

Instructional Recipe
What Is It Like to Live in Another Country?
6th grade
Social Studies



Online research and information resources available through a partnership between the Texas State Library and Archives Commission, the Texas Education Agency and Education Service Center, Region 20
<http://web.esc20.net/k12databases>

Step 1 – Ask

Objectives: Students will select a country, and compare and contrast similarities and differences between life in that country and in the United States. Comparisons need to include location, population, government, economy, culture, and daily life.

Introduction: Have you ever lived or wanted to live in another country? If yes, which one? Image what is the daily life of a student your age in a country other than ours. Find out if you and that student have more things in common or more differences.



"McDonald's Corporation: birthday party at McDonald's in China." Online Photograph. Encyclopædia Britannica Online School Edition. 19 Jan. 2009 <<http://school.eb.com/ebi/art-73430>>.

Ask:

- ★ What is the population of your country?
- ★ What is its climate and location?
- ★ What language do the people speak?
- ★ What kind of money do they use?
- ★ What are the imports and exports?
- ★ What is the government like? Who is the current leader and what is the official title?

Vocabulary:

- | | |
|--------------|---------|
| ★ Government | Climate |
| ★ Culture | Import |
| ★ Currency | Export |
| ★ Economy | |

Social Studies TEKS:

(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to: (C) analyze the similarities and differences among selected world societies

(16) Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another. The student is expected to: (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions; and (B) compare characteristics of institutions in selected contemporary societies.

(21) Social Studies Skills. The student is expected to: (A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures; (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps

Step 2 – Investigate

K-12 Databases Resource Examples:

- ★ "[China](#)." Britannica Elementary Encyclopedia. 2009. Encyclopædia Britannica Online School Edition. 21 Jan. 2009 <<http://school.eb.com/elementary/article?articleId=345666>>.
- ★ [Communing Through Cleaning](#). (cover story) By: Voiland, Adam. U.S. News & World Report, 3/26/2007, Vol. 142 Issue 11, p58-58 AN 24409576
- ★ [School Life](#). By: Albanese, Hans. Faces (07491387), Jan2006, Vol. 22 Issue 5, p12-13 (AN 19483870)

Search Strategies: Kids Search -> Geography -> Countries of the World
Compton's by Britannica -> Maps and Atlases -> select a country, locate it on the map, find the profile and read the article

Additional Websites: CIA World Factbook at <https://www.cia.gov/library/publications/the-world-factbook/>

Books: Disney Learning: Our World Countries of the World series

Technology Applications TEKS:

(6) Information acquisition. The student evaluates the acquired electronic information. The student is expected to:(A) determine and employ methods to evaluate the electronic information for accuracy and validity; (B) resolve information conflicts and validate information through accessing, researching, and comparing data; and (C) demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information

(7) Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems (B) design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics;

Step 3 – Create

Students will create a Venn diagram, placing the different information from one country in one circle, the U.S. in another and the similarities in the middle, overlapping circle.

🔗 **Technology Link** – Students may use software such as Inspiration, or free Web 2.0 tools such as Webspiration or Bubbl.us to organize their ideas.

Step 4 – Discuss

Your family has been living in another country for the last nine months and you have been getting a lot of questions from your relatives and friends in the U.S. about your experiences. You have decided to publish a personal webpage to tell everyone about life in this new country. In order to help your readers better enjoy your story, you explain how life in this foreign country compares to life in the U.S.

🔗 Technology Link – While students would usually publish the information in MySpace or Facebook in real life, we suggest to create a wiki for this assignment. Free wikis can be created with free Web 2.0 tools such as PBwiki, Wikispaces, Google Sites, or Wetpaint. In order to protect the student’s identity, we suggest for the wiki to be private and password protected.



Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students’ work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Rubric Wiki

CATEGORY	4	3	2	1
Research	Students researched the foreign country and integrated a great deal of information from their research into their wiki.	Students researched the subject and integrated several pieces of information from their research into their wiki.	Students researched the subject and integrated some data from their research into their wiki.	Either no research was done or it was not clear that the students used it in the wiki.
Accuracy and Citation of Facts	All facts are accurate and cited in the proper format.	Almost all facts are accurate and cited properly.	Some facts are accurate and cited properly while others are not.	Facts were reported inaccurately, and citations are missing.
Use of Language (grammar and mechanics)	Students write clearly, use punctuation and capitalization correctly. No grammar errors.	Students write clearly, use punctuation and capitalization correctly most of the time.	Students make several grammar, capitalization and punctuation errors.	Students use too many slang words, and the use of language is too informal.
Attractiveness	Students add images and/or video clips that enhance the content of the wiki and are not distracting; text is easy to read; content is exceptionally organized.	Most images and/or videos are appropriate and enhance the content of the wiki; text is easy to read; content is well organized.	Some images and/or videos are either not related to the content or distracting; text is too small or too large; content is somewhat disorganized.	Poor choice of images and/or videos; text is too small or font is difficult to read; content is disorganized.
Links	All links are active and point to high quality, up-to-date, useful sites.	Links point to quality, useful sites.	Some links are inactive but point to quality, useful sites.	Links are either inactive or point to sites that have not been validated.