

Course: ESL

Block/Period: _____


Date: 2011

Topic: Social Studies and writing Unit: _____

Teacher: Dr. Sawyer

Essential Skill (What does the student need to know before doing this lesson? Learner will write a story using dialogue between two friends about their countries' history, culture. Learner will compare and contrast two countries: one from Africa and another that is student choice.

Bloom's Taxonomy Revised	Verbs for Objectives	Objectives	Instructional Activities	Assessment
<input checked="" type="checkbox"/> Remembering <input checked="" type="checkbox"/> Understanding <input checked="" type="checkbox"/> Applying <input checked="" type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating	(Power Words) <input type="checkbox"/> Analyze (An) <input type="checkbox"/> Classify (E) <input type="checkbox"/> Compare (An) <input type="checkbox"/> Contrast (An) <input type="checkbox"/> Create (E) <input type="checkbox"/> Define (K) <input type="checkbox"/> Describe (K) <input type="checkbox"/> Design (S) <input checked="" type="checkbox"/> Develop (An, S) <input type="checkbox"/> Evaluate (E) <input type="checkbox"/> Formulate (S) <input type="checkbox"/> Identify (K) <input type="checkbox"/> Infer (C) <input type="checkbox"/> Justify (E) <input type="checkbox"/> List	Competency Goal 11- Objective: 11.03- Compare characteristics of political, economic, religious, and social institutions of selected cultures and evaluate their similarities and differences. <i>Standard 5:</i> English language learners communicate information, ideas and concepts	<p>Purpose: This lesson is designed for an elementary or middle school (ESL 7th) social studies class. After learning about the two countries, the students will write a dialogue between two friends about their countries.</p> <ol style="list-style-type: none"> The teacher will show the class two maps. A student will identify the location of USA and Egypt. Students will read selections from textbooks or readers about Egypt and the USA in pairs. Class discussions will follow. The teacher will post a KWL chart and inquire about student's knowledge of Egypt. The teacher will show the following video clips: http://www.youtube.com/watch?v=KdtgX9ORiW4, http://www.youtube.com/watch?v=gRW7h8PeXtk&NR=1 Teacher will present history of US and its government using powerpoints from the following site: http://government.pppst.com/types.html As a class activity, students will access on their laptops the following site: http://www.mrnussbaum.com/stateimageindex.htm and learn about the geography of the United States. <ul style="list-style-type: none"> Landforms: http://www.mrnussbaum.com/united_states/united_states_landforms.htm US Landmarks: http://www.mrnussbaum.com/united_states/united_states_landmarks.htm Create a flip book of the 50 states: http://www.mrnussbaum.com/united_states/fifty_states.htm 	<input checked="" type="checkbox"/> Teacher observation <input type="checkbox"/> Performance <input checked="" type="checkbox"/> Written Assessment <input type="checkbox"/> Essential Question <input type="checkbox"/> Pre/Post Assessment <input type="checkbox"/> Oral Response <input checked="" type="checkbox"/> Exit Slip <input type="checkbox"/> Journal Entry <input type="checkbox"/> Pictorial Representation <input checked="" type="checkbox"/> Product <input checked="" type="checkbox"/> Student Discussion <input type="checkbox"/> Other ()

	<p>(K) ___ Solve (AP) ___ Summarize (C) ___ Support (E) ___ Predict (C) ___ Use (Ap)</p>	<p>necessary for academic success in the content area of Social Studies.</p> <p>Comp. goal 6 The learner will apply conventions of grammar and language usage. Objectives 6.01 and 6.02</p>	<ul style="list-style-type: none"> US history: http://www.mrnussbaum.com/historycode.htm United States' Presidents: http://www.youtube.com/watch?v=Vvy0wRLD5s8 <ol style="list-style-type: none"> Students will learn about Egyptian culture and history. www.culturegrams.com In pairs, students will create a Venn diagram comparing and contrasting the cultures and history of Egypt and the USA. Afterwards, there will be a class discussion. For review, students will play Government Jeopardy with laptops: http://www.quia.com/cb/14713.html Compare and contrast the types of government: democracy, monarchy, republic, and dictatorship using a Venn Diagram. Compare and contrast the American and Egyptian Revolution of 2011 using appointment cards. Students will also play Fayettewood Squares to review basic facts about US history: teach.fcps.net. 	
<p>Reading Strategies</p>		<p>Essential Questions</p>		<p>Closure</p>
<ul style="list-style-type: none"> Clarifying Evaluating Connecting Predicting 		<p>Compare and contrast two countries.</p>		<p>Complete the exit ticket. What have you learned today?</p> <p>Compare and contrast the American and Egyptian Revolution of 2011.</p>

Types of Governments

Grade 7 Social Studies Online Presentation

11. Review powerpoint above and the types of government.
12. Student will select two countries to compare and contrast and create a PowerPoint, Alice World, newsletter or another presentation explaining the countries' government, culture, history etc.
13. Discuss highlights of American Revolution and compare to the revolution in Egypt.
14. Review writing a dialogue and how to use quotation marks. Chart paper and macaroni

Materials needed

Key Vocabulary

Homework

Student Recording Sheet
Laptops
PowerPoint Presentation

- Revolution
- Capitalist
- Republic
- Democracy
- Culture
- Judicial
- Executive

Student will select two countries to compare and contrast and create an Alice World depicting a conversation

		Videos Chart paper Index Cards Markers Smart Board	<ul style="list-style-type: none"> • Legislative • Pharaoh 	between two friends explaining their countries' government, culture, history etc. <i>Additional games and resources:</i> http://jc-schools.net/tutorials/PPT-games/ http://www.wida.us/standards/6-12%20Standards%20web.pdf www.voki.com www.toondoo.com
--	--	---	--	---

Higher Order Questions:

1. Why are revolutions necessary? (Inference)
2. In your own words describe a situation where revolutions are necessary. (Inference)
3. Define in your own words the meaning of culture. (Recall)

Differentiation: Have students work in pairs to create a presentation to reflect their learning about different countries: PowerPoint, newsletter, Alice world etc. Lower level students may use www.voki.com to create a talking Avatar.

Reflection: What do I want my students to be able to do after this lesson? They should be able to: compare and contrast types of governments and discuss the history, culture of African, Asian, or other countries. Are students able to write a dialogue between characters? Have students creatively implementing technology to demonstrate their creativity and understanding of the subject matter?

