

**ED 101 Educational Technology Lab – Spring 2012
Boston University – School of Education**

LESSON PLAN

Grade(s)	2
Content Area(s)	Social Studies
Topic of Lesson	An overview of the typical lifestyle and culture of Dubai
Three Objectives	<ol style="list-style-type: none"> 1. Students will be able to name at least three aspects of life in Dubai that differ from aspects of life in America and write them on a piece of paper. Spelling will not count. Acceptable answers will include, but are not limited to the following: People in Dubai speak Arabic. People in Dubai wear Abayas and Kanduras. People in Dubai use Dirhams for currency. 2. Students will be able to locate Dubai given a map of the world with the continents labeled. 3. Students will be able to list at least one of the traditional articles of clothing worn and at least one of the traditional foods eaten in Dubai on a piece of paper. Spelling will not count, as long as the answer is close. Correct answers include Kanduras and Abayas.
Technology standard	<p><i>Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision-making, communication, collaboration, creativity, and innovation.</i></p> <p>K-2: 3.1 Use various age-appropriate technologies to locate, collect, and organize information.</p>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts History and Social Science Standards ➤ Learning Standards for History, Grades Pre-K-12 ➤ Learning Standards <p>2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)</p>
Materials needed	<ul style="list-style-type: none"> • The computers with Internet access and an LCD projector in the classroom • Personal laptops for each student with internet access

<p>Lesson Procedure, Web Site Use, and Technology Standard Instruction</p>	<ul style="list-style-type: none"> • A blank map of the world with a blank back side <p>With a table of souvenirs from Dubai set up at the front, I will read a book on Dubai; <i>Dubai a Pictoral Tour</i> by Charles Crowell. While reading, I will occasionally stop to ask questions and refer to the souvenirs I have as examples. After finishing the book, I will ask the students what facts they found the most interesting and if they have any questions about the life of people who live in Dubai. I will then divert the children’s attention to the LCD projector that is connected to a computer. On the computer, I will pull up my website and explain how we will be using the website, how to navigate using the arrows at the bottom of the page or buttons at the top, and how the information corresponds with the book we have just read.</p> <p>I will begin by allowing the voki on the “Home” page to give the children a brief introduction to life in Dubai and instructions on how to use the website. The students are not likely to have any prior knowledge of Dubai, but they have been exposed to information about several other countries in the Middle East. I will begin by asking them what the general location of the Middle East is, expecting a verbal response. I will then pull up the content page of “Location”, where the children will be able to see a general map of the Middle East, and a second, more detailed map of the Middle East with Dubai labeled. We will go through the other information on the page, viewing the flag and other important symbols of Dubai. Next, I will ask the students if they remember the language of people from Dubai. Once a response is given, I will instruct the students to continue on to the next content page, “Language,” where a voki will give an audio example of the Arabic language. Asking the students if they know any Arabic words or anyone who can speak Arabic. We will then move on to the lifestyle of a typical citizen of Dubai, exploring the content page “Culture,” and its subpages: “Food,” “Dress,” “Music,” and “Sports”. As we explore the content, I will ask the students to reflect on their own lifestyles and ask about any similarities and differences they notice between the culture in Dubai and in America. In addition, as we explore each subpage, I will refer again to the souvenirs at the front of the room, pointing out specific items of clothes I have brought and pictures of traditional food dishes and sports, etc.</p> <p>I will then allow the children to obtain their assigned laptops and start up the computers. Before allowing the children to access the website, I will be sure to ask students if they know what some key web terms mean, like web browser and URL. As I pull up the website, I will review these terms as I access each, starting with the web browser, having the children follow along with my actions on their own computers. I will then point out the URL and type in the URL for the Weebly and allow them a few minutes to explore the website on their own.</p> <p>Once navigation of the website is completed, I will pass out the homework assignment. The assignment will be a blank map of the world and ask for the students to mark the general location of Dubai on the map. I will then</p>
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	<p>have the children flip the paper over and answer two short response questions on the back. The first short response will be: “Name at least three aspects of life in Dubai that differ from aspects of life in America.” The second response will be: “list at least one of the traditional articles of clothing and at least one of the traditional foods eaten in Dubai.” I will wrap up the lesson by reflecting as a class on what we have learned about culture in Dubai.</p>
<p>How will students be assessed to make sure they are able to perform the objectives?</p>	<p>Objective 1: Students will be able to name at least three aspects of life in Dubai that differ from aspects of life in America and write them on a piece of paper.</p> <p>Assessment 1: Students will be asked to respond to the short response question of “Name at least three aspects of life in Dubai that differ from aspects of life in America” on the back of the sheet of paper with the world map on the front side. After they have finished their responses, they will be asked to share with the person next to them, and eventually, a few volunteers will share their answers with the class.</p> <p>Objective 2: Students will be able to locate Dubai given a blank map of the world</p> <p>Assessment 2: Students will be given a map of the world, similar to the one that was presented in the book read to them at the beginning of class. The students will be asked to label the general location of Dubai on the map, and I will walk around the classroom to be sure the students have the location labeled correctly.</p> <p>Objective 3: Students will be able to list at least one of the traditional articles of clothing and at least one of the traditional foods eaten in Dubai on a piece of paper.</p> <p>Assessment 3: Students will be asked to respond to the short response question of “list at least one of the traditional articles of clothing and at least one of the traditional foods eaten in Dubai” on the back of the sheet of paper with the world map on the front side. After they have finished their responses, they will be asked to share with the other students at their table, and each table group will be asked to have one representative write the group’s best 2 answers on the front board. We will read the best answers out loud when all of the groups are finished.</p>

Lab	Last	First	Objectives	Standards	Narration	Assessment	Gram/Spell	Total
B1	Schmidt	Jessica	2.5	2	4	3	2	13.5