**Curriculum/Classroom Observations**

During our four week visit, participants have been able to observe the differences in the regions of Botswana as we traveled through the country from Gaborone to Francistown, Kasane, and Maun. Participants have also observed the teaching and learning of Botswana history throughout many of the classrooms we visited, such as differences in population density in different regions. Physical features of the land play an important role and greatly impact population. This creates a direct link between standards the NC standards addressed in this lesson plan and the Botswana standards being addressed in classrooms across the country.

**Curricular Project**

North Carolina 3rd grade Essential Standard for Social Studies

3.G.1 Understand the earth's patterns by using the five themes of geography: Location\*, Place\*, Human environment interaction, Movement, Regions\*

Lesson Objective:

Learners will compare the geography of Botswana to the geography of North Carolina, United States of America

3.G.1.1- Find absolute and relative locations of places within the local community and region

3.G.1.6- Compare various regions according to their characteristics

**Components of the curricular activities**

UNIT OUTLINE

What do you know about the physical geographical features in either of these places?

* Differences in trees
* Vegetation
* Soil type

Look for knowledge of specific features that will be discussed.

Introduce English to Setswana vocabulary.

* Mountain – thaba
* Hill – thabana
* Desert – sekaka
* Bush - naga

Choose activity/activities described below and use to teach about similar and different geographical features in North Carolina and Botswana.

ACTIVITY DESCRIPTIONS

* Learners will make “foldables” that list and describe the different features and regions in each place
* Teacher will provide pictures of the different regions/features and have learner locate and place where the corresponding pictures belong on map\*some students may only be able to identify features and not be able to differentiate regions
* Students could identify regions by coloring different parts of a map

ASSESSMENT MEASURES

* T Chart to show similarities and differences. This chart can be completed in various ways:
  + - Writing
      * Can be modified based on each learner’s ability level
    - Sorting
      * Can be modified based on each learner’s ability level
      * Pictures or objects provided
    - Matching

MATERIALS

* + Maps: World, Botswana, North Carolina
  + Graphics:
    - NC: mountains, piedmont, and coast
    - Botswana: desert, hills, and delta
    - T chart

INSTRUCTIONAL STRATEGIES

* Evidence based practices include: provide visuals as you teach, use graphic organizer to summarize what was learned, adapt as needed to allow for all students of all ability levels to access material

**Adaptations or strategies for culture, language, individual school and student needs**

Universal Design for Learning

REPRESENTATION

* Pre-teaching concepts
* Graphic organizers (foldable)
* Interactive maps
  + <https://www.topozone.com/north-carolina/>
* Coloring pages
  + <http://www.supercoloring.com/coloring-pages/north-carolina-map>
  + <http://www.supercoloring.com/coloring-pages/botswana-map-outline>
* Tactile/sensory objects
  + Sand, leaves, tree branches, grass, water
* Video clips
  + <https://www.youtube.com/watch?v=fj63VPbNhbA&feature=youtu.be>
  + <https://www.youtube.com/watch?v=iiv6m62z7Ig>

ACTION/EXPRESSION

* Sorting pictures
* Labeling maps
* Verbally describing features
* Dictate to scribe
* Identifying corresponding textures to features

ENGAGEMENT

* Maps
* Pictures
* Videos
* Textures
* Centers
* Partner work

**Collaboration with teachers, assistants, and other Botswana professionals**

Participants observed and participated in active learning within the classrooms of eight schools throughout Botswana. Duduetsang Moroka, Speech Therapist and Maleshwana Mauco, Behavior Analyst, played an important role in explaining strengths and challenges experienced in reaching the special needs population of Botswana. Setswana language and culture were taught by Bontle Molefe and Miso Baipidi.

**Other considerations identified**

Extension

Speech and language can be incorporated into any lesson. The following goals are examples of how this lesson can be used for speech/language practice

Examples: Speech/ Language Goals

* Using visual and verbal cues, Maitumelo will verbally answer “what” and “where” questions in 8 out of 10 trials over 3 consecutive sessions.
* Given verbal and visual prompts, Thabo will use geographical vocabulary terms (i.e. mountains, hills, rivers, piedmont, coast, desert, savannah, delta, etc.) when describing similarities and differences of various regions in 8 out of 10 trials over 3 targeted sessions.

\*See attached documents for maps, pictures, and t chart.