

## **Around the World**

**Overview:** Around the World is an activity that allows students to learn how they relate to stories that come from outside of the U.S.

**Procedure:** From a subject/topic either chosen or given to them, students must find a fiction story/poem/song/etc. from a different country about the subject or topic. They are to find and research as much about that subject/topic as required by a rubric created by the teacher. Students may use any available means of research (books, encyclopedias, internet, video conferencing, etc). This will work best if the subject/topic is something that the student enjoys and has experience with.

**ASOL Covered in this Activity:**

**HSE--CF 2a:** The student will connect the experiences of characters in a story or drama from outside of the U. S. with personal experience

**Extension Idea:** From the research, the student creates evidence of an event or experience that they connect to. The evidence can vary (Venn diagram describing how their experience was similar/different than the one from the research; poster or collage with pictures from their life experience along with pictures that relate to the research; verbal explanation, etc.). The evidence can also be presented to others in the class.

**HSE--CF 2b:** The student will cite textual evidence to determine where the fictional text leaves matters uncertain

**Extension Idea:** While researching the subject/topic, the student should use the highlighters: One to mark content they want to use for their projects, and the other to mark content that is questionable or leaves matters uncertain. Using the information that is marked questionable, choose one or two and try to come up with a reasonable conclusion to those statements. Be sure to include the cited evidence from the text as part of the work.

**HSE--CF 2c:** The student will compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).

**Extension Idea:** Choose a scene or specific moment from the research. Using 2 artistic mediums (student can choose), create evidence that represents that scene or moment. Use the same scene for both pieces. Have a discussion about how the two are alike and how they are different (could use a Venn diagram for this). If available, use video conferencing to share evidence with students from other parts of the state/country/world. Allow students to critique each others work and provide comments and feedback. This could also be done within the classroom or school if video conferencing is not available.

**Materials Needed:**

Research material (books, magazines, internet, encyclopedias, etc.)

Highlighters – 2 colors

Video conferencing application (Skype, Google Hangouts, etc.) – only if available

Various materials – Depending on how the student chooses to provide their evidence, materials will vary

**Instructional Setting:**

Classroom

**Community Connections and/or Peer Interaction:**

Students will interact through the presenting and sharing of their pieces of evidence. If a student chooses a subject/topic that has a local connection (fishing, soccer, etc.), take the students on a community-based learning opportunity to find out more, or to take pictures for the collage.

Invite in local citizens who are involved in the subject/topic professionally to have them share about their experience.

**Functional Activity/Routine:**

Students can learn about each other from their evidence. They can also learn about possible subjects/topics that they might have interest in or would like to get involved with. Each student could act as the “expert” for their chosen subject/topic and share how they got involved, ways to get involved now, and who they can contact to get more involved.

**Strategies to Collect Evidence:**

Each activity has evidence built in (collage, poetry, written work, verbal answers, data on participation).

**Specific Options for Differentiating this Activity:**

For students with visual impairments, provide research materials in a format that they can access (braille, audio books, read aloud).

For students who benefit from more focused instruction, provide options for subjects/topics, as well as all research materials.

Modify research materials so that they are on the student’s reading and ability level.

Be creative in how evidence is collected. Look for each student’s strengths and find ways for them to use those strengths in order to provide their evidence. (Students who are highly verbal may want to do presentation where they explain their answers. Students who are hands-on learners can build, create, and manipulate their evidence. Students who are great at making choices but may have some

physical limitations may be provided with options and choices in order to develop their evidence.