


















Technology-Connected Lesson Plan

Title:	Other Countries
Grade Levels:	3-5
Curriculum Areas:	🖥️ Social Studies
Lesson Objectives:	<ul style="list-style-type: none"> 🖥️ The learner will choose a country, then read to be informed and locate facts about the land surface, culture, population and government of that country. 🖥️ The learner will write to inform others about their country by paraphrasing the direct quotes that they have located from Internet sites and/or books. 🖥️ The learner will recognize and use the organizational features of research resources/search engines to locate information relevant to their topic. 🖥️ The learner will locate graphic representations of the country they are researching, then by using the 'copy/cut and paste' and/or 'save as' commands, create a cover for their report. 🖥️ The learner will exchange reports with a partner for the purpose of critiquing each other's reports before submitting a final draft.
La. Content Standards:	<p>G-1A-E1 identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images; (1, 3, 4)</p> <p>G-1A-E2 locating and interpreting geographic features and places on maps and globes; (1, 2, 3, 4)</p> <p>G-1B-E1 describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate; (1, 3, 4)</p> <p>G-1B-E2 identifying and describing the human characteristics of places, including population distributions and culture; (1, 3, 4)</p> <p>G-1B-E4 defining and differentiating regions by using physical characteristics, such as climate and land forms, and by using human characteristics, such as economic activity and language; (1, 3, 4)</p> <p>G-1C-E4 identifying and comparing the cultural characteristics of different regions and people; (1, 2, 3, 4)</p> <p>G-1B-M4 describing and explaining how personal interests, culture, and technology affect people's perceptions and uses of places and regions; (1, 2, 3, 4)</p>

	G-1D-M2 explaining and giving examples of how characteristics of different physical environments affect human activities; (1, 2, 3, 4, 5)
Technology Guidelines:	<p>1. Technology Communication Tools (<i>Communication Foundation Skill</i>)</p> <ul style="list-style-type: none"> • Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences. <p>4. Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>)</p> <ul style="list-style-type: none"> • Students use appropriate technology to locate, evaluate, and collect information from a variety of sources. • Students use technology tools to process data and report results. • Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks. <p>5. Social, Ethical, and Human Issues (<i>Citizenship Foundation Skill</i>)</p> <ul style="list-style-type: none"> • Students understand the ethical, cultural, and societal issues related to technology. • Students practice responsible use of technology systems, information, and software. • Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. <p>6. Basic Operations and Concepts</p> <ul style="list-style-type: none"> • Students demonstrate a sound understanding of the nature and operation of technology systems. • Students are proficient in the use of technology.
Technology Connection:	<p> Yahooligans (Click on 'Around the World' link) www.yahooligans.com</p> <p> Atlapedia Online (Great maps and info) www.atlapedia.com</p> <p> National Geographic for Kids (Lots of great info) www.nationalgeographic.com/kids</p>
Procedures:	<p> Review with the class, strategies for 'reading for information' and 'writing to inform'.</p> <p> Using the TV. with a scan convertor, the teacher will conduct a brief demonstration of the processes to be used. As the teacher 'researches' Canada, students will practice writing down information that could be used in creating a report.</p> <p> Remind students that they must use paper and pencil to complete a rough draft/jot down facts that they feel are important, and then paraphrase for their final report.</p> <p> If lab time is available, students will work on their project there. (If unavailable, students will rotate to classroom computers to complete their project.)</p>

	 Students will be assigned a partner to exchange reports with, so that they may critique each other's work using the rubric by which they will be evaluated.
Assessment:	 rubric
Materials:	 computers w/Internet  TV w/scan convertor  Printer  Books
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