

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

LESSON PLAN

Grade(s)	Second Grade
Content Area(s)	Social Studies, Language Arts
Topic of Lesson	The Cultures of India, Argentina, and Haiti.
Three Objectives	<ol style="list-style-type: none"> 1. Students will be able to compare and contrast written cuisines, music, and poetry of India, Argentina, and Haiti 2. Students will be able to label India, Argentina, and Haiti on an unlabeled political world map, and they will be able to identify the countries' respective hemispheres and continents. Correct spelling will be counted. 3. Students will be able to explain in writing one fact that they found most interesting about each country's culture.
Technology standard	<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>Exploratory Skills and Expectations: Word Processing and Desktop publishing. <i>K-2: 1.5 Use a word processing application to write, edit, print, and save simple assignments.</i></p>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts History and Social Science Curriculum Framework ➤ Grade 2 Learning Standards ➤ Government and Civics <p>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)</p>
Materials needed	<ul style="list-style-type: none"> • Laptops with Internet access for the students and myself • LCD projector • Word Processing Program

	<ul style="list-style-type: none"> • Printer • Venn Diagram Worksheets
<p>Lesson Procedure, Web Site Use, and Technology Standard Instruction</p>	<p>I will begin the lesson by introducing the topic of the website, and asking the students about what they have already learned about the cultures of Argentina, Haiti, and India. The students’ parents have been coming into class to present on the students’ ethnic backgrounds. Parents have already presented on India, Haiti, and Argentina, so students should come to this lesson with background knowledge on the countries. I will type up their answers on word, under the heading “What We Already Know,” and this will be shown on the projector. The students will type this on their personal computers with me, and I will teach them how to save the document.</p> <p>Using the projector, I will open a web browser on my computer, and type in the URL for the Weebly site. I will instruct them to do the same on their personal computers. I will read the Welcome paragraph on the home page aloud, and instruct them to click on the button that will take them to the first content page.</p> <p>This page includes a world map, with the countries of Argentina, Haiti, and India highlighted. The students have already learned about geography, so I will ask the students to name the continents of each country, and to clarify the difference between a continent and country. I will also ask the students to name the hemispheres in which the countries are located. On the same page, I will provide a link to a blank map, which the students will be able to print and will label the countries, continents, and hemispheres.</p> <p>After checking the students’ maps, I will direct them back to the original content page. Each country on the map will act as a button to the respective content pages of each country. I will ask the students which country they want to visit first, and we will click on that country.</p> <p>Each content page will contain information about the countries’ cuisines, music, and poetry. I will show the students how to explore the pages using the cuisine, music, and poetry links on each main page. After this, they will have the opportunity to explore the content pages and quiz page individually. If any questions arise about information that is not presented on the website, we will write these questions on the word document that we opened at the beginning of the lesson. We will write these questions under the heading “What We Would Like to Know More About,” and the students will research these questions for homework. We will save the document after adding new questions.</p> <p>After the lesson is finished, I will ask the students to write down something they have learned about each country on a new Word document on their personal computers. When they have finished, I will ask them to share their</p>

	<p>answers, and we will compile a list on the same word document from the beginning of class. These answers will go under a new header, “What We Have Learned.” We will save the document again, and I will show them how to print the document.</p> <p>Using their printed pages and the Weebly site as references, I will ask the class to fill out worksheets of three-circle Venn diagrams about the cuisines, poetry, and music of the three cultures. I will explain to them how a Venn diagram works before filling out the worksheets. Each topic will have its own diagram, so the students will be completing three diagrams in total. I will ask them to fill in one fact per section of the diagram.</p>
<p>How will students be assessed to make sure they are able to perform the objectives?</p>	<p><u>Objective 1:</u> Students will be able to compare and contrast the cuisines, music, and poetry of India, Argentina, and Haiti on a Venn diagram. <u>Assessment 1:</u> Students will fill out 3 Venn diagram worksheets about the cuisines, music, and poetry of the countries. Each aspect of culture will have its own Venn diagram. Completed Venn diagrams will contain one aspect of cuisine, music, and poetry unique to each of the three countries’ cultures, and one aspect that overlaps two to three of the countries’ cultures.</p> <p><u>Objective 2:</u> Students will be able to locate India, Argentina, and Haiti on a political world map, and they will be able to identify the countries’ respective hemispheres and continents. <u>Assessment 2:</u> Students will label a blank map printed from the Geography content page. I will go around the room to check their answers. Spelling will be counted</p> <p><u>Objective 3:</u> Students will be able to type on Word what they found most interesting about each country’s culture. <u>Assessment 3:</u> I will ask the students to write down one fact they found most interesting about each culture on Word.</p>