

# LESSON PLAN- Passport to the World

## Fun Starts Belfast Extended School Day Program

<b>Context</b>	<b>CONTEXT.</b> Who are the students this lesson plan was designed for? How the lesson is situated in terms of what precedes the lesson, what follows it, etc.?	
	K-5	
<b>Desired Results</b>	<b>OBJECTIVE.</b> What will your students will be able to do by the end of class?	
	SWBAT:	
	<ol style="list-style-type: none"> <li>1. Locate the United States on a world map</li> <li>2. Locate NY on a world map</li> <li>3. Make their own passport</li> <li>4. Identify the different continents</li> </ol>	
	<b>ASSESSMENT.</b> How will you know whether the desired outcomes were achieved? Describe how you will assess the specific objectives and understandings?	
	<p>Informal Assessment: Teacher directed questions and class discussion</p> <p>Formal Assessment: completion of a passport</p>	
	<b>NY STANDARDS.</b>	<b>KEY POINTS.</b> What three to five main ideas or concepts will you emphasize in your lesson?
	<p>Standard 2, Key Idea 1</p> <ol style="list-style-type: none"> <li>1. Key Idea 1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives. <ul style="list-style-type: none"> <li>•study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions</li> </ul> </li> </ol> <p>Standard 2, Key Idea 4</p> <ol style="list-style-type: none"> <li>2. Key Idea 4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</li> </ol> <p>Standard 3, Key Idea 1</p> <ol style="list-style-type: none"> <li>3. Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems,</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate the United States on a world map</li> <li>2. Locate NY on a world map</li> <li>3. Make their own passport</li> </ol>



	<p>environment and society, and the use of geography. Standard 3, Key Idea 2</p> <p>4. Key Idea 2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information</p>	
<p><b>Learning Plan</b></p>	<p><b>OPENING.</b> How will you focus, prepare, and engage students for the lesson's objective? <b>(ESTIMATED TIME?)</b></p>	<p><b>MATERIALS &amp; NOTES:</b></p>
	<p>1. Introduce the new unit; we will be traveling around the world! 2. We will learn the language, the culture, the geography and religion of each of the continents</p> <p>(5 minutes)</p>	<p>1. Piece of construction Paper 2. World map 3. Glue sticks 4. Markers 5. Camera 6. Printer 7. Photo paper 8. Pens</p>
	<p><b>INTRODUCTION OF NEW MATERIAL.</b> How will you convey the knowledge and/or skills of the lesson? What will your students be doing to process this information? <b>(ESTIMATED TIME?)</b></p>	
	<p>1. We will be visiting the 7 continents (show them on a map)</p> <ul style="list-style-type: none"> <li>a. Europe</li> <li>b. South America</li> <li>c. Asia</li> <li>d. Africa</li> <li>e. North America</li> <li>f. Australia</li> <li>g. Antarctica</li> </ul> <p>2. We will also be visiting the area known as the Middle East 3. Take/print everyone's picture</p> <p>(20 minutes)</p>	
	<p><b>GUIDED PRACTICE.</b> In what ways will your learners attempt to explain or do what you have outlined? How will you monitor and coach their performance? <b>(ESTIMATED TIME?)</b></p>	
<p>1. Help students to construct their own passports, to be used the whole unit to document their travels around the world 2. Distribute colored construction paper, markers, glue stick and a full size map of the world.</p> <ul style="list-style-type: none"> <li>a. Have students glue the map on one side of the construction paper</li> <li>b. Have students quarter fold up the construction paper/map (making sure that with the first fold the map is inside) into a card</li> <li>c. Have students turn it so that the binding is on the left and it opens up to blank pages</li> <li>d. Have students write the word 'Passport' on the front and draw a picture</li> <li>e. Have students open up the passport and on the left side on</li> </ul>		



	<p>the top glue their picture, then write their name, birthday and place of birth on the bottom half</p> <p>f. On the right hand side have students write their current address. (street address, country, continent )</p> <p>(20 minutes)</p>	
	<p><b>INDEPENDENT PRACTICE.</b> In what ways will your different learners attempt the objective on their own? How will you gauge mastery? <b>(ESTIMATED TIME?)</b></p>	
	<ol style="list-style-type: none"> <li>1. Have students find the country where they live and color it in</li> <li>2. Have them try and figure out where NY is; and put a red dot at western NY so show where you live</li> <li>3. Also have them fold up their passport and write their name small on the back</li> </ol> <p>(5 minutes)</p>	
	<p><b>CLOSING.</b> How will you have students summarize what they've learned? How will reinforce the objective's importance and its link to past and future learning? <b>(ESTIMATED TIME?)</b></p>	
	<ol style="list-style-type: none"> <li>1. Collect all passports, because they will be used for the remainder of the unit.</li> </ol> <p>(5 minutes)</p>	
<p><b>DIFFERENTIATION, TECHNOLOGY, ACCOMODATIONS.</b> How will you differentiate your instruction to reach the diversity of learners in your classroom?</p>		
<ol style="list-style-type: none"> <li>1. Hands-on activities</li> <li>2. Group discussion</li> <li>3. 7-10 seconds to respond to questions</li> </ol>		