

Using Assessment: Final Project

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ED 520: Using Assessment to Guide Instruction

Wilkes University

Social Studies Unit: Who Are Our Neighbors?

Grade 6

**ED 520/EDAM 5032 Final Project Part 1**

Complete Part 1 of the Final Project - Goals, Academic Standards, Instructional Activities and Learning Targets

**Identifying information**

Includes five elements: Title Page, Course Name, Grade level, textbook and other related materials.

**Subject: Social Studies**

**Unit Name: Who Our Are Neighbors?**

**Grade Level: Grade 6**

**Textbook:** Salter, C. (2007). *The Americas*. New York: Holt, Rinehart and Winston.

**Related Materials:** <http>

**Social Studies Unit Description: Who Are Our Neighbors?**

This assessment project, which focuses on geography, is intended for my sixth graders Social Studies curriculum for the latter part of our first trimester. In unit one, entitled *Where in the World*, the key concept is people, places, and environment. The emphasis is placed on the 5 themes of geography, how geography affects people, and how people affect geography. When finished with the first unit, we begin this unit entitled *Who Are Our Neighbors*.

The *Who Are Our Neighbors* unit, which is the social studies unit I'm focusing on for this assessment project, builds upon the first unit. It begins with a review of the 5 themes of geography (location, place, regions, movement, and Human-environment interaction). The key concept of that unit is interactions of people, cultures and ideas. Students will learn about and compare similarities and differences of their closest neighbors – their classmates. Using information from print materials and digital sources, throughout the course of study students will learn about our neighbors to the north and south (Canada and Latin America). Through researching, one goal is for students to identify and compare a variety of cultures/customs of different ethnic groups and understand historical/geographical aspects of unity and diversity in various world cultures.

By the end of the unit, students will demonstrate their knowledge and understanding of the culture/customs, foods, festivities, physical features, climate, resources, economy and types of government of our neighboring countries, and apply what they have learned by making a travel brochure of either Canada or Mexico. Additionally, students will use a Venn

diagram to compare and contrast various cultures. They will write an essay pertaining to how they might feel if they were visiting another country, why it is helpful for individuals to be familiar with cultural similarities/differences, and give examples of cultural similarities/differences that could effect their travels.

### **Goals and Academic Standards**

Includes the unit goals aligned to the academic standards, including full standard statements and descriptors in addition to numbers.

### **Unit Goals (Find standard descriptions to match number below):**

#### **During this unit, students will:**

- Define culture as the beliefs, life style, clothing, customs, religion, food, language, and the way people make a living in a region. (W.6.9. D1a. R.H.6.3.)
- Identify how their environments affect people. (D1a. E2a. E2b. R.H.6.3.)
- Compare their culture to that of other countries (W.6.2a R.H.6.3.)
- Discuss similarities and differences of classmates and self (D2a. E2a. SL.6.1c.)
- Research countries to discover importance of cultural awareness and identify similarities and differences within cultures. (D2a. E2a. W.6.6. R.H.6.3.)
- Use laptops and the Internet to collect and organize the information for researched countries. (R.H.6.3. W.6.6. W.6.7. W.6.9.)
- Record at least four entries for each given category in their [Google Docs](#) “travel journals, giving careful attention to the differences and similarities within the culture of both countries. (D1a. W.6.6. W.6.9.)
- Demonstrate knowledge and understanding of the 5 themes of geography and cultural awareness (D2b. SL.6.1c. R.H.6.3.)
- Compare and contrast cultural similarities and differences pertaining to their researched countries (D2b. W.6.2a. W.6.7.)
- Create a brochure that reveals the relationship between geographic features and different ethnic groups (D1a. D2a. D2b. W.6.2a. W.6.7. R.H.6.3.)

#### **Below one finds the specific standards (for the numbers/letters) used in this unit.**

#### **Maine Learning Results – Social Studies Standards**

- D1a. Explain that geography includes the study of Earth’s physical features including climate and the distribution of plants, animals and human life.
- D2a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.
- D2b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.
- E2a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.
- E2b. Identify and compare a variety of cultures through time, including comparisons of

native and immigrant groups in the United States, and eastern and western societies in the world.

### **Common Core Standards: LA Standards for History/Social Studies, Science and Technical Subjects**

- W.6.2a. Students will introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.6. Use technology including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- W.6.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.6.9. Draw evidence from informational texts to support analysis reflection, and research.
- SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- R.H.6.3. Identify key steps in a text’s description of a process related to history /social studies.

### **Major Instructional Activities**

Includes a detailed description of the major instructional and learning activities, with evidence of differentiated instruction that is necessary to achieve the unit goals, academic standards and learning targets.

<b>Day</b>	<b>Major Instructional Activities</b>	<b>Differentiation</b>
1	The first day is an introduction to a new unit. To begin, students will view several videos about the meaning of culture, followed by a class discussion.	Student interest helps determine how much time will be spent discussing the topic.
2	The essay, <i>How does culture impact our world?</i> is a time for students to briefly explain how cultural differences and similarities impact our world.	Those wishing to use their artistic side may wish to illustrate their response in addition to writing. Students with the accommodation may have their writing scribed.
3 - 4	Students will write and share an “I Am” poem so they can learn more about cultural differences and similarities amongst their classmates.	Students may wish to process results with a partner, and/or peer edit their work before sharing.
5 - 6	Review the 5 themes of geography material in preparation for assessments and upcoming project.	To be done in heterogeneous groups, but some may wish to do this independently. Also, some may need extra review in a small group.
7	The <i>Understanding People Near and Far Essay</i> is an assessment to show students knowledge and understanding of the	IEP accommodations are honored

	relationship between cultural awareness and the 5 themes of geography.	
8	For the Venn Diagram Activity/Comparing Countries activity, students will research 3 countries. Then, they will compare 2 of the countries via an interactive Venn diagram on Google Docs.	Student may choose to work alone, with a partner, or in small group with or without support their Venn diagram.
9	Venn Diagram Activity (cont.)	Student may choose to work alone, with a partner, or in small group with or without support their Venn diagram.
10	Final day to wrap up Venn Diagram Activity and share with the class via laptop and projector.	If need be, a student may pass at share time and chose only to hand in his/her work. Another option for that shy person is to have the partner do the presenting.
11	Assessment on Cultural Awareness and the 5 Themes of Geography will demonstrate what students know about the relationship between cultural awareness and the 5 themes of geography.	Assessment may be read to a student if specified in an IEP. Other students may ask for direction and prompt clarification.
12	Introduction to creating a brochure	Clarification of project as needed.
13	Research for brochure	Support staff available as needed.
14	Work on brochure	Support staff available as needed.
15	Work on brochure	Stronger students may add more details and additions facts about their country. Struggling students may include fewer details about their countries and access help from support staff
16	Wrap-up and share brochure	Support staff available as needed.
17	How does knowing about cultural similarities and differences of other countries make traveling easier?	Students may choose to write this in story or essay form.
18	Celebration: Students bring foods that would be eaten in other countries that they would like to share. Also, watch again a 2-minute Youtube video entitled <i>Celebrating Cultures Around the World</i> .	N/A

### Extension Activities:

For students who complete their work early, need enrichment, and/or would just like to learn more about various cultures, below are some extension activities.

- Multicultural, Cross-cultural, & Intercultural Games & Activities is a website with a great assortment of interactive, engaging learning activities. Retrieve at

<http://www.wilderdom.com/games/MulticulturalExperientialActivities.html>

- University of Wollongong. (2006). *Voices of Children*. Retrieved from <http://www.voicesofchildren.org>

### **Learning Targets**

Includes at least one of each type of Learning Target: knowledge and simple understanding, deep understanding and reasoning, skills, products and affective, including those that support self-assessment and peer- assessment. Learning targets include both elements: what students should know, understand and do as well as the criteria for judging the level of performance (see unit 3 topic 2)

#### **1. Knowledge and Simple Understanding:**

- Students will demonstrate their knowledge and understanding of the 5 themes of geography and cultural awareness by scoring an 80% or greater on a selected –response assessment.
- Students will demonstrate their understanding of how cultural differences and similarities impact our world by writing a brief explanation in their [Google Docs](#) travel journals. A holistic rubric will be used to evaluate this assignment.

#### **2. Deep Understanding and Reasoning:**

- Students will compare and contrast the similarities and differences pertaining to their researched countries, which will be documented on their interactive Venn diagram template found on [Google Docs](#). There, they will reveal and highlight at least 6 cultural similarities and differences within selected countries.
- Students will demonstrate their understanding of how having the knowledge of the 5 Themes of Geography might help someone be more empathic of people near and far by composing an essay. A scoring rubric for this assessment will be provided.

#### **3. Skill:**

- Students will make observations and draw conclusions about similarities and differences of classmates while discussing their “I Am” poems. ([The form for the "I](#)

[Am" poem can be found here.](#)) This will be evaluated through teacher observations, [Google Docs](#) journal entries, and a student-rated checklist.

#### 4. Product:

- Students will create a brochure on [Google Docs](#) to demonstrate their knowledge and understanding of physical and human interaction. This would include the following categories: culture/customs, foods, festivities, physical features, climate, resources, economy (trade and industry) and types of government A scoring rubric will be provided to evaluate performance in the understanding of specific expectations.

#### 5. Affect:

- Students will reflect on how they might feel if they were visiting a foreign country and why it is important for individuals to understand cultural similarities/differences of various cultures by writing a self-reflection essay in their [Google Docs](#) travel journals both before and after their study of cultural awareness.
- Students will be able to analyze their preparation for and participation during the Who Are Our Neighbors Unit by completing a self-assessment.
- Students will be able to evaluate and adjust their actions and behaviors during class activities by completing a student rated checklist.

### Ed 520/EDAM 5032 Final Project Part 2

In the Assessment Plan the instructor identifies the assessments that will be utilized to measure the learning targets established in Part 1. The Plan should include a timeline with a sequence of instructional activities and assessments. The Plan must include a variety of types of assessments and also must include student self-assessment and peer assessment.

#### Assessment Alignment

All assessments are appropriately aligned to type of Learning Targets (see page 62-64 of text)

Learning Target	Assessment
<b>1. Knowledge and Simple Understanding:</b> Students will	<b>1. Assessment on Cultural Awareness and the 5 Themes of Geography:</b> Following a brief review

<p><b>1. Knowledge and Simple Understanding:</b> Students will demonstrate their knowledge and understanding of the 5 themes of geography and cultural awareness by scoring an 80% or greater on a selected –response assessment.</p>	<p><b>1. Assessment on Cultural Awareness and the 5 Themes of Geography:</b> Following a brief review of the 5 themes of geography and completing 2-3 lessons pertaining to cultural awareness, students will complete a selected response assessment. Independently, students will take the 20-question assessment that includes multiple choice, true and false, matching, and fill in the blanks. Each correct answer is worth 5 points. A score of 80% or greater is proficient.</p>
<p><b>2. Deep Understanding and Reasoning:</b> Students will compare and contrast the similarities and differences pertaining to their researched countries, which will be documented on their interactive Venn diagram template found on <a href="#">Google Docs</a>. There, they will reveal and highlight at least 6 cultural similarities and differences within selected countries.</p>	<p><b>2. Venn Diagram:</b> Working with a partner, using internet tools, students will explore 3 countries. After, using a <a href="#">Google Docs</a> Venn diagram T-bar template, they will show knowledge and understanding by comparing and contrasting 2 countries, recording at least 6 similarities and differences found during their exploration. A holistic rubric will be used for evaluation purposes.</p>
<p><b>3. Skill:</b> Students will make observations and draw conclusions about similarities and differences of classmates while discussing their “I Am” poems. (<a href="#">The form for the "I Am" poem is found here.</a>) This will be evaluated through teacher observations, <a href="#">Google Docs</a> journal entries, and a student-rated checklist.</p>	<p><b>3. Similarities and Differences of Classmates:</b> While discussing “I Am” poems written in a previous lesson, students will make observations and draw conclusions about similarities and differences of classmates. This activity will be evaluated through informal teacher observation, <a href="#">Google Docs</a> travel journal entries, and a student-rated checklist.</p>
<p><b>4. Product:</b> Students will create a brochure on <a href="#">Google Docs</a> to demonstrate their knowledge and understanding of physical and human interaction. (This would include the following categories: climate/physical features, food/culture, landmarks/tourist attractions, and government.) A scoring rubric will be provided to evaluate performance in the understanding of specific expectations.</p>	<p><b>4. Creating a Travel Brochure:</b> Using a variety of resources (printed materials and Internet resources), students will investigate a neighboring country -- either Canada or Mexico. Students will create a brochure, which summarizes the information about the culture/customs, foods, festivities, physical features, climate, resources, economy (trade and industry) and types of government. They will be evaluated on their ability to accurately collect and organize the information. A scoring rubric will be provided to evaluate this assessment.</p>
<p><b>5. Affect:</b> Students will reflect on how they might feel if they were visiting a</p>	<p><b>5. What Would It Be Like Essay:</b> Students will compose an essay that explains how they might</p>



<p><b>5. Affect:</b> Students will reflect on how they might feel if they were visiting a foreign country and why it is important for individuals to understand cultural similarities/differences of various cultures by writing a self-reflection essay in their <a href="#">Google Docs</a> travel journals both before and after their study of cultural awareness.</p>	<p><b>5. What Would It Be Like Essay:</b> Students will compose an essay that explains how they might feel if they were visiting another country, why it is helpful for individuals to be familiar with cultural similarities and differences of various countries, and how having knowledge of cultural similarities/differences might make traveling easier. They will be evaluated on their ability to synthesize what they have learned and accurately support their position with examples from the studied unit. A holistic rubric will be used to evaluate this assignment.</p>
<p><b>6. Deep understanding and Reasoning:</b> Students will demonstrate their understanding of how having the knowledge of the 5 Themes of Geography might help someone be more empathic of people near and far by composing an essay. A scoring rubric for this assessment will be provided.</p>	<p><b>6. Understanding People Near and Far Essay:</b> Students will compose an essay that explains how having an understanding of the 5 Themes of Geography might help someone be more understanding of people near and far. They will be evaluated on their ability to apply the information from lessons and accurately support their answer with learned information from in the unit. When the assessment is distributed, a scoring rubric will be provided.</p>
<p><b>7. Knowledge and Simple Understanding:</b> Students will demonstrate their understanding of how cultural differences and similarities impact our world by writing a brief explanation in their <a href="#">Google Docs</a> travel journals. A holistic rubric will be used to evaluate this assignment.</p>	<p><b>7. How Culture Impacts Our World Journal Response:</b> Students will write a brief explanation on how cultural differences/similarities impact our world. Students responses show knowledge that practice, value, behaviors, structures and policies help to determine who they are, that passed from one generation to the next, and that they are also shared amongst various ethnic groups, which changes/impacts our world and make it a diverse global society. A holistic rubric will be used to evaluate this assignment.</p>
<p><b>8. Affect:</b> Students will be able to analyze their preparation for and participation during the Who Are Our Neighbors Unit by completing a self-assessment.</p>	<p><b>8. It's Self-Assessment Time:</b> Students will reflect on their ability to complete their work during the unit and their appropriateness of their behavior during that time.</p>
<p><b>9. Affect:</b> Students will be able to</p>	<p><b>9. Student Rated Checklist:</b> Students will</p>
<p><b>Assessment Timeline</b> The Assessment Plan includes complete information about the sequence of instruction and assessment with a timeline of events. This unit is intended for a 6 week block of three 45 – 50</p>	

minute sessions each week.		
Day	Topic	Assessment
1	Introduction – What is Culture Videos and discussion	Not assessed
2	How does culture impact our world?	How Culture Impacts Our World Journal Response
3 - 4	Write “I Am” Poems and share	Teacher observation and student-rated checklist
5 - 6	Review the 5 themes of geography	Assessment after next Venn diagram
7	Understanding People Near and Far	Understanding People Near and Far Essay
8	Venn Diagram Activity – Comparing Countries	Informal observation and check-in
9	Venn Diagram Activity (cont.)	Informal observation and check-in
10	Wrap up Venn Diagram Activity/share	Venn diagram scoring guide is used to evaluate completed student work and students complete a self-assessment.
11	The relationship between cultural awareness and the 5 themes of geography.	Assessment on Cultural Awareness and the 5 Themes of Geography/Summative Assessment
12	Introduction to creating a brochure	Assessed later
13	Research for brochure	Informal observation
14	Research for brochure	Informal observation
15	Work on brochure	Informal observation
16	Wrap-up and share brochure	Rubric and self- evaluation
17	How does knowing about cultural similarities and differences of other countries make traveling easier?	What Would It Be Like Essay with holistic scoring guide
18	Celebration: Students bring foods that would be eaten in other countries that they would like to share. Also, watch again a 2-minute Youtube video entitled <i>Celebrating Cultures Around the World</i> .	No Assessment
<p><b>Assessment Type</b> The Assessment Plan includes all at least one of each type of assessments (e.g. selected response, constructed response, performance-based, essay, etc.)</p> <p><b>Selected Response –</b></p> <ul style="list-style-type: none"> <li>▪ <b>Assessment on Cultural Awareness and the 5 Themes of Geography:</b> Following a brief review of the 5 themes of geography and completing 2-3 lessons pertaining to cultural awareness, students will complete a selected response assessment. Independently, students will take the 20-question assessment that includes multiple choice, true or false, matching, and fill in the blanks. Each correct answer is worth 5 points. A score of 80% or greater is proficient.</li> </ul>		

**Constructed Response –**

- **Similarities and Differences of Classmates:** While discussing “I Am” poems written in a previous lesson, students will make observations and draw conclusions about similarities and differences of classmates. This activity will be evaluated through informal teacher observation, [Google Docs](#) travel journal entries check-in, and a student-rated checklist.
- **How Culture Impacts Our World Journal Response:** After viewing a few Youtube videos about culture and what it means, students will demonstrate their understanding of how cultural differences and similarities impact our world by writing a brief explanation in their [Google Docs](#) travel journals. A holistic rubric will be used to evaluate this assignment.

**Performance-based –**

- **Venn Diagram Exercise:** Working with a partner, using Internet tools, students will explore 3 countries. After, using a [Google Docs](#) Venn diagram T-bar template, they will show knowledge and understanding by comparing and contrasting 2 countries, recording at least 6 similarities and differences found during their exploration. A holistic rubric will be used for evaluation purposes. Also, upon completion, students will evaluate themselves on how the working process went.
- **Create a Brochure:** Using a variety of resources (printed materials and Internet resources), students will investigate a neighboring country -- either Canada or Mexico. Students will create a brochure, which summarizes the information about the culture/customs, foods, festivities, physical features, climate, resources, economy (trade and industry) and types of government. They will be evaluated on their ability to accurately collect and organize the information. A scoring rubric will be provided to evaluate this assessment.

**Essay –**

- **Understanding People Near and Far Essay:** Students will compose an essay that explains how having an understanding of the 5 Themes of Geography might help someone be more understanding of people near and far. They will be evaluated on their ability to apply the information from lessons and accurately support their answer with learned information from in the unit. When the assessment is distributed, a scoring rubric will be provided.
- **What Would It Be Like Essay:** Students will compose an essay that explains how they might feel if they were visiting another country, why it is helpful for individuals to be familiar with cultural similarities and differences of various countries, and how having knowledge of cultural similarities/differences might make traveling easier. They will be evaluated on their ability to synthesize what they have learned and accurately support their position with examples from the studied unit. A holistic rubric will be used to evaluate this assignment.

**Self-Assessment –**

- Students will be able to analyze their preparation for and participation during the Who Are Our Neighbors Unit by completing a self-assessment.
- Students will be able to evaluate and adjust their actions and behaviors during class

<p>activities be completing a student rated checklist. (Also below under self-assessment)</p>
<p><b>Self (and Peer) Assessment</b> The Assessment Plan includes a complete description of the types of self (and peer) assessment to be used and the rationale for the use of self-assessment and peer assessment (see page 293-299.)</p>
<p><b>Self-Assessment –</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to analyze their preparation for and participation during the Who Are Our Neighbors Unit by completing a self-assessment.</li> </ul> <p><b>Student Rated Checklist –</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to evaluate and adjust their actions and behaviors during class activities be completing a student rated checklist.</li> </ul>
<p><b>Rational for the use of Self-Assessment –</b></p> <p>Several times students will be asked to do a self-reflection. One time will be after completing and sharing “I Am” poems and the other will be on their preparation and participation during the Who Are Our Neighbors Unit. These types of assessments assist in making students aware of and accountable for their actions and behavior, which is intended to increase their motivation. Also, it encourages them to take ownership for their learning and helps them become more independent in their learning. As a rule, self- assessment is a tool intended to improve instructional time by not having to take valuable teaching time to deal with behavioral issues. Clearly presented by McMillan, “Self-assessment contributes to higher achievement” and “Involves students deeply in the evaluation of their work so that immediate feedback can be incorporated and used to improve learning” (p. 294).</p>

### ED 520/EDAM 5032 Final Project Part 3

In part 3 the instructor designs and develops the assessments that were described in Part 2. This section must include the actual assessments with student directions, scoring criteria, scoring rubrics and answer keys.

<p><b>Assessment Design</b></p> <p>All of the assessments are designed and developed according to textbook guidelines.</p>
<p><b>See assessments below.</b></p>
<p><b>Student Instructions</b></p> <p>All of the assessments include clear instructions and directions for students.</p>
<p><b>See student instructions with the assessments</b></p>
<p><b>Grading</b></p> <p>The plan includes the overall system for how the student’s final unit grade will be determined, based on the school’s grading system, including breakdown of points for each assessment.</p>

**The unit grade will be determined by the following assessments**

**District grading – We grade report cards using a 4, 3, 2, 1, with anything graded differently brought back to that method. Therefore, that is what I used here.**

Broken down for my district

**4 (Exceeds) = 93-100**

**3 (Proficient) = 80 – 92**

**2 (Partially meets the standard) = 65 – 79**

**1 (Does not meet the standard) = 0 - 64**

- Assessment on Cultural Awareness and the 5 Themes of Geography – 100 points then converted to 1 – 4 points
- How Culture Impacts Our World Journal Response – 1 - 4 points
- Venn Diagram Exercise – 1 - 4 points
- Understanding People Near and Far Essay – 1- 4 points
- What Would It Be Like Essay – 1 - 4 points
- Create a Brochure – 1 - 4 points
- Similarities and Differences of Classmates/Student Rated Checklist – Not graded
- Self-Assessment – Not graded

**Total possible points for the unit = 24 – because everything is translated back to a 1 – 4.**

**Answer keys or rubrics**

Answer keys or rubrics are provided for all assessments. Rubrics contain criteria and points.

See answer keys or rubrics for each assessment below.

**References**

References are provided for the source of all outside resources used in the final project.

References

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Wilderness Store. (2006). *Multicultural, Cross-cultural, & Intercultural Games and Activities*. Retrieved from <http://www.wilderness.com/games/MulticulturalExperientialActivities.html>

### Assessment, Student Directions, and Answer keys or rubrics

#### Similarities and Differences of Classmates (Concludes with a student rated checklist):

Intro ...

1. After viewing the following videos you will have each student consider his/her own culture and customs by creating an "I am" poem. Using the form on the link below, students should take about 20-30 minutes to write "I am" poems. Encourage them to describe in their own words who they are. This should be left to student interpretation as much as possible, but you may want to suggest that they could include statements about where they're from, memories from different times in their lives, religion, interests and hobbies, family traditions, basically anything that defines who they are. The "I Am" activities can provide a non-threatening way to increase awareness of who they are, and also a means to discover similarities and differences between themselves and others in their group/class. When complete, students should print and discuss their poems, observing the connections individuals made with each other from this activity. Have students evaluate the following questions, as well as some they might have. What were some commonalities across poems? Did any of these surprise you?

2. Before students begin, I will share my "I Am" poem. Then ask students what they learned about me as they listened to my poem.

I am a teacher who loves life and learning  
 I wonder what my students will do with their lives  
 I hear the melodious sound of happy children  
 I see people from all countries and walks of life working together  
 I want success and happiness for all  
 I am a teacher who loves life and learning

I pretend that everyone sees the value in education  
 I feel out of control at times  
 I touch the minds and hearts of students, friends and family  
 I worry when I have a lot to do, but so little time

I cry when I see frustrated people and can't help them  
I am a teacher who loves life and learning

I understand I cannot save the world  
I say don't give up – we can and we will  
I dream there will one day be peace on earth  
I try to create a safe, caring environment at home and school  
I hope I never stop trying to live life to it's fullest  
I am a teacher who loves life and learning

Lesson Resources:

Youtube videos --

- [What is Culture?](#)
- [What is Culture](#)
- [What is Culture?](#)
- [Celebrating Cultures Around the World.](#)

Resources for "I Am" poems --

- [Other sample "I Am" poems can be found here.](#)
- [The form for the "I Am" poem can be found here.](#)

**Student Rated Self-Assessment:** to be completed after the I Am" poem activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Student Rated Checklist**

**Directions:** From time to time, it is very important that we evaluate ourselves after working independently, in a group or in a class setting. Please take a few minutes to evaluate how you think you did. Be honest with yourself as you check the best box for your response.

Task	I Always Do This	I Need to Improve
I complete my work as instructed.		
I stay focused and don't bother my classmates		
I ask questions and take part in discussions		



I listen attentively when others are speaking		
I respect the opinions and ideas of others.		
I use my materials appropriately.		
I demonstrated a positive attitude toward learning		
<b>Suggestions I have for the future are ...</b>		

### **Review the 5 Themes of Geography (Not Assessed, but an important piece)**

1. Inform students that they can work independently or in groups to review the 5 Themes of geography in the class social studies reference book, *The Americas*.
2. Discuss their findings as a class.
3. Using their whiteboards, have students work in groups to brainstorm their ideas about physical and human interaction. This would include the following categories: climate/physical features, food/culture, landmarks/tourist attractions, and government.
4. After each group has had time to discuss, use a big piece of chart paper to record their thoughts about each category.

### **Venn Diagram Activity:**

Directions:

1. Students (or groups of students) will conduct research of 3 countries to gain a better understanding of cultural similarities and differences. You may have your own ideas and should not be limited, but here are some suggestions. While researching, determine how culture has changed over the years. Process how it could differ in the future. Then ponder what it would be like to be part of a different culture, eating their foods, playing their games and/or wearing clothing from another culture. Discovered information should be stored in a [Google Docs](#) document entitle "(Student's name) Travel Journal", and can be shared with others along the way. Remember, students, you will need to research and document notes carefully. (Suggested resources are below.)
2. Using an interactive Venn diagram to compare and contrast, will help you better understand how cultural similarities and differences impact our world. After researching, you will compare 2 countries of their choice, recording at least 6 similarities and differences in the Venn Diagram. The template for this assignment is also at [Google Docs](#). Look under the heading entitled templates and select the interactive T- Bar template. When completed, you will be asked to share your results with your classmates.

**Note:** Before beginning this activity, if you do not already have one, please set up a [Google Docs](#) account.

**Suggested Research Resources:**

[Kids Games, Animals Photos, Stories, and More – National Geographic Kids](#)

[Kids World Travel Guide: Online Travel Guide for Kids and Parents](#)

[National Geographic Country Pages](#)

[National Geographic Culture Videos](#)

[Welcome to Explore & More's Cultures for Kids](#)

[Countries and their Cultures](#)

[Countries - National Geographic](#)

[Countries and Cultures for Teens \(Grades 6-8\)](#)

[Explore Countries of the World](#)

[Countries of the World: Geography, maps, flags, history and more](#)

[Breaking Down the Walls](#)

The interactive Venn diagram is on [Google Docs](#) and will resemble the following table:

\*\* (Students, please note that your answers will differ since your countries and ideas are self selected, but a brief example is given.)

Similar: India	Different	Similar: USA
<p><b>1. In India, people eat with their hands.</b></p> <p><b>2. Most women are well covered and wear a brightly colored Sari or a Salwar.</b></p>	<p><b>1. Cows are considered holy and allowed to roam freely on the streets, but in the USA they are fenced into pastures and kept in barns.</b></p> <p><b>2. Although both India and the USA play football, they are different. Our soccer is what they call football</b></p>	<p><b>1. In the USA people eat with utensils.</b></p> <p><b>2. In the USA, women wear a variety of types of clothing. Generally they dress for the occasion. A dress may be worn for a special occasion and pants for a sporting event.</b></p>

**Venn Diagram Scoring Guide:**

4 – Exceeds the standard --

Venn diagram has 6 or more accurate examples of similarities and differences, which are extremely detailed and thorough.

3 - Meets the standard --

Venn diagram has 6 accurate examples of similarities and differences, which are detailed and thorough.

2 - Partially meets the standard --

Venn diagram has 3 - 5 examples of similarities and differences, but they might not be accurate, detailed and thorough.

1 - Does not meet the standard

Venn diagram has less than 3 examples of similarities and differences, which are lacking accurate, detailed and thorough information.

### **Assessment on Cultural Awareness and the 5 Themes of Geography:**

#### **Part 1: Multiple Choice (8 questions)**

**Directions:** Please read each question carefully. Then circle the letter of the answer that **best** completes the sentence. Neatly, circle only one answer for each question. (5 points each)

1. Cultural awareness is when we \_\_\_\_\_.
  - a. believe everything we have heard about other ethnic groups.
  - b. develop a sensitivity and understanding of other ethnic groups.
  - c. learn to be rude to those who are different from our friends.
  
2. Knowing about other cultures encourages us to \_\_\_\_\_.
  - a. see the world from a different perspective.
  - b. enjoy being around prejudice and bias people.
  - c. sit back and watch people be bullied.
  
3. Which of the following statements about cultural awareness is true?
  - a. Culturally informed people will be rude and inconsiderate of other ethnic groups.
  - b. Being informed about cultural differences helps people be more sensitive to others.
  - c. Having a cultural awareness will solve our world's problems.
  
4. Ronald told his friends that he "will not hang out with Abbia because his family is from another country." Which word **best** describes Ronald?
  - a. Prejudice
  - b. Rude
  - c. Compassionate
  
5. When studying human environmental interaction, which is helpful in understanding cultural similarities and differences, one looks at \_\_\_\_\_.
  - a. where people choose to live.
  - b. the ways people have destroyed their environment.
  - c. the positive and negative effects that occur when people interact with their environment.
  
6. Which of the following is the **best** example for depending the environment?
  - a. Farmers used their rich soil to grow vegetables for the winter.

- b. You got a new coat for Christmas so you wouldn't be cold.
  - c. The highway department built a new road near my house.
7. Which of the following is the **best** example for modifying the environment?
- a. Timothy picked an apple for a healthy snack.
  - b. The child put on a swimsuit because it is hot.
  - c. Auburn built a dam to control the flood waters of the Androscoggin River.
8. A photo of people dressed in thick, heavy coats would show that they are \_\_\_\_\_.
- a. modifying their environment.
  - b. adapting to their environment.
  - c. depending on their environment.

**Part 2: True or False (4 questions)**

**Directions:** Please read each statement about cultural awareness below carefully and decide if the statement is true or false. Circle the True or False at the beginning of each line. (5 points each)

9. True    False    When we refer to "our neighbors," we are speaking about the people in both our class and our neighboring states.
10. True    False    Culture and customs of the past helped to shape today's history and culture.
11. True    False    Being tolerant of others means I should focus on my rights.
12. True    False    All cultures have similarities and differences.

**Part 3: Matching Vocabulary (5 questions)**

**Directions:** Please read the statements and terms carefully. Match the statement in column A with the correct term from column B. Write the letter of the term that means the same as the statement to the left of each number. Each term in column B may be used only once. (5 points each)

Column A	Column B
_____ 13. Areas that share commonalities	A. Location
_____ 14. How and why people and things move	B. Human-Environment

	Interaction
_____ 15. Describes where things are	C. Place
_____ 16. Refers to human and physical characteristics	D. Regions
_____ 17. Defined by how people adapt, modify and depend on their environment	E. Movement

**Part 4: Fill in the Blank (3 questions)**

**Directions:** Please read each sentence and decide the correct response that belongs on the blank line. Neatly write your answer(s) on the line. (5 points each)

18. The word defined as a way of life of a group of people is \_\_\_\_\_.
19. An opinion or bias about a group or its members is known as a \_\_\_\_\_.
20. Because we all have similarities and differences, it is essential that we learn to celebrate \_\_\_\_\_.

**Answer Key:**

**Part 1: Multiple Choice (8 questions - 5 points each)**

1.) b 2.) a 3.) b 4.) a 5.) c 6.) a 7.) c 8.) b

**Part 2: True or False (4 questions – 5 points each)**

9.) True 10.) True 11.) False 12.) True

**Part 3: Matching Vocabulary (5 questions - 5 points each)**

13.) D 14.) E 15.) A 16.) C 17.) B

**Part 4: Fill in the Blank (3 questions - 5 points each)**

18.) culture 19.) prejudice 20.) diversity

**Understanding People Near and Far Essay:**

Directions: Please complete the following essay question. Use details from what we have been learning in social studies to support your answer. You will have 45 minutes to complete your

essay question. If needed, you may ask for extended time to complete your work. When you think you have finished, use your student checklist to check your work. Remember ... always do your best work!

Essay Prompt: Explain how having an understanding of the 5 Themes of Geography might help someone be more understanding of people near and far.

Student Checklist:

- Used paragraph form with complete sentences
- Checked my work for capitalization, understanding, punctuation, paragraphing, spelling
- My answer legible
- Used examples and details to support my answer

Key:

Answers will vary

Possibilities (Should include some form of the following information):

- Information about the 5 Themes of Geography (place, region, location, movement, human-environment interaction)
- Because of the components of the 5 themes, there will be both similarities and differences among people.
- Shows knowledge that practice, value, behaviors, structures and policies help to determine who we are. When we are aware of this, and respect and value other cultures, we become a more unified, diverse global society.

Scoring Guide:

4 – Exceeds the standard --

Response is detailed and thorough. It includes an accurate explanation and relevant information as to how having an understanding of the 5 Themes of Geography might help someone be more understanding of people near and far, and clearly explains thinking.

3 - Meets the standard --

Response is complete. It provides an explanation and some relevant information as to how having an understanding of the 5 Themes of Geography might help someone be more understanding of people near and far, and explains thinking.

2 - Partially meets the standard --

Response is somewhat complete and provides a partial explanation as to how having an understanding of the 5 Themes of Geography might help someone be more understanding of people near and far. Response is missing either information or explanation.

1 - Does not meet the standard

Response is vague or minimal.

### **What Would It Be Like Essay:**

Directions: Please complete the following essay question. Use details from what we have been learning in social studies to support your answer. You will have 45 minutes to complete your essay question. If needed, you may ask for extended time to complete your work. When you think you have finished, use your student checklist to check your work. Remember ... always do your best work!

Essay Prompt: Explain how you might feel if you were visiting another country and why it is helpful for individuals to be familiar with cultural similarities/differences of various countries. In your essay, give examples of cultural similarities/differences that could affect your travels.

\* Note – if you would like, you may write this prompt in story form. In other words, in your story the character(s) would express how they might feel if they were visiting another country and why it is helpful for individuals to be familiar with cultural similarities/differences of various countries. Also, within your story, you must remember to give examples of cultural similarities/differences that could affect traveling.

Key:

Answers will vary

Possibilities (Should include some form of the following information):

- Student will express feelings
- Students should give examples of cultural similarities/differences
- Student should reveal that culture is shared traditions, beliefs, customs, history, stories, and structures of a group of people. Although we all have cultural similarities/differences, having knowledge of cultural similarities/differences should make traveling easier.

Student Checklist:

- Used paragraph form with complete sentences
- Checked my work for capitalization, understanding, punctuation, paragraphing, spelling
- My answer legible
- Used examples and details to support my answer

Scoring Guide:

4 – Exceeds the standard --

Response is detailed and thorough. It includes an accurate explanation, as well as known information about the helpfulness for individuals to be familiar with cultural similarities/differences and gives needed examples to clearly explain thinking.

3 - Meets the standard --

Response is complete. It provides an explanation, as well as known information about the helpfulness for individuals to be familiar with cultural similarities/differences and gives needed examples to explain thinking.

2 - Partially meets the standard --

Response is somewhat complete and provides a partial explanation of the helpfulness for individuals to be familiar with cultural similarities/differences. Response limited in needed examples.

1 - Does not meet the standard

Response is lacking accurate information, explanation, and/or needed examples.

### **How Culture Impacts Our World Journal Response:**

Directions: Please answer the following question in your travel journal. Use details from what we have been learning in social studies to support your answer. You will have 45 minutes to complete the question. When you think you have finished, use your student checklist to check your work. Remember ... always do your best work!

Prompt: Write a brief explanation on how cultural differences/similarities impact our world?

Student Checklist:

- Used paragraph form with complete sentences
- Checked my work for capitalization, understanding, punctuation, paragraphing, spelling
- My answer legible
- Used examples and details to support my answer

Key:

Answers will vary

Possibilities (Should include some form of the following information):

- Shows knowledge that practice, value, behaviors, structures and policies help to determine who we are and are passed from one generation to the next.
- Not only are these characteristics transmitted from one generation to the next within families. They are also shared amongst various ethnic groups, which changes/impacts our world.
- When we are aware of this, and respect and value other cultural differences, we become a more unified, healthy, diverse global society.

Scoring Guide:

4 – Exceeds the standard --



Response is detailed and thorough. It includes an accurate explanation on how cultural differences/similarities impact our world and clearly explains thinking.

3 - Meets the standard --

Response is complete. It provides an explanation on how cultural differences/similarities impact our world and explains thinking.

2 - Partially meets the standard --

Response is somewhat complete and provides a partial explanation on how cultural differences/similarities impact our world.

1 - Does not meet the standard

Response is vague or minimal.

### **Create a Brochure:**

Teacher –

- Teacher will pose the question, “Why might we visit another country?”
- Teacher will make sure [Google Docs](#) travel journals are ready to go and if not,
- model for students how to set up and use the Google Docs “travel journal” that will be used throughout this lesson.
  - If necessary, create a Google Account (required for use of Google Docs)
    1. Go to [www.docs.google.com](http://www.docs.google.com) and log in.
    2. For additional information on how to use Google Docs [http://www.ehow.com/how\\_2283917\\_use-google-docs.html](http://www.ehow.com/how_2283917_use-google-docs.html)
- Teacher will model for students how to collect and organize the information they find in their “travels” by selecting a foreign country, India, and using the internet to guide students in a search for information about physical and human interaction. This would include the following 4 categories: climate/physical features, food/culture & customs, landmarks/tourist attractions, and government.
- Teacher will explain that today we will be working in groups to find out how we can learn about other cultures.
- Teacher will inform students that they will be monitored within their assigned groups as they research and take notes in their “travel journals.” Also, express the need to write at least four entries for each category in their journals, giving careful attention to the differences and similarities in the various cultures.
- Teacher will divide students into groups of 2 or 3.
  - Teacher will direct students select a country they wish to “visit.” Explain that they will visit by using by using tools such as the Internet, the student text, maps, and other written material.
  - Teacher will share the rubric and other guidelines that will be used to evaluate their work.
  - Teacher will inform students that they may enjoy the extension activities if their group completes the given assignment before the end of the class session.

Students --

For the past few weeks we have been talking about our similarities and differences, learning about how cultural similarities and differences impact our world, and reviewing the 5 themes of geography. Now it's your turn to do a bit of exploring of a country of your choice. Using their "travel journals" on [Google Docs](#) to document your findings, you will investigate the physical and human interaction of your chosen country. Your research must include the following categories: climate/physical features, food/culture, landmarks/tourist attractions, and government. Once your investigation is complete, using a template that I will help you set up on a new [Google Docs](#) document, you will create a travel brochure.

You will do the following:

- Make sure [Google Docs](#) travel journals are ready to go.
- Select the country they wish to "visit." It must be either our neighbors to the north (Canada) or the south (Mexico)
- Frequently check your rubric and other guidelines to evaluate their work.
- Using a variety of resources (the student resource book, maps, other written material and Internet resources), you will investigate your country and document your findings in your "travel journals."
- You will create a brochure, which summarizes the information about their chosen country.
- Remember that your final product should be appealing and so convincing to the viewer that they would want to visit your selected country.

My model brochure will be available for viewing, but I'm not giving you a copy. Instead of trying to make yours just like mine, I want you to be creative and trust your own brain. Most importantly, HAVE FUN learning about our neighbors.

**Suggested Research Resources:**

[Kids Games, Animals Photos, Stories, and More – National Geographic Kids](#)

[Kids World Travel Guide: Online Travel Guide for Kids and Parents](#)

[National Geographic Country Pages](#)

[National Geographic Culture Videos](#)

[Welcome to Explore & More's Cultures for Kids](#)

[Countries and their Cultures](#)

[Countries - National Geographic](#)

[Countries and Cultures for Teens \(Grades 6-8\)](#)

[Explore Countries of the World](#)

[Countries of the World: Geography, maps, flags, history and more](#)

[Breaking Down the Walls](#)

**Extension Activity:**

- Multicultural, Cross-cultural, & Intercultural Games & Activities is a website with a great assortment of interactive, engaging learning activities. Retrieve at <http://www.wilderdom.com/games/MulticulturalExperientialActivities.html>

- University of Wollongong. (2006). *Voices of Children*. Retrieved from <http://www.voicesofchildren.org>

A rubric will be used for evaluating each student's completed work and teacher observation will occur during work in progress (see evaluation rubric that follows).

### Rubric for Learning about Our "Neighbors" Lesson Brochure

Category	4	3	2	1
Informational				
Content and Accuracy	Information in the brochure is accurate and clearly relates to the main topic. It includes more than 4 supporting details and/or examples for each category.	Almost all of the information in the brochure is accurate and clearly relates to the main topic. It provides at least 4 supporting details for each category.	Most of the information in the brochure is accurate and clearly relate to the topic. There are less than 3 supporting details for each category.	Less than 50% of the information in the brochure is accurate and has little of nothing to do with the main topic.
Visual Appeal				
Attractiveness and Organization	Each section of the brochure is clear and has exceptionally attractive formatting and well-organized information.	Almost all sections of the brochure are clear and have attractive formatting/ well-organized information	Most sections of the brochure are clear and have attractive formatting/ well-organized information.	Less than half of the sections of the brochure are clear. The formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy."	Graphics do not go with the accompanying text or appear to be randomly chosen.
Spelling and Grammar	No spelling or grammar errors remain after one person other than the creator reads and corrects the brochure.	No more that 2 spelling or grammar errors remain after one person other than the creator reads and corrects the brochure.	No more than 4 spelling or grammar errors remain after one person other than the creator reads and corrects the brochure.	More than 4 spelling and grammar errors.
Working Ethic				
Project Effort	Consistently stays focused on the task	Focuses on the task and what needs to	Focuses on the task and what needs to	Rarely focuses on the task and what

	and what needs to be done. Very self-directed.	be done most of the time. Might need an occasional reminder to stay on task.	be done some of the time. Needs many reminders to stay on task.	needs to be done. Student did not complete all required work.
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The images below are screen shots of a brochure sample from spring 2013. The brochures have 6 sections and are tri-folded once completed and printed back to back.

<p><u>Historical Landmarks and Tourist Attractions</u> There are so many amazing sites, well over 150 to choose from. If you were to go on this road trip, the stories of Canada would come alive in ways you never thought of: Imagine sitting by the fire in a Viking sod house in Newfoundland, or covering your ears against the booming cannons of Louisbourg, maybe even go mining for gold in the Klondike. These places you can go every day or even stay a couple of nights!</p>  <p>Wow! Look at the sod house on the Canadian prairie in 1901. It's built in with the ground!</p> <p>The Ice Hotel in Quebec, known as Hotel de Glace is created every year using 500,000 tons of ice and 15,000 tons of snow. It melts away every summer</p>	<p><u>Other Cool Facts</u></p> <ul style="list-style-type: none"> <li>*Canada is the world's largest producer of newsprint, second largest producer of pulp, and third largest producer of lumber.</li> <li>* It is the world leader in zinc production, (supplying 18.7 percent of the world's needs.)</li> <li>* Canada supplies about 16% of the worlds wheat.</li> <li>*There are 64 televisions for every 100 people in Canada.</li> <li>*Lacrosse is the oldest organized sport in North America.</li> <li>*Native people living on reserves did not gain the right to vote until 1960.</li> <li>*In 1969 the Official Languages Act declared French and English the two official languages of Canada.</li> <li>*Canada launched the world's first domestic communications satellite.</li> </ul>	<p><b>Canada</b> <b>Learn about the great wonders of Canada!</b></p>  
<p><u>Food, Festivities, Culture, and Customs</u> The United States shares a border with Canada, yet many U.S. citizens haven't a clue what their northern neighbors eat. Some favorite foods of Canadians are French fries and sort of a gravy sauce. Very popular in Canada during winter is boiling maple syrup poured onto clean patches of snow. After it hardens, the sugary syrup will turn into hard candy.</p>  <p><i>This is a photo of the delicious french fries and gravy that everyone talks about! Can you believe this is a main course for some Canadians?</i></p> <p><b>*Did you know...</b> *The world's largest indoor mall is in Alberta, Canada? People go to the city of Edmonton every day to go shopping, go swimming in the wave pool and waterslide, and eat at the food court. Can you believe it? A waterslide in a mall! Amazing! *Most Canadians are Christian, with about 46% being Roman Catholic and 36% protestant. Another 12.4 percent say they have no religion at</p>	<p><u>Physical Features, Climate, and Resources</u> Mount Logan, the highest peak in Canada, rises to 19,524 feet above sea level. Found in the southwest corner of Yukon Territory, in the St. Elias Mountains. Mount Logan was discovered in 1890 by a United States geologist, Israel Cook Russell</p>  <p>This is The Big Mount Logan in the winter.</p> <p>Canada is the coldest country in the world! It's average annual temperature is only 22 degrees fahrenheit (-5.6 degrees celsius). Canada's coldest recorded temperature ever is -81.4 degrees fahrenheit (-63 degrees celsius) in Snag, Yukon. Wow! That's cold! Not always, but sometimes in summer, parts of Canada can get to almost 113 degrees fahrenheit with huge heat waves that sometimes last 1.5 weeks. Yikes!</p> 	<p><u>Economy/Government and Politics</u> More than 25 percent of Canada's goods and services are sold to the U.S. A free-trade agreement allows goods to pass without taxes or tariffs across the border. In 1993 the two countries signed the North America Free Trade Agreement with Mexico, creating the world's largest free trade zone.</p> <p>About 80% of all canadian jobs are in service industries like tourism, banking, film production, restaurants, and computers. In 1991 tourism contributed \$25 billion to the economy and provided 554,000 jobs. Two-thirds of the revenue came from Canadians themselves, with almost \$8 billion spent by foreign visitors.</p> <p>In 1867 the British Parliament passed the British North America (BNA) Act, uniting the colonies of upper and lower Canada (now Ontario and Quebec) with New Brunswick and Nova Scotia. Canadians call this event Confederation. The six other provinces joined the country later. The BNA Act did not give canada independence. For example, it could not make it's own foreign policy.</p>

**Self - Assessment**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**IT'S SELF-ASSESSMENT TIME**

**Directions:** Now that you have completed your work for this unit and participated in a number of class activities, it's time for a self-assessment. Please read each statement carefully, think about your response and provide an honest answer. Circle the number that best matches your response.

Key: 1 = I do this all the time  
 2 = I do this most of the time  
 3 = I do this some of the time  
 4 = I rarely do this

**Preparation:**

- |  |   |   |   |   |
|--|---|---|---|---|
| ▪ I complete all my given assignments                | 1 | 2 | 3 | 4 |
| ▪ I have my materials ready share with my classmates | 1 | 2 | 3 | 4 |
| ▪ I do my best work                                  | 1 | 2 | 3 | 4 |

**Behavior:**

- |  |   |   |   |   |
|--|---|---|---|---|
| ▪ I use my time wisely                                       | 1 | 2 | 3 | 4 |
| ▪ I raise my hand when I have a question or something to say | 1 | 2 | 3 | 4 |
| ▪ I am respectful to those around me                         | 1 | 2 | 3 | 4 |
| ▪ I stay on task   | 1 | 2 | 3 | 4 |
| ▪ I use an appropriate voice level                           | 1 | 2 | 3 | 4 |
| ▪ I follow directions  | 1 | 2 | 3 | 4 |