Postcards from Brazil Lesson Plan

Overview:

For this lesson, students will be using information they explored in a previous webquest to author postcards as if they visited Brazil. After watching a video clip on the Amazon Rainforest, each table will receive print outs on a different region of Brazil. They will review the information together and then independently author a postcard as if they visited that region. Students will then share their postcard with a member of every other table. We will then come together to summarize and reflect on what we just learned about the differences and similarities between the various regions of Brazil.

Standards:

Standard 3: Geography

use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

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, environment and society, and the use of geography.

Performance Indicators: identify and compare the physical, human, and cultural characteristics of different regions and people

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

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.

Performance Indicator: study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions

Objectives:

By the end of the lesson students will:

Compare the various regions of Brazil and how it affects geography
Develop an understanding of how culture varies in the various region of Brazil
Investigate literature on Brazil and pull this information to author a postcard
Work collaboratively to discover information on the various regions of Brazil
Strategies:

Teacher: monitoring for student progress when walking around the room, facilitating discussions about postcards with similarities and differences, Modeling how to author a postcard by showing examples

Student: Collaborative Learning (students will work in small groups at various points during the lesson), independent work (students will author their own postcards), Brainstorming (to prepare for postcards)

Learning Styles/Intelligences:

Interpersonal: Students will be working at their tables to gather information and then again when rotating tables to share their postcards

Intrapersonal: Students will author their own postcards

Visual: Students will be able to view pictures from their printouts, the videoclip, and from books on Brazil placed around the classroom to understand what the location they are “visiting” looks like

Auditory: Students will be able to listen to one another discuss the special features of their reason during their conferences

Materials:

Student: printouts from KidsCornerBrazil.org, postcard template, Postcards from Brazil book (optional)

Teacher: Youtube video clip http://www.youtube.com/watch?v=3xN7bPTz7gw, Postcards from Brazil book for modeling, Smartboard, blank postcard templates

Procedure:

Introduction: To spark student’s interest and curiosity I will plan a video clip that shows the rainforest in Brazil. I will tell students that we are going to go on a pretend adventure to Brazil and author postcards to family members or friends describing our journey. We will be using information that was previously explored during a webquest. I will explain to students that each table (they are divided into 4 tables) will write postcards based on a different region in Brazil. To probe for prior knowledge I will ask them if they remember the different regions and what makes them unique.

Development:

First I will pass out the information printed from the KidsCorner website to each table. Each table will receive information from a different region. Within their table they will discuss important information they find in the print out that would be included in a postcard to a family member describing their imaginary trip. I will write on the Smartboard so that all students know that the following elements are required: two details about geography, two details about the people/culture, and information on the
climate. Students will then begin composing their postcards. I will mention to students that books with sample postcards will be available for use and modeling. I will circulate the room to assist students who need help with authoring their postcards. Students will be asked to draw a picture to accompany their writing on the postcard.

Closure:

To provide an opportunity for students to summarize and reflect on what they have learned they will rotate tables and show at least one other person at each table their postcard and discuss what makes their region different from that of their partner. After this, students will return to their seats and I will ask the whole group questions such as how their postcards are different from one another’s and what they learned as a result of the activity. What does each region have in common, what types of activities could you do on a vacation in Brazil?

Assessment:

To determine if the objectives have been met I will be reading and reviewing student’s postcards as well as monitoring their conversations with one another about the content. I will also assess student understanding during our group discussion by evaluating student responses.

Accomodations:

After reading the pre-assessments on Brazil I realized many students were unfamiliar with Brazil. To make students do not find the material too difficult I will allow them to work in groups so they can ask each other as well as myself questions. Additionally, in addition to the print out information students will be able to reference other multi leveled books around the room for additional information.