

An aerial photograph of a tropical island. A river flows from the top left towards the center. The island is covered in dense green forest. There are some small buildings and roads visible along the coastlines. The water is a deep blue color.

4th GRADE
LESSON PLAN
THIS IS HOME

1 - 2 DAYS

Google

THIS IS HOME

4th Grade: 1 - 2 Day Lesson Plan

GOOGLE EARTH USAGE OVERVIEW:

Teachers will use the Voyager Story [This is Home](#) to foster student **exploration** of the ways that people around the globe are living and **compare** and **contrast** others lifestyles to their own.

LESSON SUMMARY:

- Students will **reflect** on their community to better understand their own lifestyle.
 - Teachers will introduce students to a different lifestyle using the Google Earth Voyager Story, [This is Home](#).
 - Together, the class will **explore** the various aspects of life and students will gather information about life in the selected location.
 - Students will then use this information to **compare and contrast** the way their community lives with a community in another part of the world.
 - Finally, students will **apply** their understanding of a different lifestyle by creating a journal entry written from the perspective of a student living in that community.
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LEARNING OBJECTIVES:

- Students will **identify similarities and differences** between their lifestyles and the lifestyles of people living in another part of the world.
 - Students will write a journal entry from the perspective of a student living in another part of the world using sensory details to accurately describe a typical day in that life.
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CULMINATING TASK:

Students will **write a narrative** in the form of a journal entry imagining they are a student living a different lifestyle than their own. Journal entries will include **specific details and sensory descriptions** that refer to information gained in the Voyager Story, [This is Home](#).

SUGGESTED STANDARDS

Lesson Outline

SUGGESTED STANDARDS:
GRADE RANGE - 4th GRADE

[CCSS.ELA-LITERACY.RI.4.1](#)- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RI.4.2](#)- Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[CCSS.ELA-LITERACY.RI.4.9](#)- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

[CCSS.ELA-LITERACY.W.4.3](#)- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LESSON OUTLINE WITH
ESTIMATED TIME ALLOTMENT:

TOTAL TIME: 110 minutes

Day 1:
Introduce - 5 minutes
Explore - 25 minutes
Engage - 20 minutes

Day 2:
Extend - 60 minutes

MATERIALS NEEDED:

- Access to Google Earth Voyager Story [This is Home](#).
 - Student copies of “Explore,” “Engage” and “Extend” Templates (below) OR teachers can share documents with students using [Google Classroom](#).
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VOCABULARY:

Lifestyle (noun) ([reference here](#))
1. the way in which a person or group lives.

LESSON PLAN

INTRODUCE (5 minutes)

1. Introduce students to the term lifestyle. Discuss the kinds of things that make up a person's lifestyle.
2. Present students with the "Explore" worksheet. Instruct students to take 5 minutes to complete the Explore worksheet about their own community.
3. Have students turn to a partner and compare their observations of their community.

EXPLORE (25 minutes)

1. Present students with the Voyager Story [This is Home](#). In this lesson plan, we use [This is Emchiin Uveljee, Mongolia](#), but feel free to replace with the most applicable community for your class.

(*Note: while each location has 3 slides of information, some provide a more in depth look at the lifestyle than others. Keep this in mind when selecting a place to study.)

2. Use the map to show students where in the world this community is in relation to their own.
3. Then, have students complete the "Explore" worksheet again, this time recording information about this new community. Read through each slide carefully so students are able to gather as much information as possible.
4. You can also use Street View to explore the location further and encourage students to make inferences about the lifestyle based on what they observe.

ENGAGE (20 minutes)

1. Students work independently or in pairs to compare and contrast their way of living with that of a different community.
2. Students record their analysis in the venn diagram (provided below).
3. Allow time for students to share the key points of their analysis with the class.

EXTEND (60 minutes)

1. Using their analysis of this community's lifestyle, students will create a detailed journal entry written from the perspective of a student living in the community.
2. Encourage students to make inferences about how life would look for someone their age.
3. Allow time for students to share their work with the class or in small groups.

NARRATIVE WRITING RUBRIC - JOURNAL ENTRY

EXCEEDING:

- Correct format/spelling/grammar.
 - Written in first person.
 - At least 5 sensory details.
 - At least 5 specific references to information gained in the Voyager Story.
 - Inclusion and correct use of location specific terms.
 - Describes thoughts, actions or events based on information gained in Voyager Story.
 - Use of 3 or more transitional words or phrases.
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MEETING:

- Correct format/spelling/grammar.
 - Written in first person.
 - 3-4 sensory details.
 - 3-4 specific references to information gained in Voyager Story.
 - Inclusion and correct use of location specific terms.
 - Describes thoughts, actions or events based on information gained in Voyager Story.
 - Use of 1-2 transitional words/phrases.
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APPROACHING:

- Few mistakes in format/spelling/grammar.
 - Written in first person.
 - 1-2 sensory details.
 - 1-2 specific references to information gained in Voyager Story.
 - Does not use location specific terms.
 - Describes thoughts, actions or events based on information gained in Voyager Story.
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BEGINNING:

- Multiple mistakes in format/spelling/grammar.
 - Written in third person or point of view is inconsistent throughout.
 - Simple description of events.
 - Does not use sensory details.
 - Does not make specific references to information gained in the Voyager Story.
 - Does not use location specific terms.
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RESOURCES

ADDITIONAL RESOURCES:

- Use [I'm Feeling Lucky](#) to add a third location and compare and contrast with a 3 circle Venn Diagram.
 - Check out this photo gallery of what schools look like around the world: <https://www.theguardian.com/world/gallery/2015/oct/02/schools-around-the-world-un-world-teachers-day-in-pictures>
 - Have students write a letter to a student in the community they studied asking them any additional questions they may have about their lifestyle.
 - Check out this book about schools around the world: <http://www.susanhughes.ca/off-to-class/>
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OPTIONS FOR DIFFERENTIATION:

- Students may benefit from use of a graphic organizer (below) to record inferences and/or generate detailed sensory descriptions about the community of study.
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CREDITS:

Written by Sarah Schwartz Johnson in collaboration with Jason Wallis, Dennis Puhr, Kevin Graham and Kelley O'Connor.

*Note - this template is designed for teachers to modify for use with their grade level and standards.

EXPLORE

Answer the following questions about **your community**.

People:

Name of Tribe or Group:

Location:

Continent:

Country:

Region:

City/Town/Village:

Home (where do people typically live?):

Description of home:

Food:

What is the common food?

Where does it come from?

Work:

What do people do for a living?

Kids:

Describe the school setting.

How do kids spend their free time?

Challenges:

What are the biggest challenges facing this community?

Now, share your answers with a partner. What similarities and differences did you find between your description of your community and that of your partner?

EXPLORE

Answer the following questions about a **new community**.

People:

Name of Tribe or Group:

Location:

Continent:

Country:

Region:

City/Town/Village:

Home (where do people typically live?):

Description of home:

Food:

What is the common food?

Where does it come from?

Work:

What do people do for a living?

Kids:

Describe the school setting.

How do kids spend their free time?

Challenges:

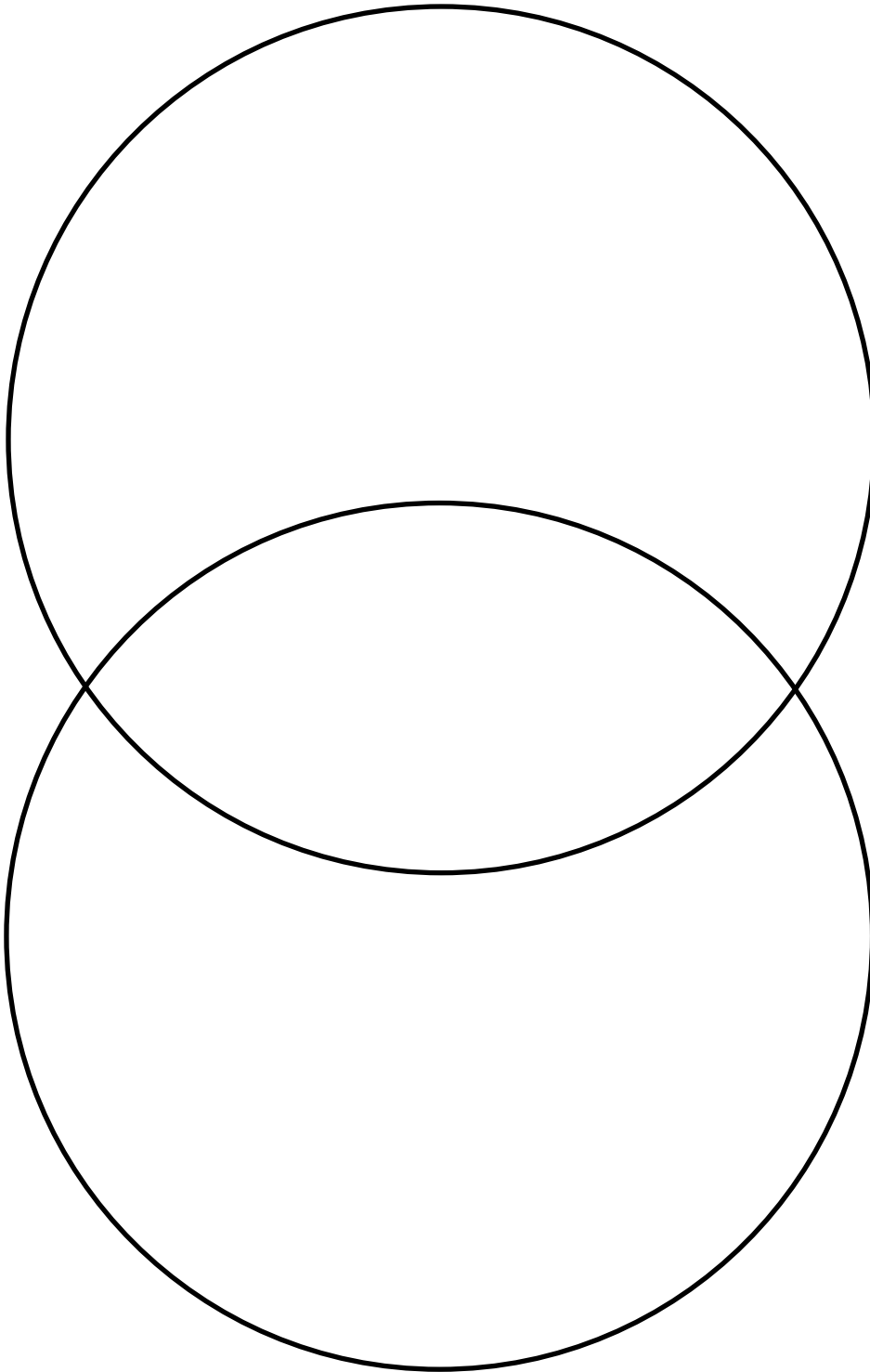
What are the biggest challenges facing this community?

Vocabulary:

(Location specific terms & their meanings)

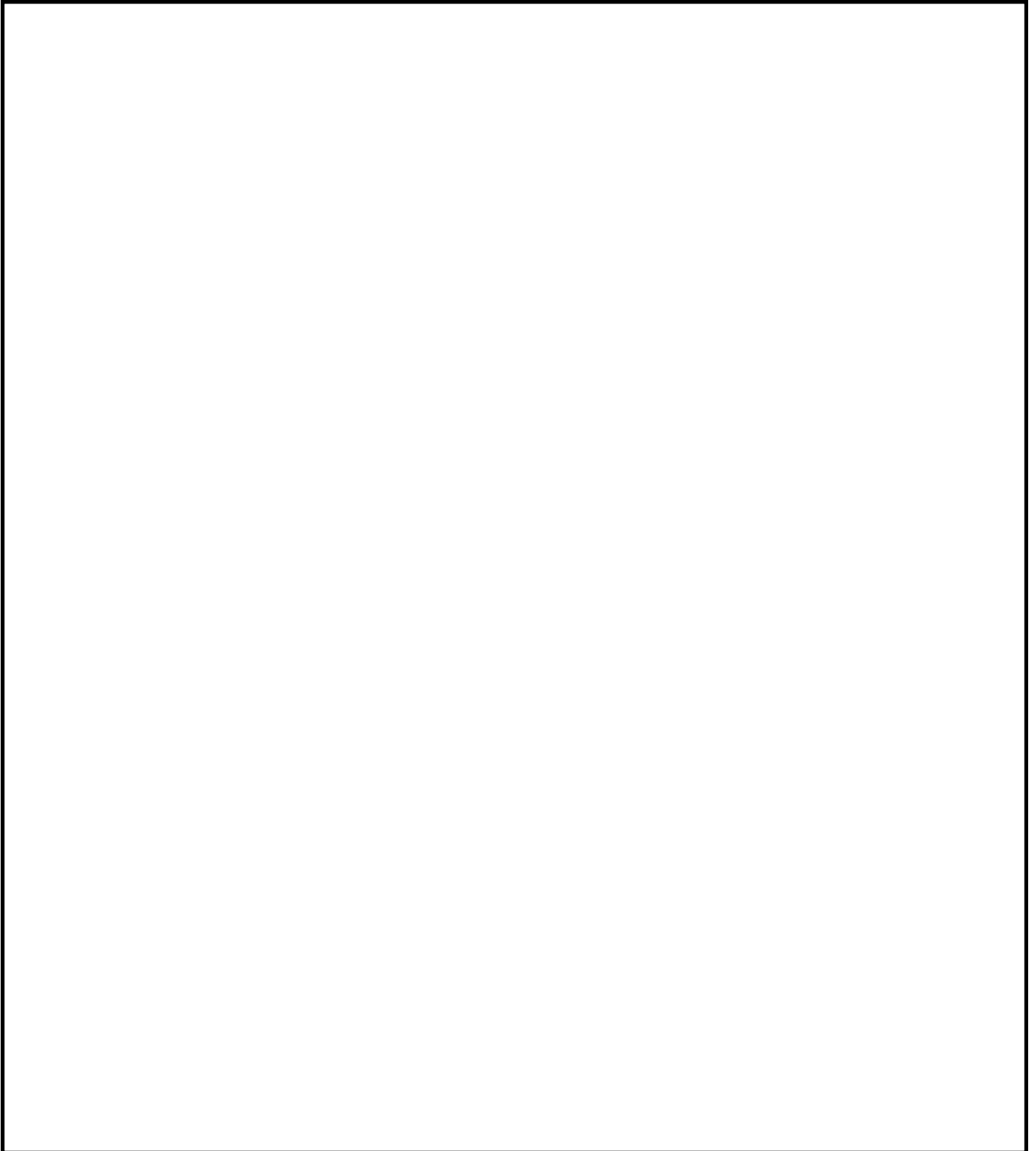
ENGAGE

Use the information you have gathered about your community and a new community to identify similarities and differences between the two lifestyles.

A simple, empty vertical rectangular box with a black outline, positioned to the right of the top circle of the Venn diagram.A simple, empty vertical rectangular box with a black outline, positioned to the right of the bottom circle of the Venn diagram.

EXTEND

Use the information you recorded in the Explore Section to write a journal entry from the perspective of a student in this community telling about your day. Use descriptive language to tell about what you see, smell, hear, taste, etc.

A large, empty rectangular box with a black border, intended for a student to write a journal entry. The box occupies the majority of the page below the instructions.

SENSORY DETAILS GRAPHIC ORGANIZER

SENSES:	
I see ...	
I hear...	
I smell...	
I feel...	
I taste...	