will be able to locate important facts from non-fiction texts.

Students will be able to restate facts in their own words.

Students will be able to categorize facts according to topic.

V. Materials and Resources

25 copies of “Expectations for Country Project Notes”

25 copies of “Country Notes”

Overhead of “Columbian Games We Played as Children”

Adapted from Dumitru P., & Dumitru M. (cords.) (2000). *Children’s Folklore*.

Retrieved July 30, 2008, from:

<http://www.geocities.com/childrenfolklore/index.html>.

Overhead of “Country Notes”

Assorted selection of age-appropriate non-fiction texts about student’s chosen countries

VI. Methods- 60 mins.

1. Overview- 15 mins.

Since the student collected their research at home, the teacher helps them get organized. The teacher gives each student a folder. They label this folder with their name and country. Each child will keep all materials relating to this unit in this folder. After gathering the students back together as a class, each child is given a copy of “Expectations for Country Project Notes” and “Country Notes” (See attached). The teacher reviews the expectations, showing the children the different categories from which they may select. The teacher assigns a due date that the students add to the “Expectations for Country Project Notes.” She explains that the children will be responsible for keeping track of their work on this checklist. They can self-assess themselves on this paper using the check, check minus, check plus system. At the end of the unit, the teacher will use the same checklist to grade the students’ notes. Children place these papers in their folder.

2. Modeling and Think-aloud- 15 mins.

The teacher models how to take notes from a non-fiction source using information about Columbia, a country which none of the students are studying. Using an overhead about Columbian games, “Columbian Games We Played as Children,” the teacher conducts a think-aloud (See attached). She shows students how to read the article twice and highlight the important and interesting facts on the second reading. By using the overhead of “Country Notes,” she then demonstrates how to write notes under the appropriate category. Students write notes in their own words. They should use bullet points to help them keep track of their facts. Notes do not need to be written in full sentences.

3. Pair-share- 5 mins.

The children are assigned learning partners. With their partner, they summarize the reading, highlighting, and note-taking process. The teacher checks in with the pairs to make sure they understand the process.

4. Independent Practice- 25 mins.

Students retrieve their folders and begin taking notes on their own country. During this time, the teacher will conference with individual students.

VI. Assessment/Evaluation

During the lesson, the teacher can informally assess the students' progress and understandings. She will listen to the pair-share and conference with individual students. This will allow her to monitor the students.

At the end of the week and a half allotted for note taking, the teacher will assess the students using the "Expectations for Country Project Notes" sheet. She will assign the students a check if they meet the expectation, a check minus if they fail to meet the expectation, and a check plus if they exceed the expectation. She will then assign an overall grade based on these criteria.

VII. Adaptation

The students were given the opportunity to collect their own research material. This helps ensure that material is well suited to each individual's reading level.

The teacher will conference with high-needs students during the independent practice period. She will help struggling readers, special needs children, and English language learners at this time.

The two extra topic categories on the "Country Notes" sheets allow gifted students to exceed the standard. Gifted students can also record more than three facts for each category.

Name:

Expectations for Country Project Notes

	I have information about at least 6 categories.
	I have at least 3 facts for each category.
	My facts are written in words that I can understand .
	I used neat and legible writing.
	My research is completed by:
	I was focused during my research.

Country Notes

Name: _____

Country: _____ Capital: _____

SPORTS/GAMES

HOLIDAYS

Columbian Games We Played as Children



Jump Rope Games

When I was a little girl, I used to play a very fun game. It was a girls' game; boys never played with us. We played at school during the break or in my neighborhood in the afternoons. We spent hours playing it, and we never got tired of it because we had such a good time.

To play the game, you will need three or more people. Two players, one in each corner, hold an elastic band and the rest play. If one of the players loses, she has to change places with one of the girls who is holding the elastic band.

A player starts by jumping the elastic at ankle height. Then it is raised to the middle of the leg, then to the knees, the hips, the waist, the chest, the shoulders, the neck, and head. In the last level called heaven, the elastic band is held up with raised arms.

Rayuela

María C. López from Colombia

When I was a little girl, most afternoons I used to play games with my friends in our neighborhood. Rayuela, as it is called in Spanish, was my favorite game.

HOW TO PLAY IT _There can be any number of players, and a stone is the only object you need to play it. If you are the first player, you draw a figure on the floor with a piece of chalk. Then you throw the stone inside square one. After that, you have to hop into each square, starting with square 1 and ending in square eight. If there are two squares together, you jump landing with one foot in each square; but if there is only one square, you must hop on one foot. When you reach squares 7 and 8, you have to turn back jumping again until square 1. Then you continue playing the next level. This time you begin by throwing the stone into square number 2. In the next level, you throw it into square number 3. You continue until level 8. The first player who does all the levels is the winner. The most important thing is that the player has to skip the square where the stone is.

Lesson 3: Developmental Lesson

I. Lesson Topic: Creating a Non-Fiction Feature

After the students have completed taking notes on their country, they will be taught how to create a Country Book. Each child's book will include at least four pages. Each page will contain a well-structured paragraph and at least two non-fiction features. Students will work on creating creative, neat pages for approximately three and a half weeks. (See Assessment for the complete "Country Book Expectations")

In Writer's Workshop, students will learn how to write clear, well-organized, non-fiction prose. They will use a web to move from notes to paragraph form. Then they will take their paragraphs through the entire writing process ensuring that the paragraphs have topic sentences and proper spelling and grammar.

In addition to writing skills, the creation of a successful Country Book incorporates art skills. While designing and making non-fiction features, students will have an opportunity to express their knowledge in a non-written format. Students with strong visual or artistic skills will enjoy this portion of the project, and all children will be challenged by the opportunity to think creativity. Although students' artistic skills will not be evaluated, the teacher will assess their level of neatness and creativity. This lesson will introduce the students to creating high quality, non-fiction features.

II. MA State Social Studies Framework Strands

2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)

2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)

2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H, G, C)

III. Student Objectives

Students will be able to design an informative non-fiction feature.

Students will be able to use a ruler to measure size and create straight lines.

Students will be able to identify the characteristics of an informative, creative non-fiction feature.

IV. Materials/Resources

Assortment of non-fiction texts with a variety of non-fiction features

Rulers

White construction paper

Colored pencils
Markers
Crayons
Black Felt Tipped Markers

V. Methods- 65 mins.

1. *Investigation- 15 mins.*

Students will be given the opportunity to look through an assortment of non-fiction texts and find their favorite non-fiction feature. After locating their feature, the students gather as a class. The teacher creates a T-chart. One column lists “Types of Non-fiction Features.” The second column lists “What Makes a Good Feature.” As the students present their findings, the teacher records them on the T-chart.
2. *Modeling/Think- Aloud- 15 mins.*

Using the T-chart, the teacher begins a think-aloud showing how she would design a non-fiction feature. The teacher will use the example of Columbia, which she has been using throughout the unit. The teacher will first model a brainstorming process. She will think about what type of feature will compliment her “Sports and Games” page, (Note: Teacher has already created her paragraph for this page in Writer’s Workshop). She will consider what will interest her reader, what she wants to convey, and what will be fun to design. The teacher will decide to create a True or False Question Box. The teacher will model how to carefully design this feature. Using the ruler, she will measure how much space she has on the page. With a pencil, she will sketch an appropriate sized Rayuela court. She will use the ruler to make straight lines for the text. After carefully writing her question, she turns over the court and writes the answer upside down. Then the teacher will model how to trace her work with the felt tip pen. Lastly, she will add color.
3. *Think/Pair/Share –10 mins.*

Students will go back to their desks and have five minutes to individually brainstorm ideas for their first non-fiction feature. At this time, they can look through their country folders to help them get ideas. Students may either brainstorm mentally or use paper and pencil. After five minutes, they will share their ideas with a partner and get feedback.
4. *Independent Practice- 25 mins.*

Students will use the white construction paper, rulers, felt tipped pens, and coloring supplies to create non-fiction features. The teacher will circulate and assist individuals.

VI. Assessment/Evaluation

Although teacher can do formative assessments and offer suggestions during the practice period, the primary assessment of the students’ non-fiction features will occur at the end of the unit. When the students have finished their books, the teacher can evaluate all of their features for neatness, creativity, variety, and appropriateness.

VII. Adaptations

The teacher can help students with fine motor control issues use rulers. She will also have a few pre-made templates that these students can use.

The teacher will circulate and offer suggestions and assistance during the practice period. Students can meet with her individually during this time.

Since students create their own features, this lesson is well suited for students with a variety of strengths.

Lesson 4: Using Educational Technology

I. Lesson Topic: Using PowerPoint to Present Continents

Since this unit takes a considerable amount of time, six weeks, I think it is essential that it incorporate many of the social studies frameworks. When I taught Second Grade previously, I did not feel that I had the time to fully cover the world geography frameworks. To address this issue, I would like to teach aspects of geography in all of the year's social studies units. Geography will integrate easily into a study of world cultures. The information about continents and landmarks will be more meaningful to the students if they can connect it to their self-selected research project.

This lesson plan will be placed towards the middle of the unit. It will be conducted after the students have completed their research on their individual countries, but while they are still working on creating their books. I think this will offer students a way to synthesize and expand upon some of the information they have gathered about their countries. The opportunity to use the computer will also serve as a break for some students. Children who have difficulty writing paragraphs will enjoy the opportunity to present some of their knowledge in a different format.

II. MA State Social Studies Framework Strands

2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)

2.6 Explain the difference between a continent and a country and give examples of each. (G)

III. Technology Objectives

Students will be able to use PowerPoint to create a slide with a title, a text box, and a picture.

Students will be able to locate an image on the Internet and import that image into PowerPoint.

Students will be able to create a slide geared towards a specific audience (a 2nd grade class).

IV. Student Objectives

Students will be able to research factual information about a continent using age-appropriate, non-fiction texts.

Students will be able to write non-fiction, facts about a continent.

Students will be able to present a short oral description of their work.

V. Materials & Resources

Collection of non-fiction books about the seven continents

Computer lab

Microsoft PowerPoint software
Overhead projector
25 copies of PowerPoint Criteria for Success

VI. Methods—85 mins over two days

1. *Introduction— 5 mins.* The teacher will explain to the students that every country is located on a continent. As a class, the students will locate the seven continents on a globe. Students will be paired with a learning partner. Both partners will be studying a country on the same continent. Working together, the students will have to write three facts about the continent. The students will write these facts down in their Social Studies Notebook.
2. *Research- 15 mins.* Students will have time to locate and write three facts about their continents. Students will have access to a variety of age-appropriate, non-fiction books about the continents. They can also use the research they have gathered about their countries. During this time the teacher will circulate. She will assist students and check the facts for accuracy.
3. *Mini-lesson. —15 mins.* The class will move to the technology lab, and the teacher will then explain that each pair will be responsible for creating one PowerPoint slide describing their continent to the rest of the class. Each PowerPoint slide must include a title, a map of the continent, and the three facts the student has gathered. Using a projector attached to a computer the teacher will demonstrate how to create titles, text boxes, and pictures on the computer. She will also show how students can locate maps on the Internet. She will instruct the students to keep their audience, each other, in mind while creating the presentation.
4. *Computer Time- 30 mins.* Students will work with their partners to create a PowerPoint slide teaching about their continent. Each pair will be given a checklist to ensure their slide is complete. As they complete each item, they can mark the box with a check, check plus, or check minus. This grade will reflect how well they believe they have fulfilled that requirement. (See attached “PowerPoint Criteria for Success”)
5. *Presentation- 20 mins.* (Note: This will probably have to take place on the following day so that the teacher has the opportunity to collect all the slides and put them together into a slideshow). The teacher will collect all the slides and create one slideshow. Most continents will have at least two slides. Each pair of students will present their slide to the class. Students will get the chance to ask questions about the continents to their peers.

VII. Assessment/Evaluation

The final presentation will allow the teacher to assess the students' knowledge of their continent, facility with PowerPoint, and ability to work with a partner. The PowerPoint Criteria for Success allows students to evaluate themselves. There will be few surprises on the grading of the assignment because the students will know exactly what is required.

VIII. Adaptations

English Language Learners and Special Education students with speech difficulties will be given extra time to practice their oral presentation. This will lower their anxiety when they have to speak in front of the group.

Struggling readers and writers will be paired with stronger students to help them complete the research and writing of facts.

Many modalities are addressed in this lesson. The maps will aid visual learners. Auditory learners will be helped by the oral presentations. Interpersonal learners will have the opportunity to discuss their ideas and work with a partner.

Name:

Date:

Powerpoint Criteria for Success

Our slide has a title that includes our continent's name.	
Our slide has three accurate facts about our continent.	
Our slide has a map of our continent.	
We have checked our writing for spelling and grammar mistakes.	
Our slide is easy for our audience (the class) to understand.	
We worked well together as a team.	
We completed our work in the given time.	

Lesson 5: Cumulating Lesson

I. Lesson Topic: Preparation for The World Fair

This is the final lesson of the unit. Since it involves room reorganization and decoration, it will occur at the end of the day prior to The World's Fair. As noted below, special needs students and English Language Learners may need more than a day to prepare their presentations. The teacher should work with these students over the course of several days assist them.

II. MA State Social Studies Framework Strand

2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)

2.8. With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)

2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H, G, C)

III. MA State ELA Framework Strand

3.1: Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

IV. Student Objectives

Students will be able to present their research project to an audience including adults and other students.

Students will be able to be good host/hostesses at a school celebration.

Students will be culturally sensitive when tasting foods from other cultures.

V. Materials & Resources

Large White Construction Paper

Markers

Streamers

VI. Methods – 70 mins.

1. *Behavior Expectations- 15 mins.*

In order to prepare the students to host The World's Fair, the teacher reviews her expectations for the students during this time. She explains the duties of a good host or hostess including greeting all guests, staying at their desk to go over his/her project, and being polite and welcoming. The teacher also explains how the distribution of the students' traditional food will take place. She speaks to the children about good manners when eating food at a party and how to be culturally sensitive when tasting new or unusual foods.

2. *Room Preparation- 30 mins.*

As a class, the students decide how to best arrange the desks so that each child has a display space and the guests can move around the room. The students move the desks. Each child decorates a poster for his/her desk. The poster includes the country name. The students help hang streamers around the room and clean up the classroom so that it is ready for guests.

3. *Presentation- 10 mins.*

As a class, the students discuss what is included in a good presentation. They talk about audience, clear pronunciation, appropriate length, and staying on topic.

4. *Practice- 15 mins.*

Each child picks a partner and practices his/her presentation. The pairs switch so that each child gets to practice once. At the end, the teacher leads a wrap-up discussion summarizing the how to make a good presentation and to behavior appropriately at The World's Fair.

VII. Assessment/Evaluation

The assessment will occur at the following day's World Fair. At this time, the teacher will circulate and listen to the children's presentations. She will also observe their behavior. If any child is struggling with behaving appropriately, the teacher will pull her/him aside and have a brief conversation.

VII. Adaptations

Children with special needs and English Language Learners will be given extra time to practice their presentations. The teacher will call them aside one-on-one and coach them. If necessary an ESL teacher or Special Education teacher can give the student additional presentation strategies, such as note cards or an outline.

Final Evaluation/Assessment

The final assessment of this six-week unit will be based on the country book that each child produces. After The World Fair, the teacher will collect these books and evaluate them based on the "Country Book Expectations" sheet. (See attached) This sheet lists all of the criteria that the teacher will assess. The teacher will award a check plus if the child exceeds the standard. She will give a check if the child meets the standard and a check minus if the child fails to fulfill that requirement. The overall grade will be based on the average of all these marks.

The students will be given the "Country Book Expectations" sheet when they begin work on this phase of the project. This serves several purposes. First, the student can use the checklist to help them organize and plan their work. Second, they can gauge their own level of effort. Students can work to exceed the standard if they wish to do so. Lastly, the students can self-assess themselves when they complete the project.

All students can create a successful country book. The final grade will be based on many facets: writing skills, creativity, organization, and effort. Struggling students will be supported throughout the production of the project. If necessary, the teacher can reduce the expectations for special needs children. English language learners might be permitted to produce some of the country book in their native language. Gifted students will be encouraged to exceed the expectation and produce extra pages or features, such as an "About the Author" page or a "Table of Contents." The country book is a flexible project that can be adapted to the needs of all learners.

Country Book Expectations

Name:

	I have at least 4 pages.
	Each page has 2 nonfiction features (ex. keywords, fun fact, diagram, map, graph, caption, heading).
	Each page has a paragraph with a topic sentence
	My writing is neat and detailed .
	My design and artwork is creative and neat .
	I have a variety of different non-fiction features.
	I selected features that best expressed my information,
	I worked hard and stayed focused in class.
	My work is completed by:

Annotated Bibliography

Customs and Culture. (2005). 100% Educational Videos. Retrieved July 14th, 2008, from United Streaming: <http://streaming.discoveryeducation.com>.

This video from United Streaming is a short film full of interesting, and kid-friendly examples of culture.

Dumitru P., & Dumitru M. (cords.) (2000). *Children's Folklore*. Retrieved July 30, 2008, from: <http://www.geocities.com/childrenfolklore/index.html>.

This website has a lot of information about games and holidays around the world. It is written by children for other students so it is very easy to read.

NB: This lesson also requires several assortments of books. The teacher needs a rich collection of age-appropriate non-fiction texts about the countries of the world. The students will use these texts to supplement their at-home research on their individual countries. The teacher should also have books about the seven continents for the students to use for their PowerPoint research. Lastly, the teacher should have a varied supply of non-fiction books. The students will search through these books to find ideas for their own non-features.