



Countries of the World Lesson Plan

Introduction:

- Ask children to name as many countries that they can. As they are calling them off, make a chart of the countries that they are citing.
- Tell them that in these lessons they are going to learn about different countries in the world and play a great game called Top Trumps and learn about the differences and similarities of the countries.

Suggested lesson procedure:

Lesson 1

This lesson will familiarize the students with the countries of the world.

- Divide the class into pairs
- Give a pack of the TOP TRUMPS **Countries of the World** cards to each pair.
- Ask the children to lay the cards out face up either on their desks or on the floor.
- Give instructions such as “Find the country of Canada”. Students find and hold up the corresponding cards as fast as they can. In the case of the countries, there may be words that are new or difficult to pronounce, including the name of the country, so have the children repeat the names after you, sounding them out as they go.
- Once the children are familiar with the names of the countries on the cards, ask individual children to take turns calling the names for their classmates to find.

Lesson 2

- Tell the children that they are going to use the **Countries of the World** cards to play TOP TRUMPS.
- Divide the class into groups of 3-6.
- Explain that each group needs only one pack of cards to play the game. Ask the children to put any extra packs to one side or turn them into you.
- To start the game, shuffle and deal all the cards face down. Each player holds their cards so that they can see the **top** card only. The player to the dealer's left starts by reading out a category from the **top** card (e.g. Greece: Olympic medals: value 108).
- The other players then read out the same category from their cards. The one with the best or highest value wins, and that player collects all of the top cards, including their own, and moves them to the bottom of their pile. It is then their turn again to choose a category from the next card.
- If two or more cards share the top value or data is not available for that particular subject, then all the cards are placed in the middle and the same player chooses again from the next card.
- Using a different category, the game is repeated until all of the cards are used.
- The person with all of the cards at the end is the winner!

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Lesson 3

- Using the informational text on each TOP TRUMPS Countries of the World cards, have the students work in groups to find the answers to the questions listed on the attached worksheet. (Following this activity, the students will have some familiarity of some of the more interesting aspects of the countries. This information will be an excellent starting point for them as they choose one country to complete a thorough research project on.)

Lesson 4

Research Project: An excellent writing assignment to be used with the TOP TRUMPS Countries of the World cards is a research report in which the students are expected to research one country that is of most interest to them from the cards and write a report about their findings.

Stages of the writing process that will be included in this report are prewrite, draft, revision, edit, publish and utilization of the author's chair for feedback and collaborative discussions.

Activity: Provide a wide variety of print and digital resources for students pertaining to different countries that are included in the TOP TRUMPS Countries of the World card set. Allow students to examine the materials on their chosen country.

Once the students have gathered basic information, they are ready to start the research process. With your guidance and support, have the students write the main idea or topic of their research report.

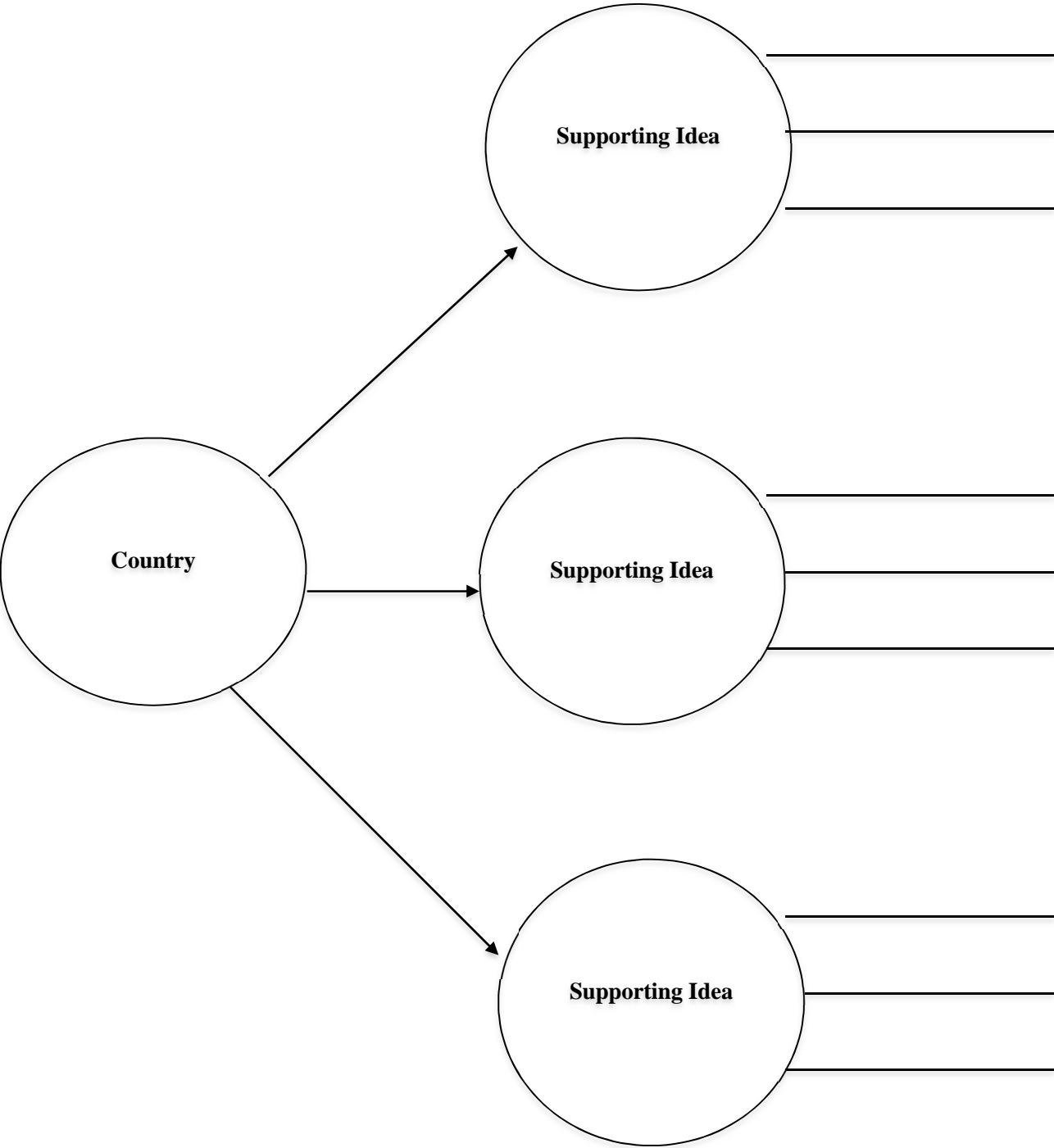
Choose a topic: A good topic should have enough available information at the student's grade and interest level.

The student should understand that:

- A topic supports a unit of study. Topic information will come from their TOP TRUMP cards, print and digital resources, electronic databases and may include other resources that may be available outside of school, such as magazines, newspaper articles, television documentaries, etc.
- Choose Subtopics: A good subtopic allows the students to decide what they want to know about their country and searching for answers to their questions will help frame their search.

The following research report activity will help students organize their information so they can produce writing in which the development and organization are appropriate for the research report.

Research Report



Allow plenty of time for students to research their topic country.

When they have completed the research for their report, conference individually with students.

Differentiation:

Provide English Language Learners and lower ability level students with visuals and extended review on research materials to help them gain a clear understanding of the information. Hold frequent writing conferences with ELL learners and below-level students to model, provide feedback and scaffold the writing process. Also, conduct mini-lessons to pre-teach each step of the writing process.

Challenge above-level students to delve further into their country, choose and write about more complex subtopics.

Following the research and completion of their prewriting planner, have the students complete their report, making sure to follow the organization provided in the report framework that they just completed.

CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson 5

Author's Chair: The Author's Chair strategy (Karelitz 1982; Boutwell 1983; Calkins 1983; Graves 1983) provides student writers with feedback on their writing as students engage effectively in collaborative discussions and presentations. It has also been called peer conferencing. The focus of the Author's Chair strategy is to provide feedback to students on their writing. This includes acknowledging its good qualities, making specific suggestions for improvement and asking thought-provoking questions of student authors so they produce writing, in this case a research report, in which the development and organization are appropriate for this assignment.

CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.SL.5.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Activity:

- Ask students to get into groups of no more than four to collaborate and discuss writing.
- Give each student the following tasks:
 - Students take turn reading their report aloud.
 - Group members listen and share their feedback.
- Allow time for students to edit and revise their writing. They can use time to incorporate suggestions from peers. If time permits, allow students to meet again and repeat the strategy.

Concluding Activity:

Consider holding a multi-cultural country event! Students will create "booths" that represent their country. Each student should be given a large cardboard cutout of their country. Students should decorate their cardboard countries on the basis of their research of that country.

On the day of the cardboard representations, the students can dress like someone from the country.

In addition, student research projects should be assembled into a class book for parents to see!

Passports around the World

- Create passports for the event from tagboard and have them laminated with the name of your school and "Passport around the World" printed on the cover.
- Arrange to have the passports distributed to each guest upon their arrival. As guests proceed through booths or spaces that are set up to honor different countries, they can have their passports stamped with each country's name by someone who is working in the area. For example, upon visiting an area that is dedicated to China, guests would have their passports stamped with a "China" stamp. These passports will add to the fun and serve as a memento of the event.

Food

- Serve a menu of international foods at your event. Ask the students to bring one dish that is representative of the food eaten in the country they researched. To celebrate Mexican culture, make tacos, enchiladas and fajitas. For Italian culture, serve different types of pasta. Each country has its own type of food, and serving samples of these different types of food can help guests expand their palates and perhaps taste food that they may have never tried.

Games

- Games are common to all cultures of the world; however, the types of games that are played in different regions vary. Plan to play different types of games from different cultures. To honor the country of Australia, you could play the tag game of "Stick in the Mud." Canadians often play "Drapeau," or "Capture the Flag." Playing games from different countries will allow guests to see that games, though they may vary, are a commonality between countries.

Music and Dance

- You can also feature music and dance from different countries!. As with food and games, all countries use music and dance as a means of expressing themselves, though the types of music and dance will vary. For example, you could play Irish folk music and showcase Irish step dancing, or you could play African drum music and practice the moves of various African dances. Show videos of these dances, or check with local performing arts organizations to see if members are able to perform such dances for your event.



Name(s) _____

Countries of the World Quiz

Lesson 3:

1. Which country has nine different time zones? _____
2. What country is the birthplace of democracy, as well as much of the math, biology and philosophy taught today? _____
3. Which country has national symbol that is a flightless bird most often found on the islands? _____ What is the name of this bird? _____
4. During the Cold War, President John F. Kennedy and Russian Premier Nikita Khrushchev came to an agreement that averted nuclear war by removing Russian missiles from this island nation? _____
5. Dubai is part of this country and has recently become a business and leisure hub. What country is this part of? _____
6. In 1990, after four decades of being divided by a wall, the Wall was removed and this country was united once again. _____
7. This country has the world's longest river. What is the name of the country and the river?
_____ and _____
8. Apartheid was a system of racial segregation in this country. Nelson Mandela was jailed for 27 years to fight against it. What is the name of the country? _____ What award was Nelson Mandela honored with during his lifetime? _____
9. What country is the most visited country in the world? _____
10. At war with its neighbor, North Korea in 1950, this country's border remains heavily fortified with weapons to protect itself. _____
11. Many Aboriginal people live in the country that is known as the world's largest island. _____
12. Mahandas Gandhi, one of the most famous of this country's political leaders steered the nation towards independence. Which country is this? _____

13. This country is famous for its national parks and safaris. In addition, the athletes from this country are the best in the world at distance running, winning numerous first-place titles in marathons the world over. What country is this? _____
14. This country has extremely diverse climate, ranging from tropical rainforests to the frozen peaks of the Andes Mountains. What country is this? _____
15. In the late 60's and early 70's, the United States was involved in a major conflict in this country. However, since the 1990's, this country has become a major tourist attraction with the Ho Chi Minh City and Hanoi becoming popular destinations. What country is this? _____
16. Tel Aviv serves as the country's business and economic hub despite severe conflicts between the Jewish and Palestinian people living there. What country is this? _____
17. Iran and Saudi Arabia have the majority of oil reserves in the world, however, this country has around 10%, placing it third in the world. What country is this? _____
18. Much of this country is tropical with numerous rainforests. In addition, the second longest river in the world flows through its rainforests and into the Atlantic Ocean. What country is this and what is the second largest river? _____
19. This country was the home of many ancient cultures. The Mayan and Aztec cultures thrived here many thousands of years ago. In addition, one of the Seven Wonders of the World is located in this country. What country is this? _____
20. Many important people came from this country. Among them were Marie Curie, the famous chemist, astronomer Nicolous Copernicus, and Pope John Paul II. What country is this? _____



Countries of the World Quiz Answers

1. Russia
2. Greece
3. New Zealand kiwi bird
4. Cuba
5. United Arab Emirates
6. Germany
7. Egypt Nile River
8. South Africa Nobel Peace Prize
9. France
10. South Korea
11. Australia
12. South Africa
13. Kenya
14. Peru
15. Vietnam
16. Israel
17. Iraq
18. Brazil Amazon River
19. Mexico
20. Poland