

WALES

An Interdisciplinary Unit

By Margee O'Brien

2 weeks

K-2

This unit is most useful if taught in the order listed below. It is a useful introduction for young students on basic map skills and comparison of cultures. Interdisciplinary lessons are woven throughout the unit. The comparison of Oregon and Wales is appropriate for Oregon teachers due to the similarities. However, teachers elsewhere could readily adapt these lessons.

Lesson 1

Map introduction-cardinal directions

Lesson 2

Reinforce map skills---east and west---sun rising and setting

Lesson 3

Color code maps of Wales and Oregon. Compare and contrast

Lesson 4

Share book, Rhys, a Boy in Wales

Lesson 5

Complete activity book following format of Rhys, a Boy in Wales

Lesson 6

Match Welsh and English alphabets

Lesson 7

Compare geographical features of Wales and Oregon as a cooperative project with an older class

Lesson 8

Hold a cooperative panad with an older class

Lesson 1

The Compass Rose

OVERVIEW: No matter where on Earth you are, it is important to know the four cardinal directions. North is always going to be north whether here or in Wales. Introduce a compass rose to the class and its purpose on a map. Make the connection that in Oregon and Wales, north is north, south is south, etc. Wherever in the world, north is always north.

CONNECTION WITH CURRICULUM:
geography, language arts

TEACHING LEVEL: K-2

TIME FRAME: 30 minutes

CONNECTION TO STANDARDS:

STATE:

Understand and use spatial concepts of geography

Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations

NATIONAL:

How to use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective

How to analyze the spatial organization of people, places, and environments on Earth's surface

OREGON BENCHMARK:

#1 grade 3 View and draw simple maps and pictures to locate, describe, and show movement among places

MATERIALS:

Duplicated copies of map to school office

Duplicated copies of Oregon map

Duplicated copies of Wales map

Scissors for class

Glue sticks for class

Variety of maps on display in classroom exhibiting a compass rose

OBJECTIVES:

Students will learn to identify the four cardinal directions on a map that exhibits a compass rose.

OPENING:

The office calls to say that a package has arrived for the class. Ask students how to get to the office to get the package. Explain about asking directions, reading a map, and interpreting the map. Emphasize the need for uniform directions.

PROCEDURES:

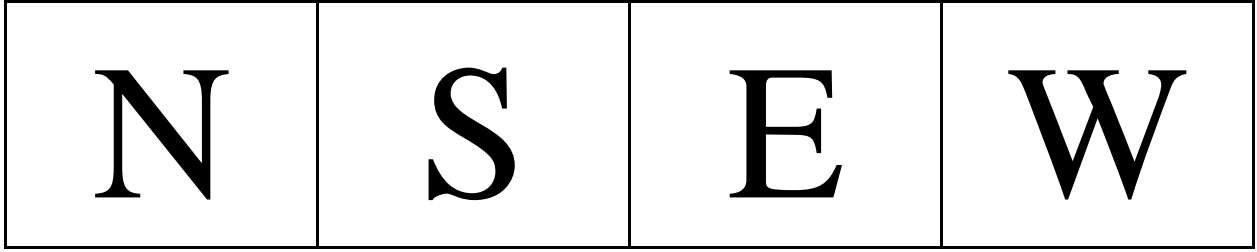
1. Do opening activity with directions to the office.
2. Give all students a map to the office.
3. Retrieve package from the office.
4. Return to room and open package. (Maps of Oregon and Wales.)
5. Identify north, south, east, and west on maps teacher is using for models.
6. Pass out maps of Oregon and Wales.
7. Cut and paste directional indicators matching proper spaces on maps.
8. Display and compare final maps.

ASSESSMENT:

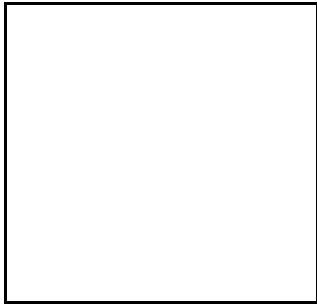
Elicit oral conclusions from class about location of north, south, east and west on maps.

EXTENSION:

Ask students to bring maps from home to share.
Display maps in the room or hallway.



Run two copies of this blackline master...one for each map.



Lesson 2

Sunrise, Sunset

OVERVIEW:

Students will come to the understanding that the sun rises in the east and sets in the west. This happens in Oregon as well as in Wales.

CURRICULUM CONNECTIONS:

science, geography, art

TEACHING LEVEL: K-2

TIME FRAME: 2 days-30 minutes each session

End the day with the first lesson

CONNECTION TO THE STANDARDS:

STATE:

Understand and use spatial concepts of geography

Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations

Locate major physical and human features of the Earth

NATIONAL:

How to use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective

The physical and human characteristics of places

OREGON BENCHMARK:

#1 grade 3-geography-View and draw simple maps and pictures to locate, describe, and show movement among places

MATERIALS:

Oregon map for each student

Rising and setting sun for each student

Chart for marking position of sun three times during the day

OBJECTIVES:

Students will correctly place the rising sun in the east and the setting sun in the west.

OPENING: Ask where does the sun rise each morning? Where do you first see and feel it? What about at school? Where does the sun go down each day?

PROCEDURE:

1. Take students outside to check the position of the morning sun.
2. Chart the position of the sun upon returning to the classroom. Use the playground as the horizontal position.
3. Repeat steps 1 and 2 two more times during the day.

4. Discuss direction sun started and its direction at the ending of the day.
5. Transfer information to map of Oregon. (Done with directional indicators during a previous lesson.)
6. Students are to color the rising and setting suns appropriate colors, cut them out and glue them to the appropriate area on the map.
7. The following day, students are to color, cut and glue rising and setting suns for their map of Wales.

ASSESSMENT:

1. Students draw oral conclusions about rising and setting sun directions in Oregon and Wales.
2. Display completed maps.
3. Review cardinal directions.
4. Reinforce east and west or sunrise and sunset; it is a worldwide phenomenon.

EXTENSIONS:

E-mail classes in other countries. Ask them to chart where the sun rises and sets over a one-week period.

Have students record rising and setting of sun on a chart for at least one week.

Lesson 3

IT'S A MATCH!

OVERVIEW: Students will color a map of Wales and Oregon using given color codes to distinguish between land, water and bordering nations or states.

CONNECTIONS TO STANDARDS:

STATE:

Understand and use spatial concepts of geography
Locate places and understand and use geographic information or relationships by reading, interpreting and preparing maps and other geographic representations
Locate major physical and human features of the Earth

NATIONAL:

How to use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective
The processes, patterns, and functions of human settlement

OREGON BENCHMARK: #1 grade 3Cgeography

View and draw simple maps and pictures to locate, describe, and show movement among places

TIME REQUIRED: 30 minutes (2 sessions)

CURRICULUM CONNECTIONS: geography, art, language arts

MATERIALS REQUIRED:

crayons or colored pencils-blue, green and red
map of Oregon and Wales for each student
wall map of British Isles and United States

OBJECTIVES:

Students will color their maps according to the instructions given-
water-blue
bordering lands-red
specific land-green

OPENING:

Students will find areas of land and water on wall maps in the classroom. They will come to the understanding that different colors on maps represent different things.

DEVELOPMENT:

DAY 1

1. Teacher will model how maps are to be color-coded.
2. Teacher will show students an Oregon map and explain where the bordering states are, where the ocean is, and the remaining land area that is Oregon.

3. Students are to color code a given Oregon map.
4. Completed maps are collected, checked and posted.

DAY 2

1. Teacher reviews how maps are color-coded referring to posted maps from previous day=s lesson.
2. Lesson is repeated using Wales as the map to be color-coded.
3. Completed maps are again collected, checked and posted.

ASSESSMENT: Successful completion of color-coded maps by 80% of the students. Oral comparisons of physical features of Oregon and Wales.

EXTENSIONS: Use as a center activity with a correctly completed map as a model. Use with small groups. Have each group identify the appropriate land and water masses of Oregon and Wales for the entire group. Use of an overhead projector with blackline master maps of Oregon and Wales would be helpful. Color transparencies with appropriate colors. If class is ready for an advanced activity, color highlands brown and lowlands green.

Lesson 4

Rhys, a Boy in Wales

OVERVIEW: A non-fiction story about a Welsh boy will be shared with the class. Students will recognize the similarity between their lives and a boy that lives thousands of miles away in Wales.

CONNECTIONS TO THE CURRICULUM:
geography, language arts, art, math

CONNECTIONS TO THE STANDARDS:

STATE:

Understand and use spatial concepts of geography
Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them and their geographic significance

NATIONAL:

The physical and human characteristics of places
How culture and experience influence people's perceptions of places and regions

OREGON BENCHMARK: #1Cgeography

Identify physical characteristics of places and compare them

MATERIALS:

Book, Rhys, a Boy in Wales
World map

OBJECTIVES:

Students will

listen to story of Welsh boy
discuss location of Wales on world map
orally compare and contrast Welsh life with students' lives

OPENING:

Conduct class discussion predicting likenesses and differences of life of a Welsh boy compared to their own lives

PROCEDURE:

Discuss location of Wales on world map
Share story about Rhys, a Boy in Wales
Follow up by orally comparing and contrasting the Welsh story with their own lives

ASSESSMENT:

Students are attentive during reading of story
Discussion follows conclusion of story
Students and teacher emphasize likenesses rather than differences

EXTENSIONS:

Visit the library and obtain more stories about life in other lands
Have classroom visitations from foreigners living in the area
Develop e-mail pen pals with students in other parts of the United States or in other countries

Lesson 5

All About Me

OVERVIEW: A story about a Welsh boy will be shared with the class. A similar story will be written and illustrated by each student in the class.

CONNECTIONS TO CURRICULUM:

geography, language arts, art, math

CONNECTIONS TO THE STANDARDS:

STATE:

Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.

Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them and their geographic significance.

NATIONAL:

The physical processes that shape the patterns of Earth's surface

OREGON BENCHMARK: #1 grade 3Cgeography

Identify population patterns and culture in a community

Identify physical characteristics of places and compare them

TIME: 10 sessions---30 minutes each

MATERIALS:

Book, Rhys, a Boy from Wales

Blackline masters duplicated

World map

OBJECTIVES:

Students will write and illustrate a page daily to compare and contrast their life with that of a boy from Wales. The pages will be collected and collated into a book.

OPENING:

Share story about Rhys, a Welsh Boy. Locate Wales on world map. Compare location with that of Madras. Discuss distance, time, country, state. Briefly review previous lessons about cardinal direction and physical features of Oregon and Wales.

DEVELOPMENT

Students will write and illustrate one page per day. Review the accompanying page to the daily lesson from the book about Rhys.

Day 1-Hi, my name is _____. I am _____ years old.

Day 2-This is my house. I live in _____.

Day 3-This is my school. I go to _____.

Day 4-My favorite subject in school is _____.

Day 5-This is how I get to school. I _____.

Day 6-This is my family. I have _____.

Day 7-This is a telephone. My number is _____.

Day 8-This is the post office. My address is _____.

Day 9-I like to play _____.

Day 10-Illustrate cover and collate books. Practice reading books to one another.

ASSESSMENT: Each child will finish the unit with a book about themselves. Hold follow-up discussion comparing likenesses and differences of life for Rhys in Wales versus life in Madras, Oregon. Use a Venn diagram to illustrate likenesses and differences.

EXTENSIONS:

1. Read other stories about life in different countries.
2. Read completed books to other classes of children.
3. Use actual photos of children for parts of the book using a digital camera that is compatible with your school computer.
4. Take a field trip to the post office.
5. Add more pages to the book as the year progresses.
6. Use the book as a culminating keepsake for the school year.

Lesson 6 The Flexible Alphabet

OVERVIEW: Students will identify and match similar letters of the English and Welsh alphabets. Students will come to the realization that although the languages are totally different when spoken or read, they use many of the same letters. Letters form words. Words form sentences. People communicate through written language worldwide.

CONNECTION WITH THE CURRICULUM: geography and language arts

TEACHING LEVEL: K **TIME:** 15 minutes

CONNECTION TO THE STANDARDS:

STATE:

Understand the distribution and movement of people, ideas, and products.

NATIONAL:

The processes, patterns, and functions of human settlement

OREGON BENCHMARK: #1 grade 3Cgeography

Identify population patterns and cultures in a community

MATERIALS:

Duplicated Welsh and English alphabet cards. (See sample)

People, a book by Peter Spears

OBJECTIVES: Students will identify letters of the English alphabet and match them to similar letters in the Welsh alphabet. **Letters not having a match will NOT be emphasized in this lesson.** Students will realize that letters have sounds and are used in other languages.

OPENING: Students will recite the English alphabet upon recognition of flash cards. The teacher will introduce cards bearing the Welsh alphabet and note the similarities.

PROCEDURE:

1. Students will be divided into groups of six. Each group will be given a set of English alphabet cards.
2. Each group will compete to see which group can arrange the cards in correct order first.
3. Each group will then be given a Welsh alphabet set to match to the English set.
4. Competition will be held again to match the similar letters.
5. Cards with no match at all will be set aside.
6. As a whole class, the group matches like letters from the English and Welsh alphabets mastering the skill of letter recognition.
7. Share page in book, People, that has several different alphabets from throughout the world. Reinforce that letters make words, words make sentences, and this helps with written communication.

ASSESSMENT:

Groups will successfully complete the task. Those encountering problems will be aided by the teacher or other capable adults.

EXTENSIONS:

Share recording of Welsh being spoken. Expand activity by using other alphabets. Practice sound and letter association.

Print on white

A	B	C	D	E	F	G
a	b	c	d	e	f	g
H	I	J	K	L	M	N
h	i	j	k	l	m	n
O	P	Q	R	S	T	U
o	p	q	r	s	t	u
V	W	X	Y	Z		
v	w	x	y	z		

Print on colored paper

A a	B b	C c	Ch ch	D d	DD dd	E e
F f	FF ff	G g	NG ng	H h	I i	J j
L l	LL ll	M m	N n	O o	P p	PH ph
R r	RH rh	S s	T t	T H th	U u	W w
Y y						

Lesson 7

No Term Limits!

OVERVIEW: Students will work in mixed age cooperative learning groups and create a geographical glossary using illustrations for Oregon and Wales.

CONNECTIONS TO THE STANDARDS:

STATE:

Understand and use spatial concepts of geography
Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations
Locate major physical and human features of the Earth
Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them and their geographic significance

NATIONAL:

How to use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spacial perspective
The physical and human characteristics of places
The physical processes that shape the patterns of Earth=s surface

OREGON BENCHMARK: #1 grade 3Cgeography

Identify physical characteristics of places and compare them

TIME: 30 minutes **LEVEL:** K-4

MATERIALS: Travel brochures from Oregon and Wales. (Available at Chamber of Commerce and travel agencies)

White tagboard with pre-drawn lines

Vocabulary word list

Black fine tipped markers

Glue sticks

Dictionaries

OBJECTIVES: Students are to design tagboard glossary pages to be posted in the classroom that illustrate the similarities between geographical features of Oregon and Wales.

OPENING: After grouping two classes together (kindergarten and fourth), the group will be lead in a discussion by the teacher about gazing at the moon at night. Youngsters in Wales gaze at the same moon. Wherever you are in the world, you can find some similarities.

DEVELOPMENT:

Students will:

1. Divide into groups of no more than six students.
2. Students will find illustrations of their four given geographical features. One picture will illustrate a geographical feature in Oregon and another illustration will be of a similar geographical feature in Wales.

3. Students will cut and paste the said illustrations in the appropriate box.
4. Students will use the dictionaries and find the meaning of the geographical feature and include that on the poster.
5. Completed posters will be shared orally with the entire group.

ASSESSMENT: After orally reviewing the poster, put them on display in the room. Younger children will be drilled about their contents. Older students can be given a written quiz on the geographical features.

EXTENSIONS: Use a more varied list of terms for definition. Adapt the terms to specific units being studied. Use old magazines for pictures. (National Geographics are GREAT!) If a picture cannot be found or cut from a book, have students draw an illustration. Get pictures off the Internet.

geographical feature

Oregon

Wales

cave

beach

hill

valley

geographical feature

Oregon

Wales

coast

port

island

meadow

geographical feature

Oregon

Wales

lake

ocean

mountain

glacial activity

LESSON 8

It's Tea Time

OVERVIEW: In this culminating lesson, students will plan, prepare and serve a panad (tea) in cooperation with an older elementary class to conclude a unit on Wales.

CONNECTIONS TO STANDARDS:

STATE:

Locate major physical and human features of the Earth.

Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors.

NATIONAL:

How to analyze the spatial organization of people, places, and environments on Earth's surface

How culture and experience influence people's perceptions of places and regions

The processes, patterns and functions of human settlement

TIME REQUIRED: Four 30-minute sessions

CURRICULUM CONNECTIONS:

geography, language arts, science, health

MATERIALS REQUIRED:

Food for group

Clotted cream (recipe will follow)

Fresh fruit

Scones (recipe will follow or use box mix)

Serving dishes

Tea

OBJECTIVES:

Students will:

discuss nutrition and snacks

discuss traditional American snack

learn about traditional Welsh snack or panad

plan Welsh panad

measure and bake scones

measure and make mock clotted cream

learn proper procedure for setting table

review table manners and hygienic food preparation

set and decorate tables for tea

OPENING

Students will discuss tradition of snack during daily scheduled snack time.

DEVELOPMENT

Students will:

DAY 1

Learn about traditional Welsh panad (Similar to an American coffee break or snack.)

Plan a menu for a Welsh panad to be held cooperatively with an older class. (Older class will prepare tea for the group.)

DAY 2

Make traditional Welsh scones following the recipe carefully.

Review safe practices when preparing food. Introduce measuring of ingredients for the scones.

(Teacher will bake at home if facilities are not available on site.)

DAY 3

Prepare mock clotted cream. Refrigerate.

Discuss manners, behavior and table setting.

DAY 4

Decorate and set tables. Serve food and enjoy.

ASSESSMENT

Participation by the classes in a successful panad.

EXTENSIONS

Invite significant adults to attend panad.

Check for local Welsh or British residents to experience the panad with the class. Write invitations and appropriate thank you notes.

Imitation Clotted Cream

1 cup heavy cream

1/3 cup sour cream

1 tablespoon confectioners' sugar

Using a whisk attachment on the mixer, whip heavy cream until stiff. Add sour cream and confectioners' sugar. Hand whisk just until it is combined. Store in refrigerator. Serve with scones or fruit.

Scones

Preheat oven to 450 degrees.

Sift together into a large bowl:

1 3/4 cups sifted all-purpose flour

2 teaspoons double-acting baking powder

1 tablespoon sugar

2 teaspoon salt

Cut into these ingredients, until the size of small peas, using a pastry blender:

1/4 cup cold butter

Beat in a separate bowl:

2 eggs

Reserve 2 tablespoons of this mixture. Add to the remainder and beat in:

1/3 cup cream

Make a well in the dry ingredients. Pour the liquid into it. Combine with a few swift strokes.

Handle the dough as little as possible. Place it on a floured board. Pat until 3/4 inches thick.

Cut with a knife into diamond shapes. Brush with the reserved egg and sprinkle with: Salt or sugar. Bake about 15 minutes.

ALL
ABOUT
ME

by

Hi, my name is _____.

I am _____ years old.

This is my house. I live in

This is my school. I go to

My favorite subject in school is

This is how I get to school. I



This is my family. I have

This is a telephone. My number is

This is the post office. My address

is

I like to play

