

Unit: All Things Europe

Class: Global Studies

Week: October 23 - November 3

Indiana Academic Standards:

6.1.22, 6.3.1, 6.3.3, 6.3.4, 6.3.5, 6-8.LH.1.1, 6-8, LH.1.2, 6-8.LH.2.1, 6-8.LH.2.2, 6-8.LH.2.3, 6-8.LH.3.1, 6-8.LH.3.3, 6-8.LH.4.1, 6-8.LH.4.2, 6-8.LH.7.3

Step 1: Daily Objective

Mon 23 - Tues 24: Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is on reviewing examples of cuisine in Japan.

Wed 25: Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is on Part 1: Research.

Thurs 26 - Fri 27: Fall Break- No School.

Mon 30: Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is to finish part 1: Research.

Tues 31: Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is to use research to create an informative presentation using keynote or google slides.

Wed 1: Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is to finish creating an informative presentation using keynote or google slides.

Thurs 2 - Fri 3: Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is to start presentations.

Step 2: Instruction (What will the teachers do?)

Mon 23: Students will watch an episode of Bizarre Foods with Andrew Zimmern on Japan. While watching teacher will stop periodically to check for understanding or to clarify any uncertainties. Students should be completing a worksheet while watching the episode.

Tues 24: Teacher will continue to stop periodically to check for understanding or to clarify any uncertainties while watching the Bizarre food Japan episode. We'll finish the episode today. Teacher will then explain all the steps necessary to completing this project and go through the rubric in showbie.

Wed 25: Teacher will monitor and guide students, where necessary, in their first day of research. Students should be completing the Part 1: Research worksheet in showbie as they locate the 5 bizarre foods of Europe they will focus on.

Mon 30: Teacher will monitor and assist students in completing all their research on the 5 bizarre foods they located in Europe. If students don't finish their research in class it should be finished for homework to stay on schedule.

Tues 31: Teacher will monitor and assist students where necessary on creating a presentation in keynote or google slides that includes all topics listed in the rubric in showbie.

Wed 1: Teacher will monitor students while they complete their presentations in keynote or google slides. Presentations should include all materials listed in the rubric in showbie.

Thurs 2 - Fri 3: Teacher will be grading student presentations while students independently present their findings according the rubric located in showbie. Final project grades will be put into powerschool once students turn in the final paragraph reflection portion on Monday.

Step 4: Evidence of Rigor

DOK 1: **Identify** five bizarre foods found in five different countries in Europe.

DOK 2: **Organize** information found through online research into the Bizarre Foods research worksheet.

DOK 3: **Cite evidence** found while researching bizarre foods in Europe that will help to **construct** a presentation about your findings.

DOK 4: **Investigate** and **draw conclusions** about how a person's location may impact their culture or cuisine and share your findings in a presentation and reflective paragraph.

Formative/Summative Assessments (The Material)

Bizarre Foods Project: Research, Presentation, and Reflection Paragraph
Actively Learn

Resources/Materials Needed for Lesson:

Wifi, ipad, smart board, showbie, Apple TV, Actively Learn reading articles, Europe Vocab, Bizarre Foods Project rubric and directions, Bizarre Foods research worksheet, Bizarre Foods "Japan" episode, Bizarre Foods video worksheet, Google slides, Keynote, Pages.

Vocabulary:

Geography, Conflict, Ethnic Group, Diverse, Literacy, Fluent, Monotheism, Polytheism, Islam, Christianity, Judaism, Industrialize, Urbanization, Oligarchy, Republic, Anarchy, Monarchy, Democracy.

Differentiation Instruction:

Actively learn reading articles are differentiated to various lexiles and groups which target their current reading level. Students have choices between which articles to read and which grade levels to try.

On the Bizarre Foods project students can choose which foods they present on and between keynote or google slides to create their presentation. Students can also choose to watch episodes of Bizarre Foods, read online, or find other modes of research to accumulate their needed information.