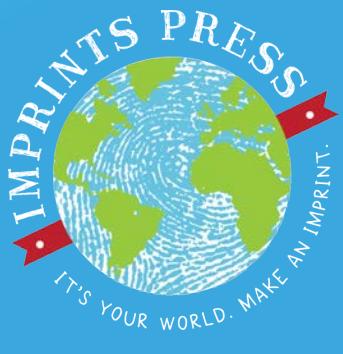


Citizen of the World

K–2 Standards-Based
Social Studies Education



Aligns to
CCSS, NCSS
Standards, &
P21 Global
Indicators



Welcome Letter

Dear Teacher,

Welcome to your FREE Citizen of the World lessons—two standards-based social studies lessons for K–2!

Enclosed you will find two culturally appropriate lessons to help children dream of a world beyond their own while promoting positive messages of tolerance, kindness, responsibility, and appreciation for all cultures.

Global literacy isn't meant to be taught as a separate subject. That's why we've designed this curriculum to integrate seamlessly into your day.

Each lesson aligns to the following core curriculum standards:

- **Common Core State Standards for English Language Arts or Mathematics**
- **National Council for the Social Studies National Curriculum Standards for Social Studies**
- **Partnership for 21st Century Global Education Grade-Level Indicators**

We believe that creating bonds across cultures at a young age through education has the power to change the world and help children become more socially aware, global citizens as adults.

Join us in this journey to make a positive imprint by helping guide the next generation of global citizens.

Sincerely,
Jennifer Chizek and Lisa Mulka
Co-Founders, Imprints Press

P.S. Like these lessons? Stay tuned for more Citizen of the World curriculum to come. Visit us online at www.imprintspress.com to get the latest information.

Our Story

As world travelers, teachers, and writers, we grew up absorbing every experience and adventure around us. Literacy was everywhere in our lives, and we soaked up all of the stories we could, internalizing them, and in some ways, making them part of our identities.

As we got older, we had the opportunity to travel extensively, to interact across boundaries of culture, race, and language, and to learn some very valuable lessons about diversity, character, and what it means to be a global citizen.

We were inspired to start Imprints Press as a means to make a positive impact and to broaden all children's perspectives, even if they don't have the ability to travel far and wide. We believe that learning to be tolerant of different perspectives through education is one of the most fundamental building blocks of creating an empathetic, cooperative, and more peaceful world.

Thank you for sharing in our mission to leave this world better than we found it—here's to you and your positive imprint!



-We're happy you're here!

Lisa Mulka, Co-Founder



-Can't wait to connect with you!

Jennifer Chizek, Co-Founder

Lesson 1: Explore the World

Unit 1: Discover Culture & Community

K-2 Citizen of the World Curriculum

Lesson Objectives



Students will be able to:

- Identify five world landmarks
- Locate landmarks on world map

Guiding Questions



What is a landmark? How far do I live from world landmarks?

Prep & Materials



You will need:

- Copies of **World Wonders** and **Where in the World** handouts
- World map
- Articles, books, or Internet sources containing basic facts about the United States, France, Egypt, India, and China (e.g., TIME For Kids Around The World: www.timeforkids.com/around-the-world)
- Computer with Internet connection (if using online articles)

Education Standards



This lesson aligns to:

- Common Core ELA
- National Curriculum Standards for Social Studies
- K-2 Global Education Grade-Level Indicators

See end of lesson for complete list of standards.

Subjects: Geography, Social Studies, ELA

Timing: Two 45-minute sessions



Overview

Discover world landmarks and practice geography

This lesson introduces students to five world landmarks by challenging them to activate prior knowledge, develop inquiry-based questions, and analyze what they learn about each landmark. Students then put their geography to the test by identifying the country in which each landmark resides. Driven by exploration and curiosity, this lesson is sure to pique the interest of students as they explore the world, one landmark at a time.



KEY VOCABULARY WORDS

Landmark: an object, such as a building or statue, that is highly recognizable. Often times, world landmarks represent important moments in history.

GRADE-LEVEL TIPS

Add flexibility to your instruction by customizing this lesson based on the grade-level modifications outlined below.

EARLY LEARNERS (Grades K–1)

In addition to reading facts about world landmarks, use an Internet search engine to locate and display large images of each landmark. Encourage students to observe and comment on how the landmarks look.



ADVANCED LEARNERS (Grades 1–2)

Divide the class into small groups and assign each group one of the five landmarks. Have students compile their KWL charts into a presentation and have each group “teach” the class about their assigned landmark.

INSTRUCTION STEPS

WARM UP (15 minutes):

- Start by displaying a large world map for all students to see. Ask students if they can identify where they live on the map and invite volunteers to come up to the map and point to the location.

GUIDED INSTRUCTION (60 minutes/end session one after step 7):

- Explain to the students that they will get a chance to explore how far away they live from major landmarks in the world. Distribute the **World Wonders** handouts and read the names of the five landmarks aloud, having students repeat back the names of each.
- Next, give students ten minutes to write down what they know about each landmark in the K section of the KWL chart. What have they heard about the landmarks before? Do they know where they are in the world and why the landmarks are special? Alternatively, this exercise can be completed as a whole-class activity with guided support from the teacher.
- After cataloging prior knowledge, encourage students to write down questions they have about each landmark in the W section of the KWL chart.
- Next, read together as a class, brief facts about each of the locations where the five landmarks are located. This can be accomplished through books, articles, or Internet sources (e.g., TIME For Kids Around The World: www.timeforkids.com/around-the-world).
- Throughout the reading, pause so students can record what they learn in the L section of the KWL chart and point out on the world map what country each landmark is located in.
- Review the completed KWL charts to see how students’ “I Wonder...” questions were answered.
- Next, distribute the **Where in the World** handout and allow students time to complete.



INSTRUCTION STEPS CONTINUED

9. Invite volunteers to share their answers and close the lesson by asking students to consider the distance between each landmark location and their own location on the world map.

REFLECTION (15 minutes):

10. Have students reflect aloud or in writing where they are located in the world compared to the **World Wonders** landmarks. Which landmark is the closest to them? Which is the farthest? How do they know this to be true?

Assessment

Students should be able to access prior knowledge, engage in inquiry, and record what they learn by completing the **World Wonders** KWL charts. The **Where in the World** worksheet can be used to test student understanding of geography, while the reflection part of the lesson can gauge student understanding of place and distance.

TEACHER TIP

If you are running short on time, this lesson works great compressed into one 45-minute session. Start by picking just one or two of the landmarks from the **World Wonders** handouts and narrowing the focus of topics. The **Where in the World** handout can also be saved for another lesson (or a take-home assignment!).



Extension Activities

CREATE OWN LANDMARK

Brainstorm what makes your classroom special and unique and use student ideas to create a classroom landmark. Allow students to fully engage their imaginations by creating a statue, poster, or mural that depicts your classroom spirit.

LOCAL LANDMARKS

Don't stop exploring landmarks after this lesson is over—instead, challenge students to look in their own communities for local landmarks and to make a list of what they discover. Ask students: What buildings are important in their community and why?

MATH PRACTICE

Challenge students to take their estimates for distance from their location to the landmarks one step farther by calculating the actual distance. How many hours would it take to drive or fly to each landmark? For additional expansion, integrate time zones into the discussion!

LANDMARK WRITING PROMPT

Give students a writing prompt related to the landmarks, such as "if you could visit any of the five landmarks, which ones would you want to visit and why?" Invite volunteers to read their writing to the class and take a poll of the most popular landmarks students would like to visit.

Education Standards Alignment



COMMON CORE ENGLISH LANGUAGE ARTS K–2

(Source: www.corestandards.org/ELA-Literacy/)

KINDERGARTEN

- **CCSS.ELA-LITERACY.RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- **CCSS.ELA-LITERACY.RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **CCSS.ELA-LITERACY.RI.K.10:** Actively engage in group reading activities with purpose and understanding.
- **CCSS.ELA-LITERACY.RF.K.4:** Read emergent-reader texts with purpose and understanding.
- **CCSS.ELA-LITERACY.W.K.1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- **CCSS.ELA-LITERACY.W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **CCSS.ELA-LITERACY.W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.K.1:** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.K.1.A:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.K.1.B:** Continue a conversation through multiple exchanges.
- **CCSS.ELA-LITERACY.SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **CCSS.ELA-LITERACY.SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- **CCSS.ELA-LITERACY.L.K.1.F:** Produce and expand complete sentences in shared language activities.
- **CCSS.ELA-LITERACY.L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **CCSS.ELA-LITERACY.L.K.5.C:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

GRADE 1

- **CCSS.ELA-LITERACY.RI.1.1:** Ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.RI.1.2:** Identify the main topic and retell key details of a text.

- **CCSS.ELA-LITERACY.RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **CCSS.ELA-LITERACY.RI.1.5:** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **CCSS.ELA-LITERACY.RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1.
- **CCSS.ELA-LITERACY.RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-LITERACY.RF.1.4.A:** Read grade-level text with purpose and understanding.
- **CCSS.ELA-LITERACY.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-LITERACY.W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups
- **CCSS.ELA-LITERACY.SL.1.1.A:** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.1.1.B:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **CCSS.ELA-LITERACY.SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **CCSS.ELA-LITERACY.SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **CCSS.ELA-LITERACY.SL.1.6:** Produce complete sentences when appropriate to task and situation.
- **CCSS.ELA-LITERACY.L.1.5.C:** Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

GRADE 2

- **CCSS.ELA-LITERACY.RI.2.1:** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- **CCSS.ELA-LITERACY.RI.2.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CCSS.ELA-LITERACY.RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-LITERACY.RF.2.4.A:** Read grade-level text with purpose and understanding.
- **CCSS.ELA-LITERACY.W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups
- **CCSS.ELA-LITERACY.SL.2.1.A:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- **CCSS.ELA-LITERACY.SL.2.1.B:** Build on others' talk in conversations by linking their comments to the remarks of others.
- **CCSS.ELA-LITERACY.SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **CCSS.ELA-LITERACY.SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **CCSS.ELA-LITERACY.L.2.5.A:** Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES K–2

(Source: www.socialstudies.org/standards/strands)

- **Thematic Strand 3:** People, Places, and Environments
- **Thematic Strand 9:** Global Connections

PARTNERSHIP FOR 21ST CENTURY SKILLS K–2 GLOBAL EDUCATION GRADE-LEVEL INDICATORS

(Source: www.p21.org/our-work/global-education)

KINDERGARTEN & GRADE 1

- **Understanding:** Articulate the role of culture in everyday life by describing one's own cultural traditions and comparing and contrasting with classmates' and global peers' cultural traditions.
- **Investigating:** Ask questions, use multiple resources (books, pictures, websites, music, cultural artifacts) and connect to global peers.
- **Connecting:** Demonstrate the ability to work with a peer, and with collaborative peer groups, in face-to-face and online mediums.

GRADE 2

- **Understanding:** Demonstrate how culture plays a central role in country's political, economic, educational, or health systems, as well as in a country's artistic representations.
- **Investigating:** Ask questions and seek answers about the world around them using all stages of the inquiry process: Ask, Investigate, Synthesize/Create, Share, and Reflect/Revise.
- **Connecting:** Demonstrate the ability to work with a peer and with collaborative peer groups in face-to-face and online mediums.

World Wonders

Taj Mahal

Name: _____

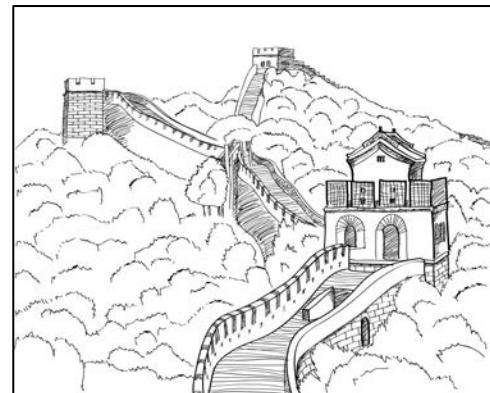


K	W	L
What I Know	What I Wonder	What I Learned

World Wonders

The Great Wall

Name: _____



K	W	L
What I Know	What I Wonder	What I Learned

World Wonders

The Sphinx

Name: _____



K	W	L
What I Know	What I Wonder	What I Learned

World Wonders

Statue of Liberty

Name: _____

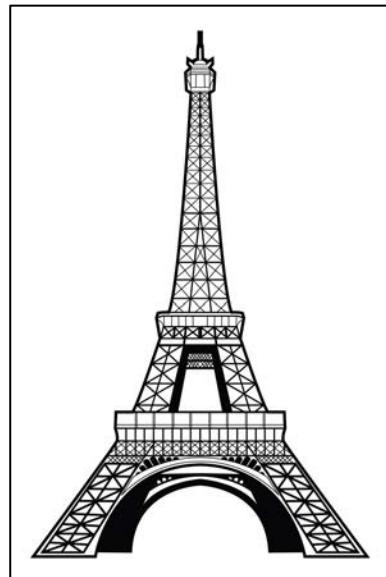


K	W	L
What I Know	What I Wonder	What I Learned

World Wonders

Eiffel Tower

Name: _____



K	W	L
What I Know	What I Wonder	What I Learned

Where in the World

Name: _____

Color the country where the Taj Mahal is located **RED**.

Color the country where the Great Wall is located **BLUE**.

Color the country where the Sphinx is located **GREEN**.

Color the country where the Statue of Liberty is **ORANGE**.

Color the country where the Eiffel Tower is **PURPLE**.



Lesson 2: Discover Continents

Unit 2: Examine Different Cultures

K–2 Citizen of the World Curriculum

Lesson Objectives



Students will be able to:

- Identify own continent
- Explain names and locations of all seven continents
- Explore math skills in the context of geography

Guiding Questions



What is a continent? What continent do I live on?

Prep & Materials



You will need:

- Copies of **Continent Match** and **Country Count** handouts
- World map
- Scissors
- Glue

Education Standards



This lesson aligns to:

- Common Core Math and ELA
- National Curriculum Standards for Social Studies
- K–2 Global Education Grade-Level Indicators

See end of lesson for complete list of standards.

Subjects: Math, Geography, Social Studies, ELA

Timing: Two 45-minute sessions



asia



antarctica



australia



north america



continents



europe



africa



south america



earth planet

Overview

All about Earth!

This lesson introduces students to the geography of the seven continents, and delves deeper into the continent of Africa as students put their mathematical skills to work in counting countries. Exploring distance and location is the focus of this lesson as students practice reading maps, applying real-world math problems, and having fun seeing the world in new ways!



KEY VOCABULARY WORDS

Continent: large pieces of land that make up Earth. There are seven continents: North America, South America, Europe, Africa, Asia, Australia, and Antarctica.

GRADE-LEVEL TIPS

Add flexibility to your instruction by customizing this lesson based on the grade-level modifications outlined below.

EARLY LEARNERS (Grades K–1)

Complete the **Continent Match** handout alongside students and model appropriate placement on a large map on display in the classroom. Students will be able to watch and follow your lead on their own handout.



ADVANCED LEARNERS (Grades 1–2)

Rather than cutting and pasting the continent names onto the world map in the **Continent Match** handout, have students practice their spelling and writing skills by writing them in instead.

INSTRUCTION STEPS

WARM UP (15 minutes):

1. Display a world map for all students to see. Then begin the lesson by activating students' prior knowledge. Ask students to first call out and point on the map what city they live in.
2. Next, ask students to call out and identify on the map what state and country they live in. After students successfully identify their city, state, and country, ask them if they know the name of the continent they live in.
3. Encourage students to share their ideas and ask for volunteers to locate the land mass on the map. Guide students in selecting the correct continent before moving on, circling back to country, state, and city locations as needed.

GUIDED INSTRUCTION (60 minutes/end session one after step 7):

4. Once students identify their continent, ask for volunteers to share what they know about the other continents. What is a continent? How many continents are there on Earth? Can students name other continents?
5. Guide students step-by-step through the map counting all seven continents, making sure to note that continents are the large land masses on the map and they are surrounded by bodies of water. Say the names of each continent aloud as you point to them and ask students to repeat the names back to you.
6. Once students have a good grasp on the world map layout, distribute the **Continent Match** and test students' skills in correctly labeling the continents.
7. Review student answers together as a class and reference the world map on display in the classroom to reiterate the names and locations of the seven continents. Have students identify their own location on the map again and compare and contrast the distances between their location and each of the seven continents.
8. Next, tell students that they will now get the chance to explore the continent of Africa further by counting how many countries make up the continent.



INSTRUCTION STEPS CONTINUED

9. Distribute the **Country Count** handout and allow students time to complete. Invite volunteers to share their handouts with the class and close the lesson by having student volunteers recap what a continent is.

REFLECTION (15 minutes):

10. Ask students to reflect in discussion or writing the following questions: How many continents are there on Earth? How far away do I live from continents other than my own?

Assessment

Students should be able to accurately identify and label continents and demonstrate counting skills by determining the quantity of countries within a given continent. Additionally, students should be able to participate in classroom discussion about their own location in relation to the seven continents.

TEACHER TIP

Keep the world inquiries going by teaching this lesson alongside landforms unique to geographical areas, such as volcanoes, and mountains. Another great idea is to weave this lesson in with one focused on bodies of water and ocean systems as students begin to see the inherent connections between land and water.



Extension Activities

MORE COUNTING FUN

For additional math practice, challenge students to count the countries in all seven continents and compare and contrast the quantities.

GLOBAL WATER

Show students the different oceans on a world map and have them identify and label each ocean. Use the map to discuss relationships between bodies of water and land masses.

SPELL THAT!

Challenge students to a spelling bee using the names of the continents.

WHERE I LIVE

Have students draw their own world map showing the continents, placing a star in the part of the world where they live. Display student maps in the classroom and reference them anytime your class is discussing local or world topics.

EARTH ART

Bring a splash of art into the classroom by having students create a model of Earth. Let students select their materials of choice, whether it be styrofoam circles and paint or an inflated balloon to paper mache. Let students' imaginations spark as they reimagine Earth and its continents.

Education Standards Alignment



COMMON CORE ENGLISH LANGUAGE ARTS K–2

(Source: www.corestandards.org/ELA-Literacy/)

KINDERGARTEN

- **CCSS.ELA-LITERACY.SL.K.1:** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.K.1.A:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.K.1.B:** Continue a conversation through multiple exchanges.
- **CCSS.ELA-LITERACY.SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **CCSS.ELA-LITERACY.SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

GRADE 1

- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups
- **CCSS.ELA-LITERACY.SL.1.1.A:** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.1.1.B:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **CCSS.ELA-LITERACY.SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **CCSS.ELA-LITERACY.SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

GRADE 2

- **CCSS.ELA-LITERACY.SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.2.1.A:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.2.1.B:** Build on others' talk in conversations by linking their comments to the remarks of others.
- **CCSS.ELA-LITERACY.SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

COMMON CORE MATHEMATICS K–2

(Source: <http://www.corestandards.org/Math/>)

KINDERGARTEN

- **CCSS.Math.Content.K.CC.A.1:** Count to 100 by ones and by tens.
- **CCSS.Math.Content.K.CC.A.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
- **CCSS.Math.Content.K.CC.B.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.
- **CCSS.Math.Content.K.CC.B.4.A:** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **CCSS.Math.Content.K.CC.B.4.B:** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **CCSS.Math.Content.K.CC.B.4.C:** Understand that each successive number name refers to a quantity that is one larger.
- **CCSS.Math.Content.K.CC.B.5:** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES K–2

(Source: www.socialstudies.org/standards/strands)

- **Thematic Strand 3:** People, Places, and Environments
- **Thematic Strand 9:** Global Connections

PARTNERSHIP FOR 21ST CENTURY SKILLS K–2 GLOBAL EDUCATION GRADE-LEVEL INDICATORS

(Source: www.p21.org/our-work/global-education)

KINDERGARTEN & GRADE 1

- **Understanding:** Articulate the role of culture in everyday life by describing one's own cultural traditions and comparing and contrasting with classmates' and global peers' cultural traditions.
- **Investigating:** Ask questions, use multiple resources (books, pictures, websites, music, cultural artifacts) and connect to global peers.
- **Connecting:** Demonstrate the ability to work with a peer, and with collaborative peer groups, in face-to-face and online mediums.

GRADE 2

- **Understanding:** Demonstrate how culture plays a central role in country's political, economic, educational, or health systems, as well as in a country's artistic representations.
- **Investigating:** Ask questions and seek answers about the world around them using all stages of the inquiry process: Ask, Investigate, Synthesize/Create, Share, and Reflect/Revise.
- **Connecting:** Demonstrate the ability to work with a peer and with collaborative peer groups in face-to-face and online mediums.

Continent Match

Cut out the continent names below and glue them to their matching land mass on the world map.

AFRICA

ASIA

ANTARCTICA

NORTH
AMERICA

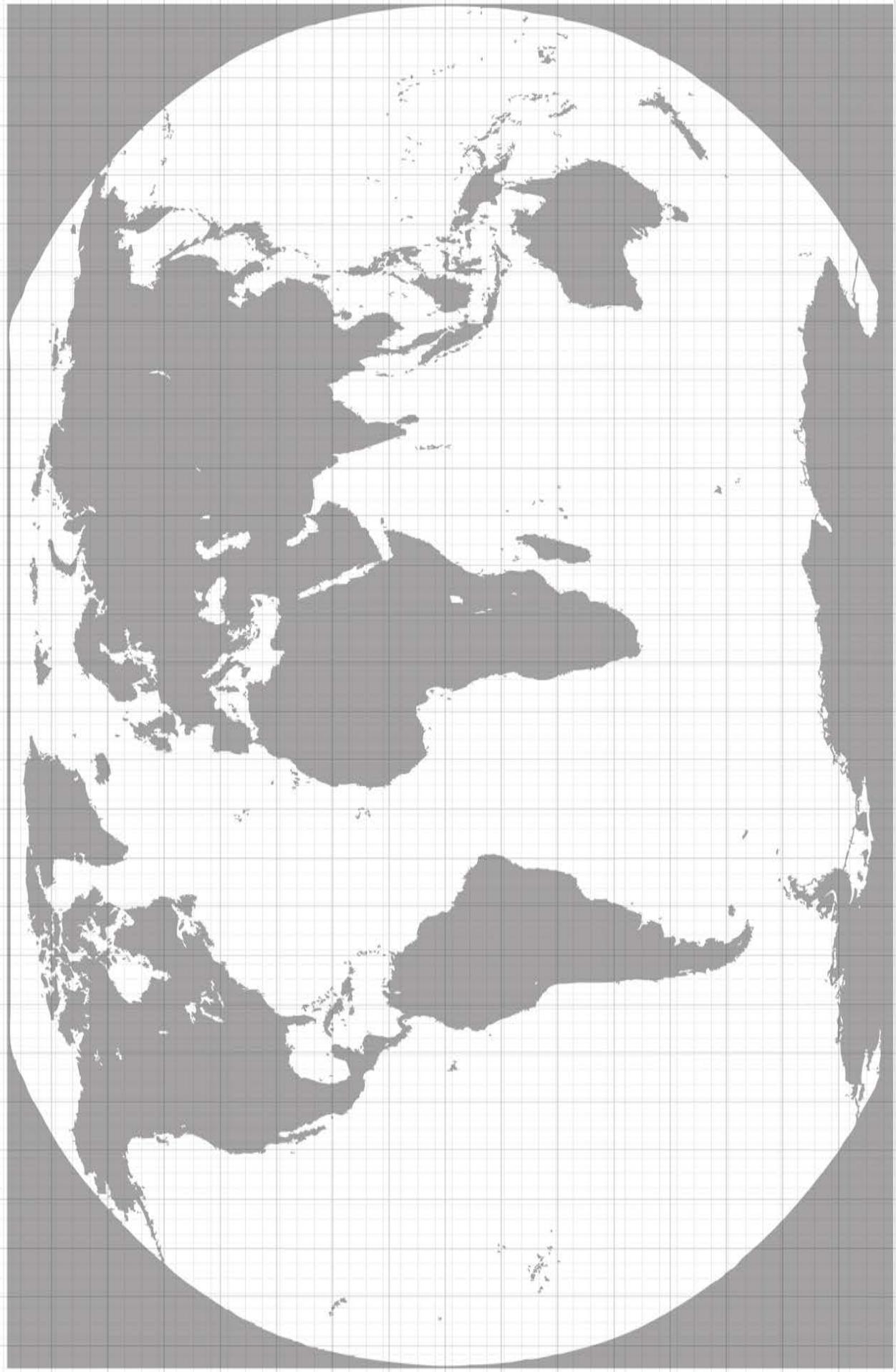
SOUTH
AMERICA

EUROPE

AUSTRAILIA

Continent Match

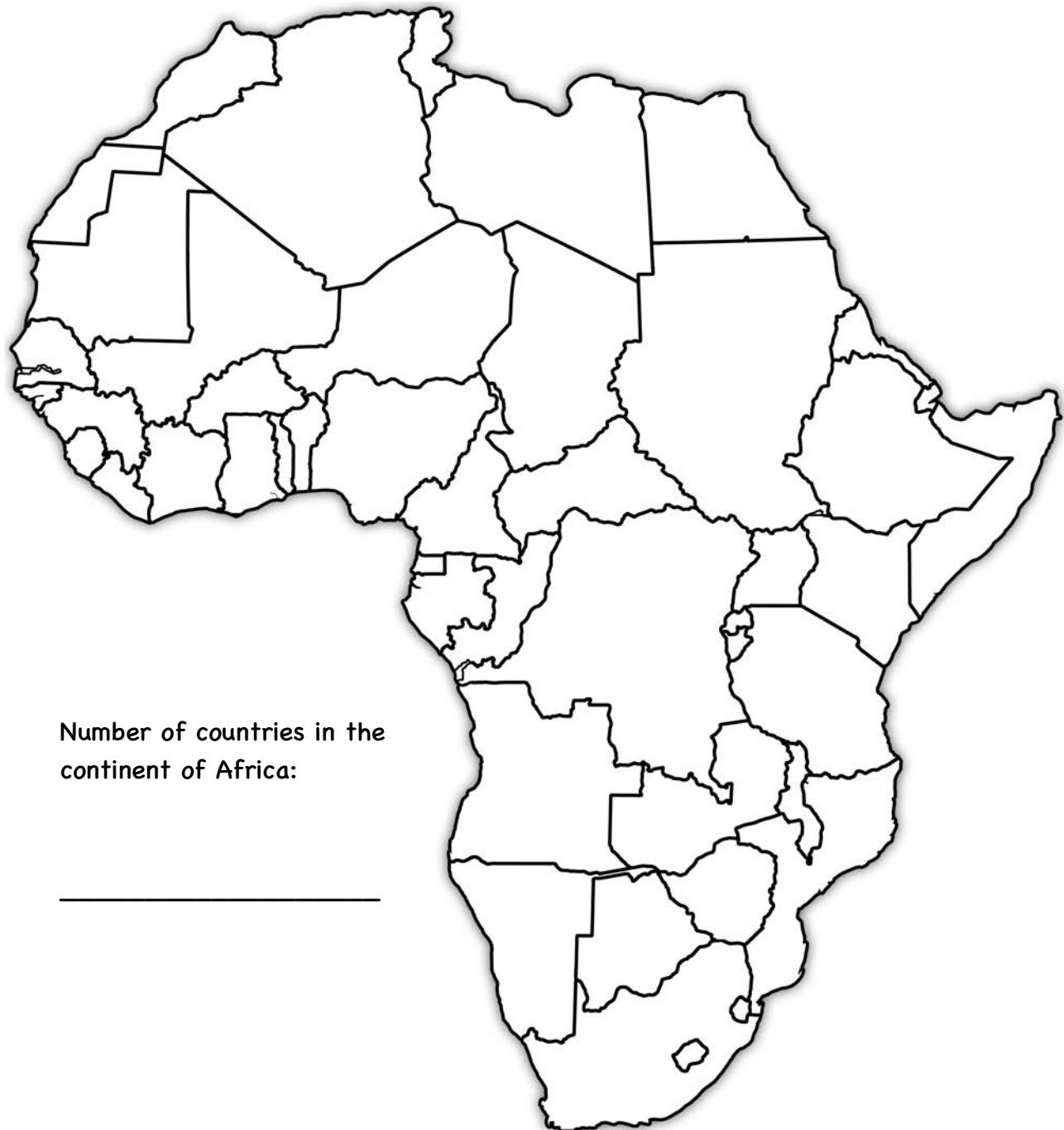
Name: _____



Country Count

Name: _____

Below is a map of the continent of Africa. Color each country in Africa a different color. Then count how many countries make up the continent.



Number of countries in the
continent of Africa:

Lesson 3: Be Who You Are

Unit 1: Discover Culture & Community

K–2 Citizen of the World Curriculum

Lesson Objectives



Students will be able to:

- Understand the concept of diversity
- Explain examples of tolerance

Guiding Questions



What makes me special? Why are people different from one another?

Prep & Materials



You will need:

- Copies of the handout **Reader Review**
- Chart paper and markers
- Group of like objects in different colors (e.g., different colored apples or crayons)
- Book with diversity theme (e.g., *The Name Jar* by Yangsook Choi ISBN: 978-0440417996 or *Same, Same But Different* by Jenny Sue Kostecki-Shaw ISBN: 978-0805089462)



Education Standards



This lesson aligns to:

- Common Core ELA
- National Curriculum Standards for Social Studies
- K–2 Global Education Grade-Level Indicators

See end of lesson for complete list of standards.

Subjects: Social Studies, ELA

Timing: One 45-minute session

Overview

Celebrate similarities and differences through diversity and tolerance

This lesson utilizes reading strategies to introduce students to the complex topics of diversity and tolerance. Exploring, predicting, and analyzing literature enables learners to ground these abstract concepts into tangible examples they can relate to.



KEY VOCABULARY WORDS

Diversity: people being different from one another such as through culture, language, or race

Tolerance: accepting other people who may be different from yourself

GRADE-LEVEL TIPS

Add flexibility to your instruction by customizing this lesson based on the grade-level modifications outlined below.

EARLY LEARNERS (Grades K–1)

During guided instruction, focus on reading foundational skills by having students identify basic features of print such as distinguishing sentences, capitalized words, and punctuation.



ADVANCED LEARNERS (Grades 1–2)

Engage the class in shared reading during guided instruction to encourage students to accurately read at appropriate rates, decode new vocabulary words, and apply expressions when appropriate.

INSTRUCTION STEPS

WARM UP (10 minutes):

1. Open the lesson by showing students an array of like objects in different colors, such as apples (green, red, yellow, etc.) or a set of crayons. Explain that even though the objects all look different, they have a lot in common (e.g., all of the apples provide nutrients that our bodies need and each crayon holds the same purpose to help color a picture).

2. Guide students in understanding that people are like the apples or crayons—we may look different from one another, but we also share many commonalities. Explain that our differences help make us each special and unique. There can only be one you!

GUIDED INSTRUCTION (25 minutes)

3. Write the word diversity in large letters on chart paper. Ask students to repeat the word aloud and then invite volunteers to share what they know about the concept of diversity, recording student ideas on the chart paper.

4. Explain that diversity means being different from one another, such as through race, culture, or beliefs. Encourage students to ask questions about what being different means and remind them that diversity is something to be celebrated because we each carry special uniqueness.

5. Next, show the class a narrative story with a central theme of diversity, such as *The Name Jar* by Yangsook Choi (ISBN: 978-0440417996) or *Same, Same But Different* by Jenny Sue Kostecki-Shaw (ISBN: 978-0805089462).

6. Ask students to point out the title and author, and then predict what they think will happen in the story based on the title and cover illustration.

7. Read the story together as a class and then ask for volunteers to explain what happened in the book.

8. Invite students to compare how the main events in the narrative aligned with their predictions.



INSTRUCTION STEPS CONTINUED

9. Circle the discussion back to the topic of diversity and use the narrative as a tool to introduce the concept of tolerance. Explain that tolerance is when we accept others who are different from ourselves. Ask students how characters in the story may have (or may not have) demonstrated tolerance.

10. Next, distribute the **Reader Review** handout and allow time for students to complete. Invite students to share their reviews of the book and close the lesson by reviewing favorite moments in the text, connecting back to themes of diversity and tolerance.

REFLECTION (10 minutes):

11. Ask students to reflect orally or in writing the following questions: Why is diversity something to celebrate? What does being tolerant look like? Describe an example of tolerance.

Assessment

Students should be able to predict, analyze, and reflect during reading and then apply their understanding to explain diversity and tolerance. The **Reader Review** handout can be used to assess students' understanding of narrative elements.

TEACHER TIP

The concepts of diversity and tolerance can be difficult for young learners to grasp due to their abstractness. Augment the lesson by incorporating plenty of examples you see in your own classroom and community that represent celebrating diversity.



Extension Activities

SELF-PORTRAIT

Have students show their uniqueness by creating a self-portrait to display in the classroom. Encourage students to define what they think is special about themselves and use that for the inspiration of their portrait.

HANDPRINT POSTER

Create a classroom handprint poster by having students dip their hands into different colored paint and press their hands onto a large piece of fabric or paper. The result is a long-lasting and beautiful reminder of the different colors and shapes we see in each other.

DIVERSITY LIBRARY

Keep a collection of books with central themes of diversity, tolerance, and individuality readily on hand for students to peruse. Add student voices to your library by having students author their own diversity book.

STUDENT OF THE DAY

Honor one student's individuality each day by having him or her share top favorite things with the class, such as foods or books. Have students ask questions about his or her likes and record answers on chart paper to display in the classroom. After everyone has a turn to be student of the day, review student profiles and encourage students to find similarities between themselves and their peers.

Education Standards Alignment



COMMON CORE ENGLISH LANGUAGE ARTS K–2

(Source: www.corestandards.org/ELA-Literacy/)

KINDERGARTEN

- **CCSS.ELA-LITERACY.RL.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.RL.K.2:** With prompting and support, retell familiar stories, including key details.
- **CCSS.ELA-LITERACY.RL.K.3:** With prompting and support, identify characters, settings, and major events in a story.
- **CCSS.ELA-LITERACY.RL.K.5:** Recognize common types of texts (e.g., storybooks, poems).
- **CCSS.ELA-LITERACY.RL.K.6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **CCSS.ELA-LITERACY.RL.K.7:** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- **CCSS.ELA-LITERACY.RL.K.10:** Actively engage in group reading activities with purpose and understanding.
- **CCSS.ELA-LITERACY.RF.K.1:** Demonstrate understanding of the organization and basic features of print.
- **CCSS.ELA-LITERACY.RF.K.1.A:** Follow words from left to right, top to bottom, and page by page.
- **CCSS.ELA-LITERACY.RF.K.4:** Read emergent-reader texts with purpose and understanding.
- **CCSS.ELA-LITERACY.W.K.1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- **CCSS.ELA-LITERACY.W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **CCSS.ELA-LITERACY.W.K.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **CCSS.ELA-LITERACY.W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.K.1:** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **CCSS.ELA-LITERACY.SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

GRADE 1

- **CCSS.ELA-LITERACY.RL.1.1:** Ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.RL.1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **CCSS.ELA-LITERACY.RL.1.3:** Describe characters, settings, and major events in a story, using key details.
- **CCSS.ELA-LITERACY.RL.1.4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **CCSS.ELA-LITERACY.RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.
- **CCSS.ELA-LITERACY.RL.1.10:** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **CCSS.ELA-LITERACY.RF.1.1:** Demonstrate understanding of the organization and basic features of print.
- **CCSS.ELA-LITERACY.RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-LITERACY.RF.1.1.A:** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **CCSS.ELA-LITERACY.RF.1.4.A:** Read grade-level text with purpose and understanding.
- **CCSS.ELA-LITERACY.RF.1.4.B:** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **CCSS.ELA-LITERACY.W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **CCSS.ELA-LITERACY.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-LITERACY.W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups
- **CCSS.ELA-LITERACY.SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GRADE 2

- **CCSS.ELA-LITERACY.RL.2.1:** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- **CCSS.ELA-LITERACY.RL.2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **CCSS.ELA-LITERACY.RL.2.3:** Describe how characters in a story respond to major events and challenges.
- **CCSS.ELA-LITERACY.RL.2.7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **CCSS.ELA-LITERACY.RL.2.10:** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- **CCSS.ELA-LITERACY.RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-LITERACY.RF.2.4.A:** Read grade-level text with purpose and understanding.
- **CCSS.ELA-LITERACY.RF.2.4.B:** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **CCSS.ELA-LITERACY.W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES K–2

(Source: www.socialstudies.org/standards/strands)

- **Thematic Strand 1:** Culture
- **Thematic Strand 3:** People, Places, and Environments
- **Thematic Strand 4:** Individual Development and Identity

PARTNERSHIP FOR 21ST CENTURY SKILLS K–2 GLOBAL EDUCATION GRADE-LEVEL INDICATORS

(Source: www.p21.org/our-work/global-education)

KINDERGARTEN & GRADE 1

- **Understanding:** Articulate the role of culture in everyday life by describing one's own cultural traditions and comparing and contrasting with classmates' and global peers' cultural traditions.
- **Investigating:** Ask questions, use multiple resources (books, pictures, websites, music, cultural artifacts) and connect to global peers.
- **Connecting:** Demonstrate the ability to work with a peer, and with collaborative peer groups, in face-to-face and online mediums.
- **Integrating:** Demonstrate the ability to use knowledge of own culture and other cultures to describe, explain, analyze, and create.

GRADE 2

- **Investigating:** Ask questions and seek answers about the world around them using all stages of the inquiry process: Ask, Investigate, Synthesize/Create, Share, and Reflect/Revise.
- **Connecting:** Demonstrate the ability to work with a peer and with collaborative peer groups in face-to-face and online mediums.
- **Integrating:** Use multiple literacy strategies and skills to approach print and online texts from diverse cultures from their region of focus.

Reader Review



Name: _____

Book Title: _____

Author: _____

The main character is:

The setting looks like:

My favorite part of the story is:

Lesson 4: Where Do I Live?

Unit 1: Discover Culture & Community

K–2 Citizen of the World Curriculum

Lesson Objectives



Students will be able to:

- Explain the purpose of maps
- Understand and use cardinal directions
- Identify where they live

Guiding Questions



Where do I live in the world? What is a map and how do I use one?

Prep & Materials



You will need:

- Copies of the handouts **Where Do I Live?** and **Compass Rose**
- World map
- Selection of different maps to share with students (e.g., country, state, city)
- Scissors and glue

Education Standards



This lesson aligns to:

- Common Core ELA
- National Curriculum Standards for Social Studies
- K–2 Global Education Grade-Level Indicators

See end of lesson for complete list of standards.

Subjects: Geography, Social Studies, ELA

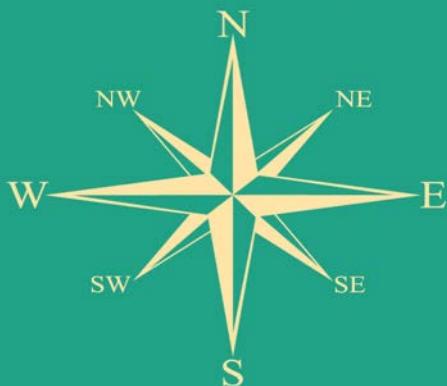
Timing: Two 45-minute sessions



Overview

Understand self in the context of the world

This lesson is two-fold: 1) students learn how to read cardinal directions using a compass rose, and 2) students explore where they live by identifying their country, state, city, and street. Designed to help students think beyond their immediate contexts, this lesson builds base knowledge of why we use maps. Learners also get firsthand experience examining maps and connecting what they see to the lenses of their lives.



KEY VOCABULARY WORDS

Map: a guide that shows where important landmarks are located; used to help people navigate directions from one point to another

Compass rose: a feature on a map that shows cardinal directions such as north, south, east, west, southwest, southeast, northwest, and northeast

GRADE-LEVEL TIPS

Add flexibility to your instruction by customizing this lesson based on the grade-level modifications outlined below.



EARLY LEARNERS (Grades K–1)

Complete the **Where Do I Live?** handout together as a class during steps 5 and 6. Pause after identifying each location on the map (e.g., country, state, city, street) and model writing down the answers on the handout.

ADVANCED LEARNERS (Grades 1–2)

At the end of the lesson (step 9), instead of providing students cardinal directions to follow, challenge students to formulate the cardinal directions needed in order to reach certain destinations. For example, how many steps does it take to reach the hallway and in what direction must we travel?

INSTRUCTION STEPS

WARM UP (15 minutes):

1. Open the lesson with a comical demonstration by pretending to be a car. Tell students you want to get to the other side of town but you're not sure which way to go. Pretend to turn right and then left and then right again, going back and forth and in circles, confused about which way to go.

2. Next, encourage students to help you problem solve how to find your way. Ask students: How do we figure out which direction to go? Help students in identifying a map as a tool to lead us in the right direction and have students share what they know about maps. Explain that a map is a guide that shows where important landmarks are and we use them to help us find our way from one point to another.

GUIDED INSTRUCTION (65 minutes/end session one after step 6):

3. Ask students: What do maps look like? Invite volunteers to share their ideas and then provide a selection of different maps for students to study. Encourage students to examine the maps, hold them, ask questions about them, and compare and contrast them.

4. Explain that there are many different kinds of maps—there can be a map of a state, a city, or even local attractions such as the zoo or aquarium.

5. Display a world map and ask students to point to what country they live in. Next, show students a map of their country and ask them to identify what state and city they live in. Once students are able to identify their city, explain that within our cities there are also many different streets.

6. Distribute the **Where Do I Live?** handout and allow students time to complete. Invite volunteers to share their handouts and review as a class the concept of country, state, city, and street, using maps as visual reference points.

7. Bring the discussion back to the opening warm up by asking students how we read a map. Explain that one of the most important tools they will find on a map is called the compass rose and it tells us what direction objects on the map are in relation to one another (north, south, east, west).



INSTRUCTION STEPS CONTINUED

7. To further explain the concept of cardinal directions, invite students to review the compass rose on the selection of maps studied in the beginning of class.
8. Next, distribute the **Compass Rose** handout and allow students time to complete, working with a partner or in small groups. Review the correct answers together as a class.
9. Close the lesson by using a compass rose to determine cardinal directions within your classroom. Then challenge students to take three steps north, five steps south, one step southeast, and so on until they have mastered following cardinal directions.

REFLECTION (10 minutes):

10. Ask students to reflect orally or in writing the following questions: How do maps help us? What did you learn about maps that you didn't know before?

Assessment

Students should be able to explain where they live in the contexts of the world, country, state, city, and street by completing the **Where Do I Live?** handout. Students should also be able to complete the **Compass Rose** handout and demonstrate understanding of cardinal directions.

TEACHER TIP

Incorporate sense of direction into daily discussion. Each time you leave the classroom, ask students to define the direction they are traveling or model directions by saying “today we are going to walk east 5 minutes to reach the gym.”



Extension Activities

CREATE A MAP

Challenge students to draw their own map depicting a location they are familiar with, such as their school or neighborhood.

TREASURE HUNT FUN

Have students practice their map-reading skills by hiding a “treasure” in the classroom and creating a map for students to follow to locate the hidden treasure.

MAPPING WITH MATH

Use graph paper to have students recreate a map to scale by counting and coloring in graph squares.

ICONS AND LEGENDS

Expand the topic of maps by introducing students to additional icons beyond the compass rose, such as rivers, parks, airports, campgrounds, bus stops, and so on. Show students how to read a map legend and then find certain items on a map.

SCHOOL MAP BULLETIN

Create a large-scale map on a classroom bulletin board of your school and neighboring community. Have students practice explaining how to get to different locations, such as the cafeteria, by reading the map.

Education Standards Alignment



COMMON CORE ENGLISH LANGUAGE ARTS K–2

(Source: www.corestandards.org/ELA-Literacy/)

KINDERGARTEN

- **CCSS.ELA-LITERACY.W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **CCSS.ELA-LITERACY.W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.K.1:** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.K.1.A:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.K.1.B:** Continue a conversation through multiple exchanges.
- **CCSS.ELA-LITERACY.SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **CCSS.ELA-LITERACY.SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **CCSS.ELA-LITERACY.SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- **CCSS.ELA-LITERACY.L.K.1.F:** Produce and expand complete sentences in shared language activities.
- **CCSS.ELA-LITERACY.L.K.5.C:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

GRADE 1

- **CCSS.ELA-LITERACY.W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups
- **CCSS.ELA-LITERACY.SL.1.1.A:** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.1.1.B:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **CCSS.ELA-LITERACY.SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **CCSS.ELA-LITERACY.SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **CCSS.ELA-LITERACY.SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

- **CCSS.ELA-LITERACY.SL.1.6:** Produce complete sentences when appropriate to task and situation.
- **CCSS.ELA-LITERACY.L.1.5.C:** Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

GRADE 2

- **CCSS.ELA-LITERACY.W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.2.1.A:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.2.1.B:** Build on others' talk in conversations by linking their comments to the remarks of others.
- **CCSS.ELA-LITERACY.SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **CCSS.ELA-LITERACY.SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **CCSS.ELA-LITERACY.L.2.5.A:** Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES K–2

(Source: www.socialstudies.org/standards/strands)

- **Thematic Strand 3:** People, Places, and Environments
- **Thematic Strand 9:** Global Connections

PARTNERSHIP FOR 21ST CENTURY SKILLS K–2 GLOBAL EDUCATION GRADE-LEVEL INDICATORS

(Source: www.p21.org/our-work/global-education)

KINDERGARTEN & GRADE 1

- **Understanding:** Articulate the role of culture in everyday life by describing one's own cultural traditions and comparing and contrasting with classmates' and global peers' cultural traditions.
- **Investigating:** Ask questions, use multiple resources (books, pictures, websites, music, cultural artifacts) and connect to global peers.
- **Connecting:** Demonstrate the ability to work with a peer, and with collaborative peer groups, in face-to-face and online mediums.

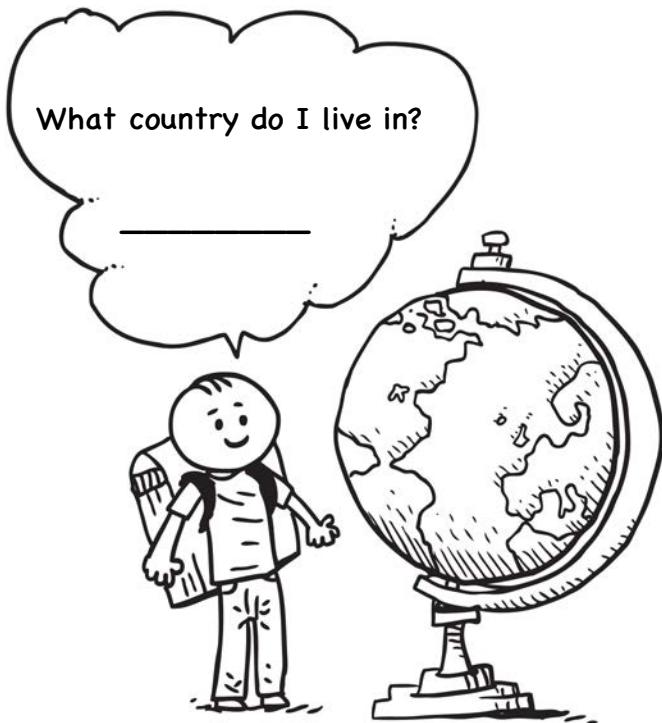
GRADE 2

- **Investigating:** Ask questions and seek answers about the world around them using all stages of the inquiry process: Ask, Investigate, Synthesize/Create, Share, and Reflect/Revise.
- **Connecting:** Demonstrate the ability to work with a peer and with collaborative peer groups in face-to-face and online mediums.

Where Do I Live?

Name: _____

Write in your answers to each of the questions below.



What state do I live in?

Color in your state on the map.



What city do I live in?



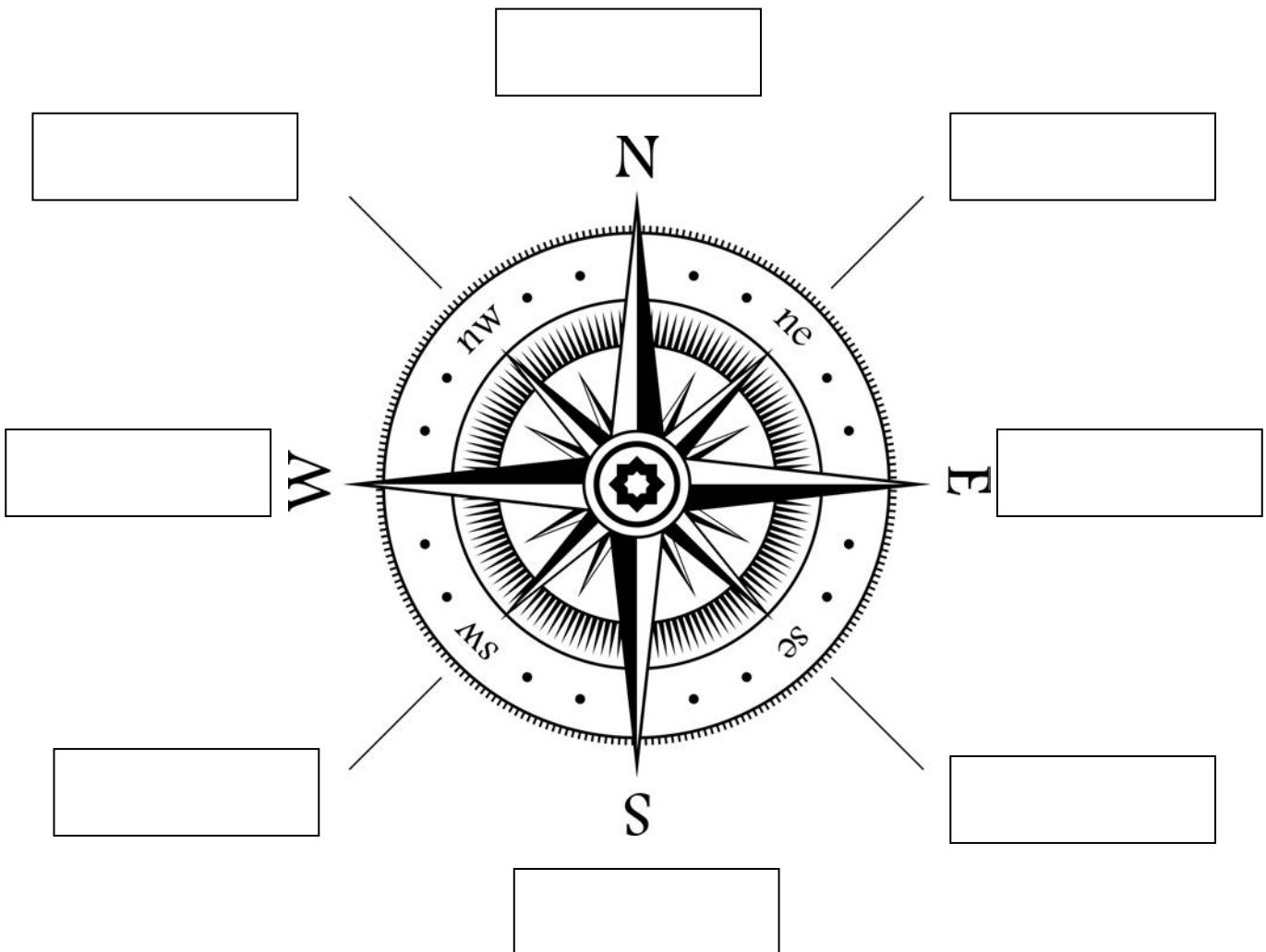
What street do I live on?



Compass Rose

Cut out the cardinal directions and paste them to their location on the compass rose.

Name: _____



NORTH

SOUTH

NORTHEAST

SOUTHEAST

EAST

WEST

NORTHWEST

SOUTHWEST

Lesson 5: Hola (Hello) Mexico!

Unit 1: Discover Culture & Community

K–2 Citizen of the World Curriculum

Lesson Objectives



Students will be able to:

- Investigate facts about Mexico
- Practice new vocabulary

Guiding Questions



Where is Mexico? What do I know about Mexico?

Prep & Materials



You will need:

- Copies of the handouts **Vocabulary Match** and **What I Know About Mexico**
- One avocado and lime
- World map
- Computer with Internet connection
- Nonfiction article about Mexico (e.g., National Geographic Kids: <http://kids.nationalgeographic.com/explore/countries/mexico/>)
- Nonfiction books about Mexico (optional)

Education Standards



This lesson aligns to:

- Common Core ELA
- National Curriculum Standards for Social Studies
- K–2 Global Education Grade-Level Indicators

See end of lesson for complete list of standards.

Subjects: Geography, Social Studies, ELA

Timing: Two 45-minute sessions



Overview

Explore facts about Mexico

Whether using this lesson during National Hispanic Heritage Month or a full unit on Mexico, learners come away with a rich sense of Mexican culture. Students examine fruit common in Mexico food, practice map-reading skills, and explore nonfiction texts—all while learning and building new vocabulary words.

INSTRUCTION STEPS

WARM UP (15 minutes):

1. Open the lesson by having students sit together in a large circle. Show them an avocado and a lime and pass the fruits around the circle so students can study each up close. Encourage students to describe the texture of the lime and avocado and how each fruit smells. Ask the class if anyone has ever eaten the fruits before and invite volunteers to share what they tasted like.

2. Next, ask students where they think avocados and limes come from before they arrive at the grocery store. Have students share their ideas and explain that avocados and limes are commonly grown in Mexico and that the fruits are often used in Mexican meals.

GUIDED INSTRUCTION (45 minutes/end session one after step 4):

3. Ask students what they know about Mexico (e.g., Where is Mexico? How far is Mexico from where we live? What is the weather like?). Invite students to locate Mexico on a map and to compare its location to where they live.

4. Next, read about the climate, culture, flag, and money of Mexico by projecting an article such as the National Geographic Kids (<http://kids.nationalgeographic.com/explore/countries/mexico/>). Alternatively, you can read about Mexico from books in your classroom or library. Engage students in understanding basic facts about Mexico and encourage them to ask questions about what they want to know more about. If you have any Mexican students in your class, invite them to share what they know about their culture.

5. Distribute the **Vocabulary Match** handout and allow students time to complete. Invite volunteers to share their answers and then review the vocabulary words as a class, modeling the correct match of words to pictures.



KEY VOCABULARY WORDS

Mexico: a country located in North America

Map: a picture that shows the locations of items in an environment, such as countries, oceans, cities, streets, and rivers

GRADE-LEVEL TIPS

Add flexibility to your instruction by customizing this lesson based on the grade-level modifications outlined below.

EARLY LEARNERS (Grades K–1)

Spend additional time reviewing the vocabulary words after students complete the **Vocabulary Match** handout. Create sentences together that represent each of the words and have students practice saying the words aloud.

ADVANCED LEARNERS (Grades 1–2)

Divide the class into small groups and assign each group a specific category to research about Mexico, such as climate, clothing, food, or history. With guided support, help students research their topic and present their findings to the class.



TEACHER TIP

Sync this lesson with National Hispanic Heritage Month. Tell students that it is an annual month-long celebration to honor the historical and cultural contributions of American citizens whose ancestors are from Spain, Mexico, the Caribbean, and Central and South America (Source: <http://hispanicheritagemonth.gov/about/>).





INSTRUCTION STEPS CONTINUED

REFLECTION (30 minutes):

6. Close the lesson by having students complete the **What I Know About Mexico** handout. Invite volunteers to share what they learned about Mexico with the class, using student reflections to reiterate key facts they read about Mexico.

Assessment

Students should be able to activate prior knowledge they may have about Mexico during the warm up discussion. During guided instruction, learners should demonstrate the ability to read or listen to nonfiction texts about Mexico. The handouts **Vocabulary Match** and **What I Know About Mexico** can be used to assess vocabulary skills, cultural accuracy of information learned, and reflections on what they believe to be the main ideas.

TEACHER TIP

To further promote reflection at the end of the lesson, have students create a compare and contrast chart to demonstrate the similarities and differences between Mexico and where they live in given categories such as food, language, weather, and location. Have students share their charts with the class and engage in a discussion about elements that are similar and different to their own location and culture.



Extension Activities

FIESTA TIME!

Hold a classroom fiesta to celebrate all things Mexico. Decorate the classroom with students' flag drawings from the **What I Know About Mexico** handout and play Mexican music for students to dance to.

FOODIE FUN

Keep the learning going by bringing in Mexican food to enjoy as a class. If you have access to a grocery store with an international section, check out some of the sweet treats local to Mexico.

MAP IT!

Expand the geography component of the lesson by having students create and color a map of Mexico. Help students use the map to explain the location of Mexico (north, south, east, or west) from where they live.

LEARN SPANISH

Demonstrate simple Spanish words, such as primary colors or basic greetings, and have students practice repeating the words back. Next, write the Spanish words on the board next to their English translation and encourage students to brainstorm sentences using the words.

Education Standards Alignment



COMMON CORE ENGLISH LANGUAGE ARTS K–2

(Source: www.corestandards.org/ELA-Literacy/)

KINDERGARTEN

- **CCSS.ELA-LITERACY.RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- **CCSS.ELA-LITERACY.RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **CCSS.ELA-LITERACY.RI.K.10:** Actively engage in group reading activities with purpose and understanding.
- **CCSS.ELA-LITERACY.RF.K.4:** Read emergent-reader texts with purpose and understanding.
- **CCSS.ELA-LITERACY.W.K.1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- **CCSS.ELA-LITERACY.W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **CCSS.ELA-LITERACY.W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.K.1:** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.K.1.A:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.K.1.B:** Continue a conversation through multiple exchanges.
- **CCSS.ELA-LITERACY.SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **CCSS.ELA-LITERACY.SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **CCSS.ELA-LITERACY.SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- **CCSS.ELA-LITERACY.L.K.1.F:** Produce and expand complete sentences in shared language activities.
- **CCSS.ELA-LITERACY.L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **CCSS.ELA-LITERACY.L.K.5.C:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

GRADE 1

- **CCSS.ELA-LITERACY.RI.1.1:** Ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.RI.1.2:** Identify the main topic and retell key details of a text.
- **CCSS.ELA-LITERACY.RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **CCSS.ELA-LITERACY.RI.1.5:** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **CCSS.ELA-LITERACY.RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1.
- **CCSS.ELA-LITERACY.RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-LITERACY.RF.1.4.A:** Read grade-level text with purpose and understanding.
- **CCSS.ELA-LITERACY.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-LITERACY.W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups
- **CCSS.ELA-LITERACY.SL.1.1.A:** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.1.1.B:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **CCSS.ELA-LITERACY.SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **CCSS.ELA-LITERACY.SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **CCSS.ELA-LITERACY.SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **CCSS.ELA-LITERACY.SL.1.6:** Produce complete sentences when appropriate to task and situation.
- **CCSS.ELA-LITERACY.L.1.1.J:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **CCSS.ELA-LITERACY.L.1.5.C:** Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

GRADE 2

- **CCSS.ELA-LITERACY.RI.2.1:** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- **CCSS.ELA-LITERACY.RI.2.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CCSS.ELA-LITERACY.RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-LITERACY.RF.2.4.A:** Read grade-level text with purpose and understanding.
- **CCSS.ELA-LITERACY.W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.2.1.A:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.2.1.B:** Build on others' talk in conversations by linking their comments to the remarks of others.
- **CCSS.ELA-LITERACY.SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **CCSS.ELA-LITERACY.SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **CCSS.ELA-LITERACY.SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **CCSS.ELA-LITERACY.L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA-LITERACY.L.2.5:** Demonstrate understanding of word relationships and nuances in word meanings.
- **CCSS.ELA-LITERACY.L.2.5.A:** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES K–2

(Source: www.socialstudies.org/standards/strands)

- **Thematic Strand 1:** Culture
- **Thematic Strand 3:** People, Places, and Environments
- **Thematic Strand 9:** Global Connections

PARTNERSHIP FOR 21ST CENTURY SKILLS K–2 GLOBAL EDUCATION GRADE-LEVEL INDICATORS

(Source: www.p21.org/our-work/global-education)

KINDERGARTEN & GRADE 1

- **Understanding:** Articulate the role of culture in everyday life by describing one's own cultural traditions and comparing and contrasting with classmates' and global peers' cultural traditions.
- **Investigating:** Ask questions, use multiple resources (books, pictures, websites, music, cultural artifacts) and connect to global peers.
- **Connecting:** Demonstrate the ability to work with a peer, and with collaborative peer groups, in face-to-face and online mediums.

- **Integrating:** Demonstrate the ability to use knowledge of own culture and other cultures to describe, explain, analyze, and create.

GRADE 2

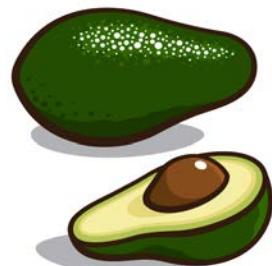
- **Understanding:** Demonstrate how culture plays a central role in country's political, economic, educational, or health systems, as well as in a country's artistic representations.
- **Investigating:** Ask questions and seek answers about the world around them using all stages of the inquiry process: Ask, Investigate, Synthesize/Create, Share, and Reflect/Revise.
- **Connecting:** Demonstrate the ability to work with a peer and with collaborative peer groups in face-to-face and online mediums.
- **Integrating:** Use multiple literacy strategies and skills to approach print and online texts from diverse cultures from their region of focus.

Vocabulary Match

Name: _____

Draw a line from the vocabulary word to its matching picture.

Lime



Avocado



Peso



Mexico



Flag



What I Know About Mexico

Name: _____

Draw the Mexican flag and write what you learned about Mexico.



This is what I learned about Mexico:



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