

**Day 1 of 1**

Lesson Plan Title:

# Tour the World with the Fourth Grade Project

75 minutes

**Enduring Understandings**

Students will understand that ...

- The world is a large place, but many of us share similar wishes and worries
- One can learn about people in different countries
- One can locate countries around the globe and states in the US on a map by referencing continents of the world or regions of the United States.
- We can see how far away those places are from where we live.

**Essential Questions**

- How are fourth graders around the world similar?
- How are fourth graders around the world different?

**Objectives**

Students will be able to ...

- Locate different places on the globe
- Identify similarities and differences between themselves and a student from the photograph
- Read closely to think deeply and infer

**Common Core College and Career Readiness Anchor Standards**

- Key Ideas and Details
  - Read closely to determine what a text says explicitly and to make logical inferences from it
- Integration of Knowledge and Ideas
  - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Materials/Preparation**

- Internet connection and projection capabilities
- Google Map of the World with Pins
  - <https://www.google.com/maps/d/u/0/edit?mid=1XqZwdJQPmdDyCYaiuc1nJdbSkHbtvVB&ll=46.331413376417%2C-43.60480099999995&z=3>
- Attached sheets (one for each child in the class) look at different options

**Assessment Evidence**

- Formative assessment: map activities completed together and individual writing assignments
- [Assessment Rubric](#)

## Learning Plan

### Introduction

- We are going to look at an art project called the Fourth Grade Project by an artist named Judy Gelles (pronounced Gell-es). Judy went around the world interviewing and taking photographs of fourth grade children. When she interviewed them she asked them three simple questions: “Who do you live with? What are you worried about?” and “What do you wish for?” As we look at these children and read about their worries and hopes, think about how these children are similar to you and the children you go to school with. We will tour the world with Judy Gelles using a Google Map to get a big picture of where these fourth graders live before looking into their lives more deeply and in the process we’ll have a good look at the world we live in.
- If you haven’t already seen some of the Fourth Grade Project as a group, you might start by introducing the first photograph and reading the writing surrounding the fourth grader closely. Ask students what they notice and discuss the photograph and the words of the fourth grader.

### Investigation

- Use the pins to show places around the world that Judy Gelles took pictures of fourth graders. We will visit 14 places Judy Gelles visited today.
  - Stop at each spot have students draw a line from the place name to the correct spot on the map or write in the country name depending on the worksheet you chose. Go through the first five countries with the class, asking students to look at the correct continent and find the specific country. Tell students to ask their neighbors for help if they are having difficulty finding the location on the map. (Map work is very difficult for spatially challenged students.)
  - You might read a book like “Whoever You Are” by Mem Fox, watch it being read online, or watch a similar youtube video stressing how we are all humans around the world with similar wants and needs.
  - Discuss a few of these photos by asking the following questions: Think about the posture of the student. Do you ever stand like that? What do you think this tells us about him or her? Think about what kinds of clothes the fourth grader is wearing. Think about hair color. Now, look closely at what this student said. Who does this student live with? What does this student wish for? What is this student worried about?
- Is this something you could imagine a classmate wishing for or worrying about? (Stress this last one)
  - Continue working your way through the next 4 photographs on the map, moving more quickly, now. Tell students that they will have a chance to look at the photos in depth, soon.
  - Introduce the next activity to the class. “Next you and a partner I will assign you will be looking closely at a picture by Judy Gelles and comparing that student to yourself. Draw a Venn Diagram on the board. Write “a make believe classmate” on one side and “student from \_\_\_\_” on the other side. Remind students how a Venn Diagram works. If students have difficulties comparing themselves to others, one can compare “fourth graders in our town” to the other fourth grader. When discussing as a class, you may want to ask “Is this something you could imagine a classmate saying? Is this a living situation you could imagine a person who lives in our town saying?” Record and stress similarities, while noting differences as well.
  - Assign partners. Give each pair a photograph to focus on and have students work, circling around the room while they do so.
  - Share a few of the similarities and differences as a class.
  - Finish up the map work by visiting states in the United States. When visiting spots in the United States we ask the students to mark the general location of the state Judy visited. Help students find the spot by giving them the correct region of the United States (Northeast, Southeast, Midwest, Southwest, West) to look in or by talking about North, South, East, and West, if they are already familiar with cardinality.
  - (Extension Activities—this will take longer than an hour.) If your class has access to computers, you may teach students to use Google Maps, no download or specific browser needed. There is an attached sheet to walk them through the process. Or, if you have enough world maps for partners to work together, teach students to use a scale and ruler to calculate a rough distance from your town to the place of their Fourth Grader from the project. This could also be a place to discuss latitude and longitude, as Google Maps records both.

## Learning Plan (Continued)

### Conclusion

- Wrap up the lesson by asking, “We have met fourth graders around the world. We have heard about their hopes and fears. What conclusions can we draw from what we’ve seen today?” Discuss. “Did you see anything surprising today?” Discuss. “If you were describing what we did to a parent or a sibling, what would you say?” You may turn the first question into a quick writing assignment for assessment purposes.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Tour the World with the Fourth Grade Project

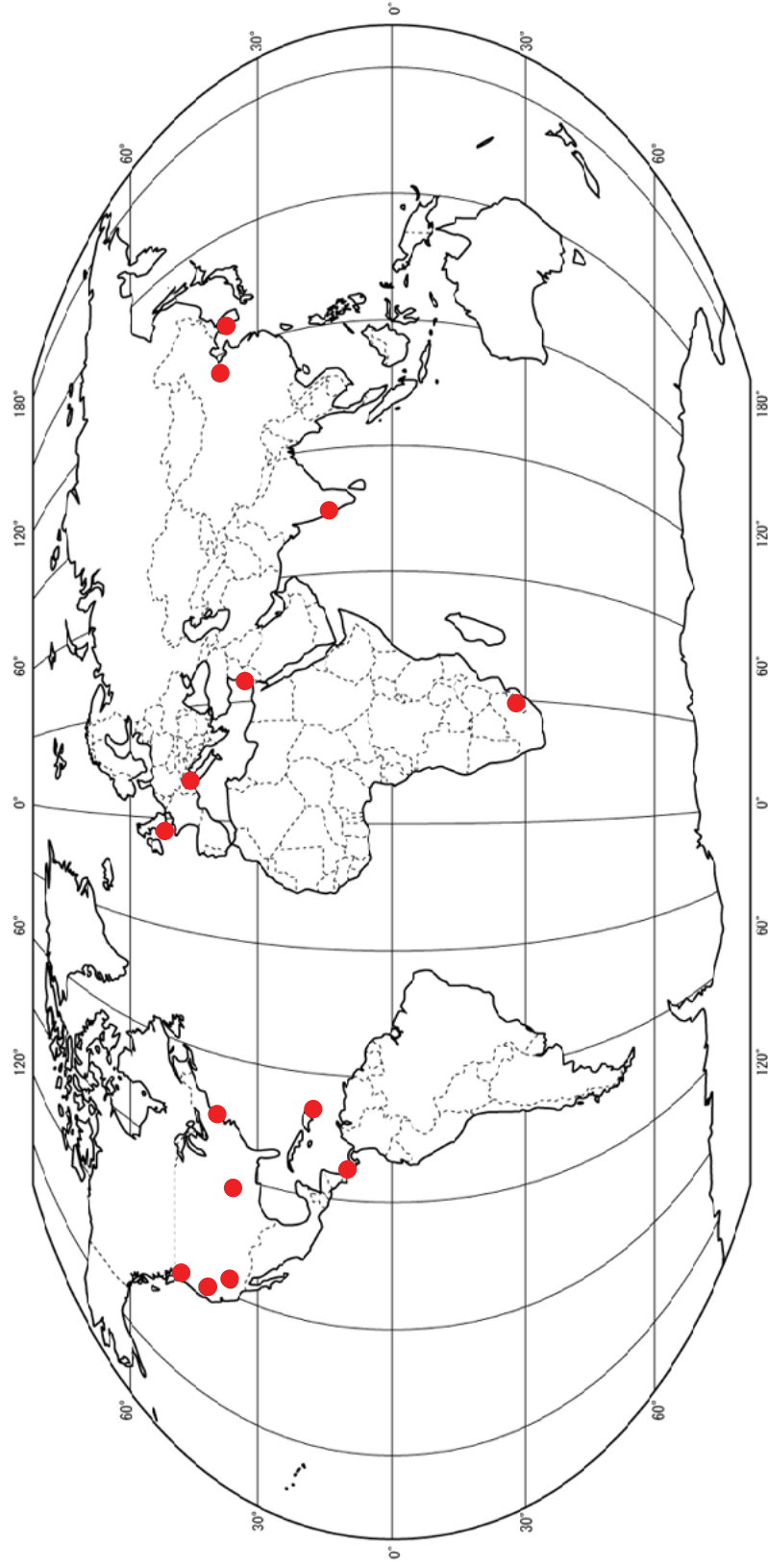
Draw a line from the name of the place to where it is located around the globe below.

### Places in The United States:

1. Pennsylvania
2. Washington
3. California
4. Arkansas
5. Nevada

### Places Around The World:

6. China
7. India
8. South Korea
9. South Africa
10. Italy
11. England
12. St. Lucia
13. Israel
14. Nicaragua



Name \_\_\_\_\_ Date \_\_\_\_\_

## Tour the World with the Fourth Grade Project

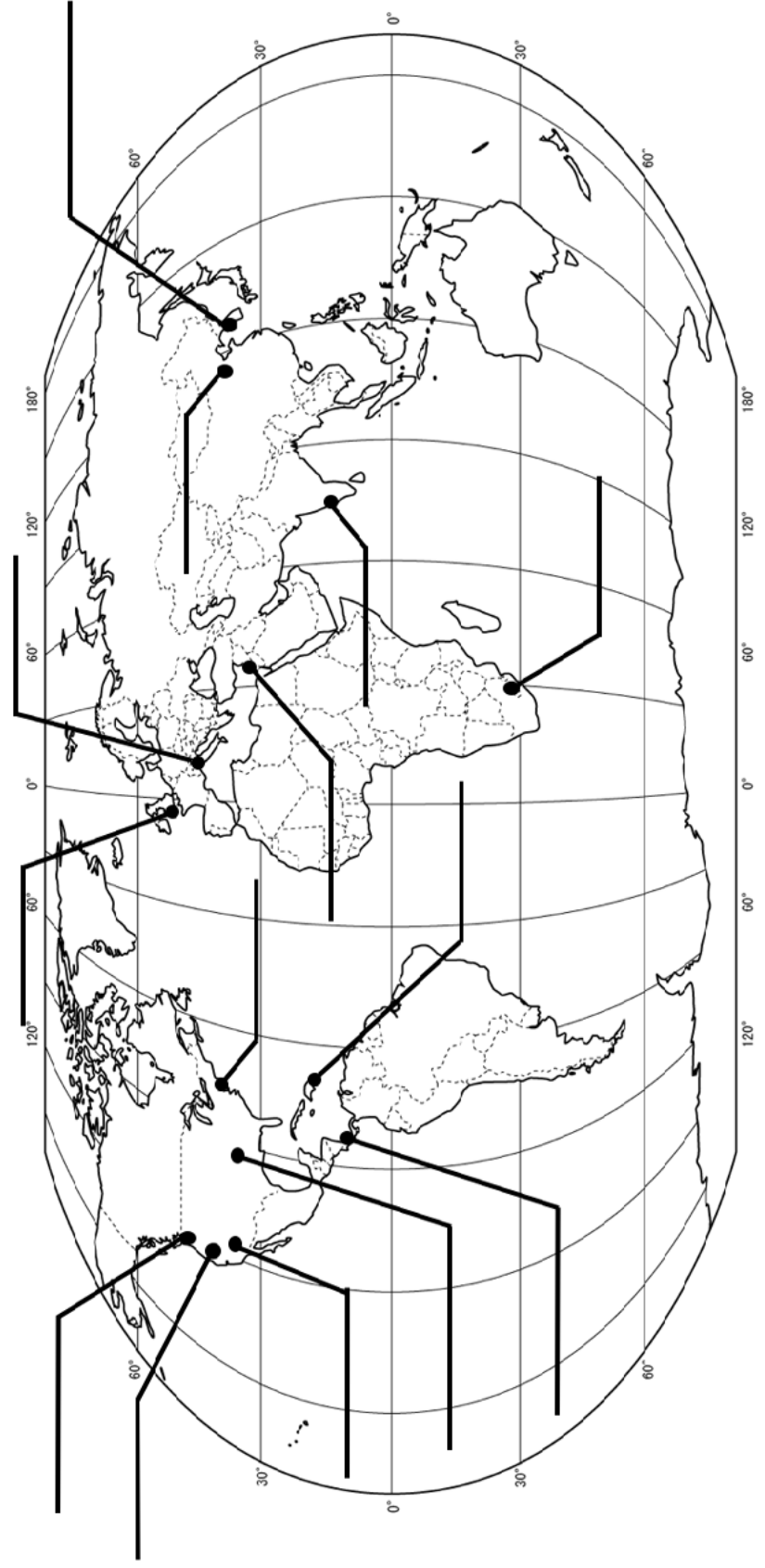
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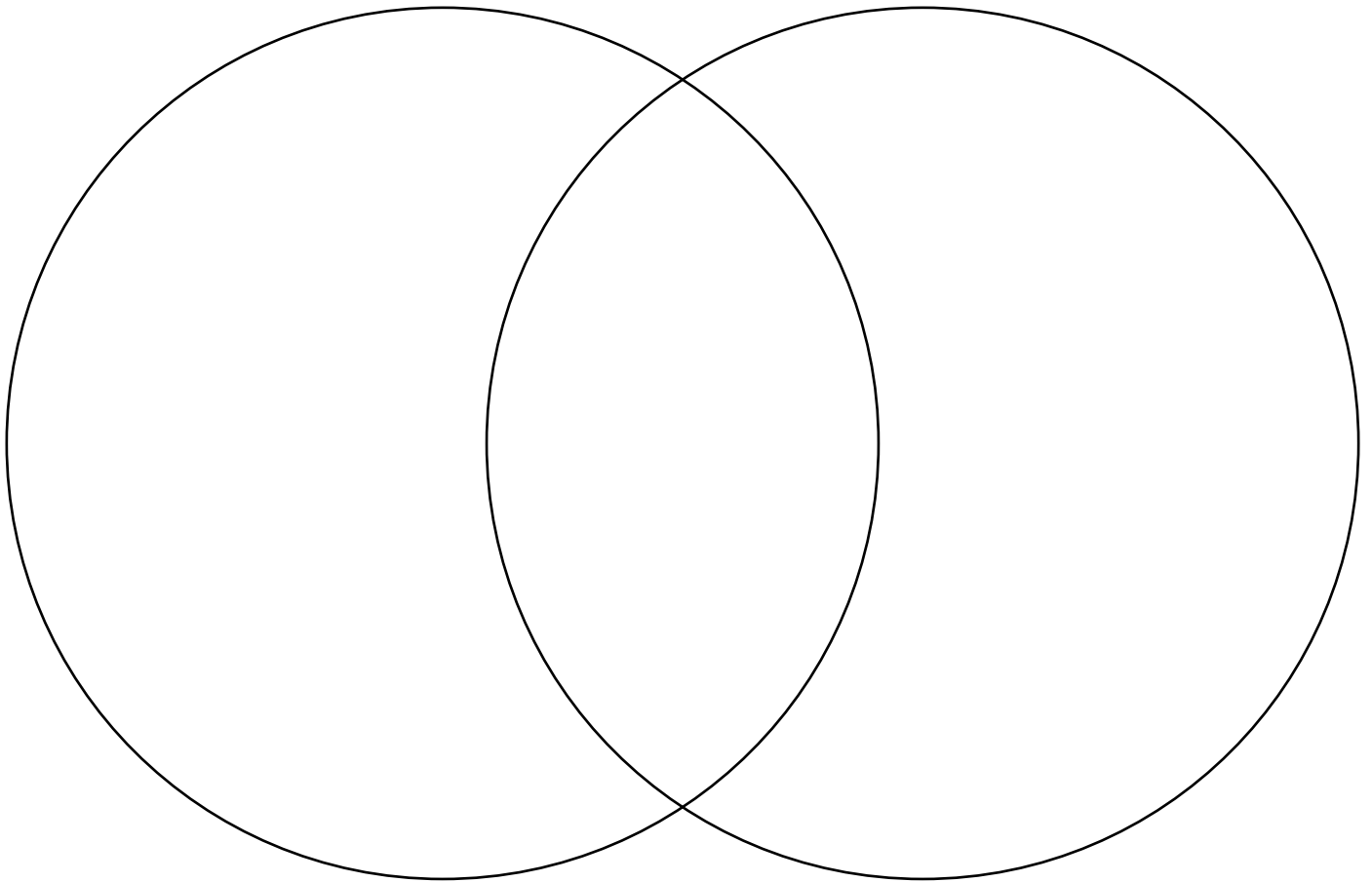


Name \_\_\_\_\_

Date \_\_\_\_\_

## Compare and Contrast

Compare your families, wishes, and fears to the child in the photograph.



Fourth Grader From: \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Instructions to use Google Maps

- Open an internet browser
- Type www.google.com into the web address spot
- Type Google Maps into the search spot
- Click on the first term that comes up
- Type the place of where you are going in the upper left hand corner
- Click on the directions blue arrow
- Choose from “your location” in the white section
- Hit the airplane icon to see how long it would take you to fly there

1. Where do you live?

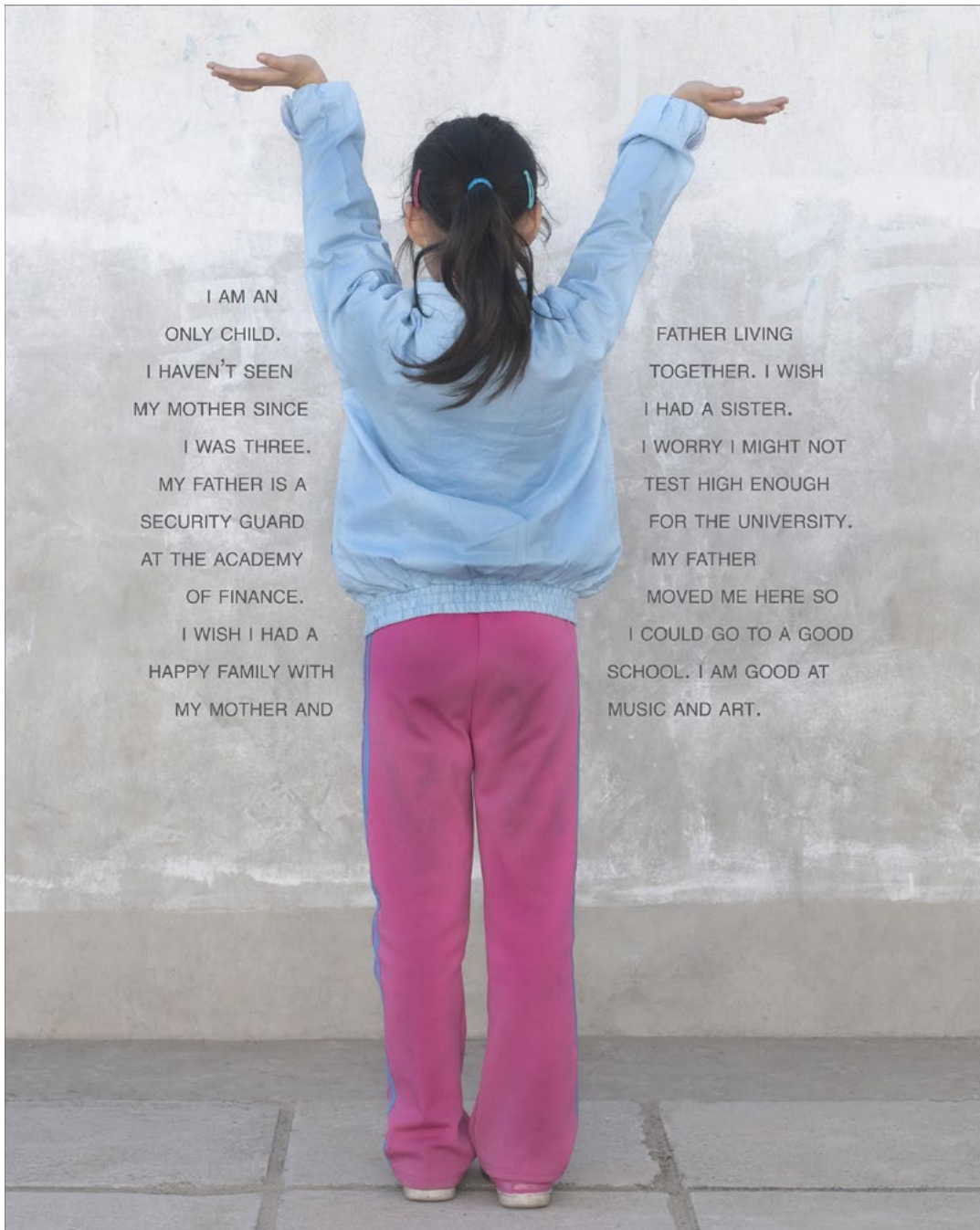
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2. Where is your Fourth Grader From?

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3. How far away does this boy or girl live from you?

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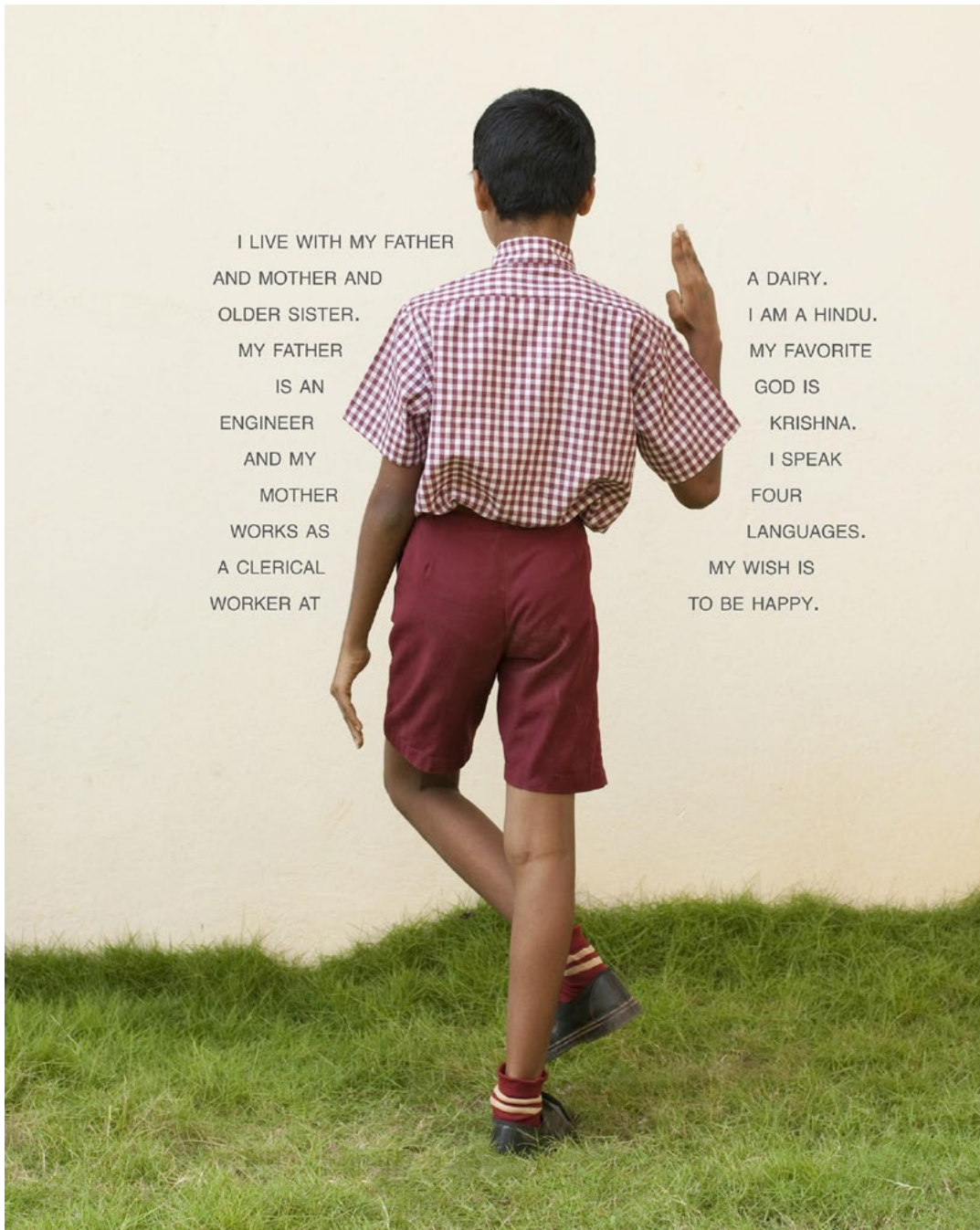


I AM AN  
ONLY CHILD.  
I HAVEN'T SEEN  
MY MOTHER SINCE  
I WAS THREE.  
MY FATHER IS A  
SECURITY GUARD  
AT THE ACADEMY  
OF FINANCE.  
I WISH I HAD A  
HAPPY FAMILY WITH  
MY MOTHER AND

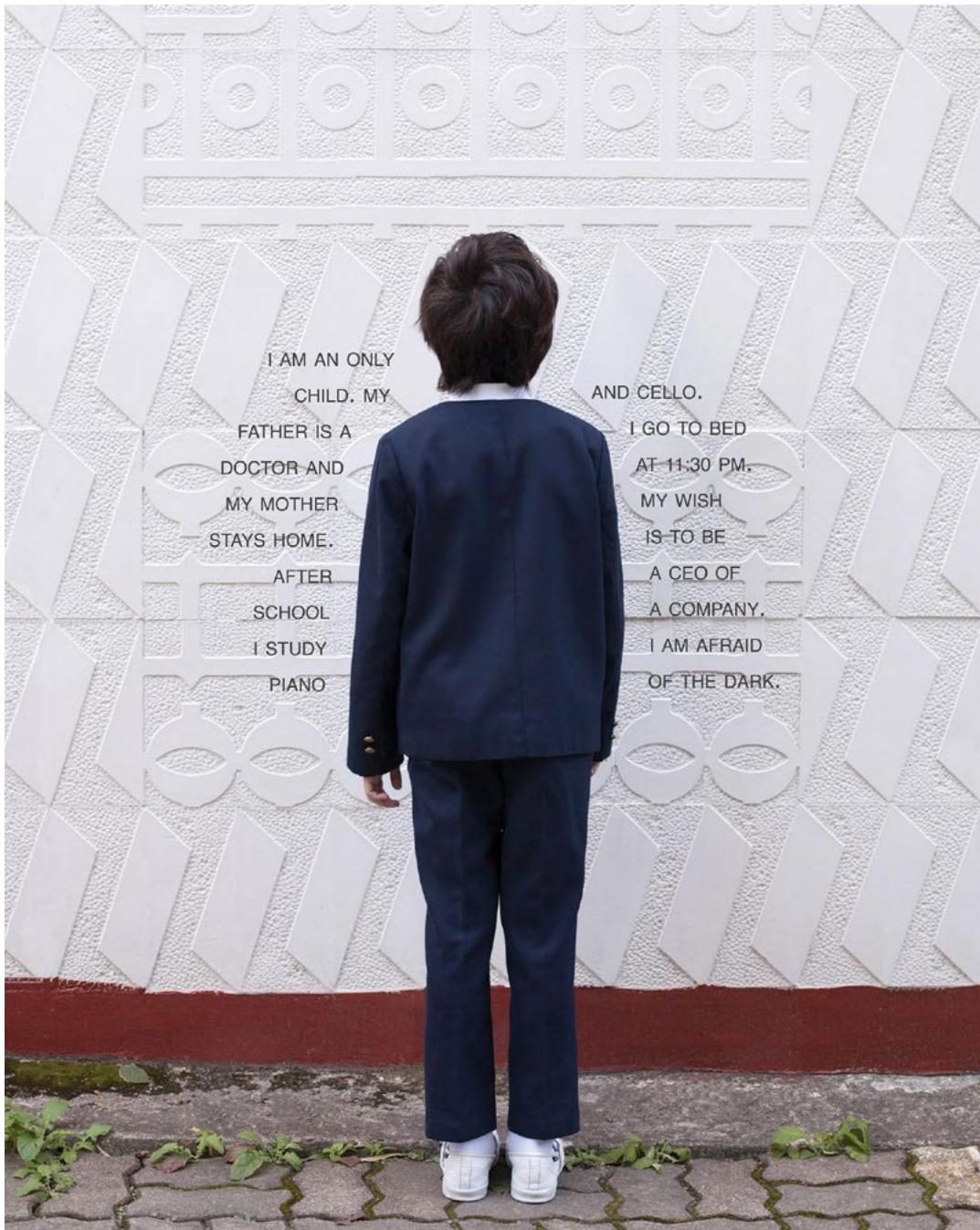
FATHER LIVING  
TOGETHER. I WISH  
I HAD A SISTER.  
I WORRY I MIGHT NOT  
TEST HIGH ENOUGH  
FOR THE UNIVERSITY.  
MY FATHER  
MOVED ME HERE SO  
I COULD GO TO A GOOD  
SCHOOL. I AM GOOD AT  
MUSIC AND ART.

China: "Music and Art"

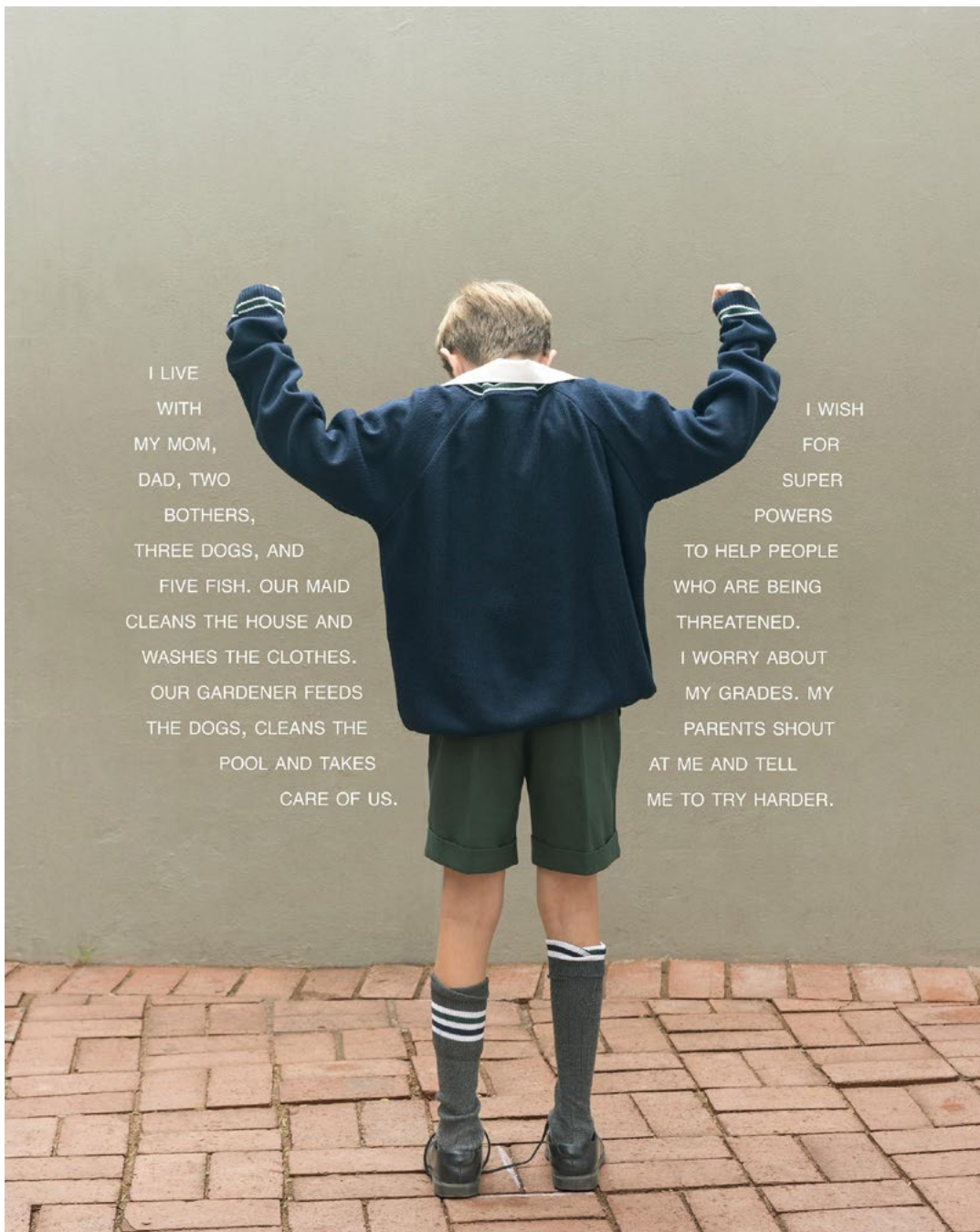




India "Be Happy"



South Korea: "The Dark"



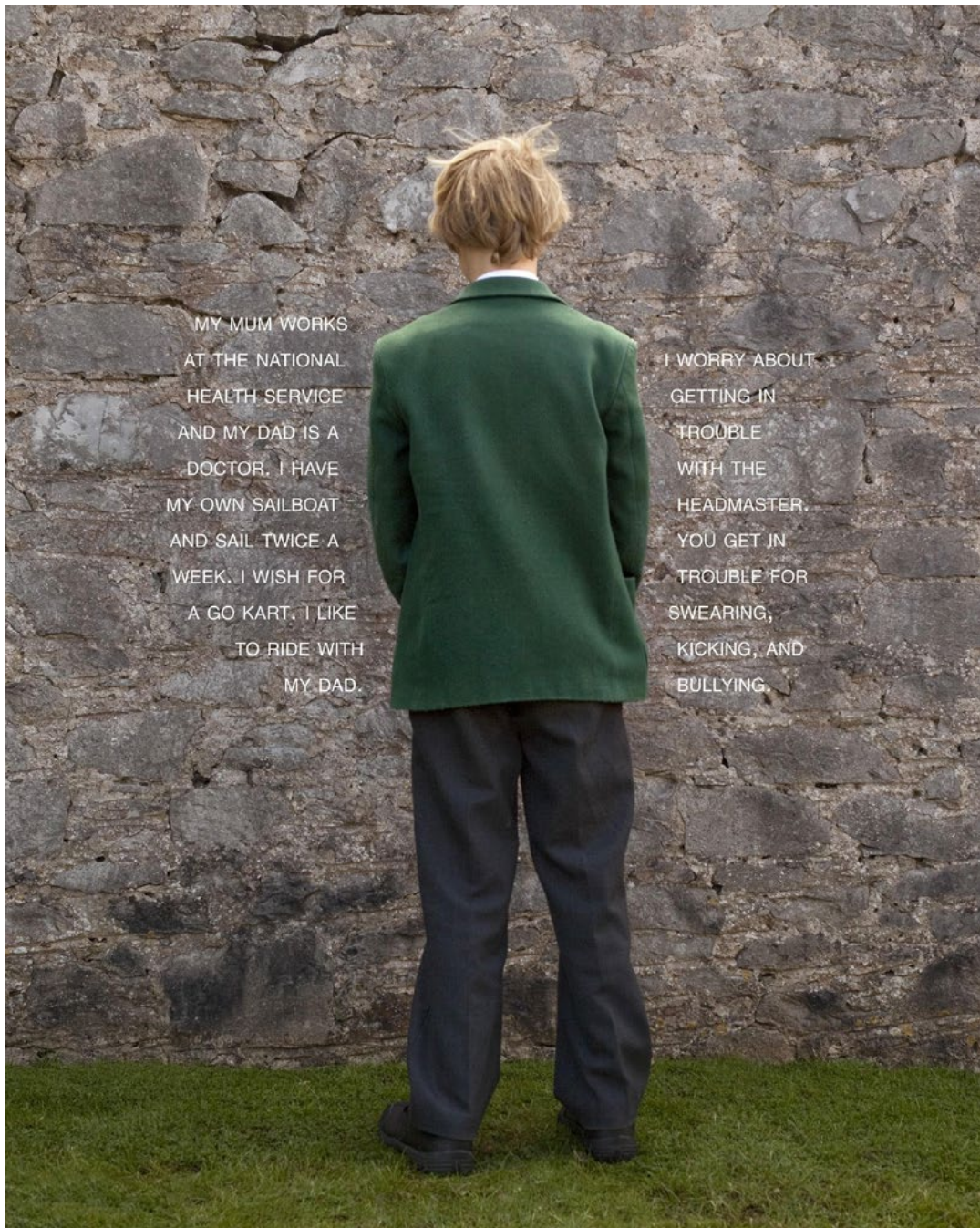
I LIVE  
WITH  
MY MOM,  
DAD, TWO  
BOTHERS,  
THREE DOGS, AND  
FIVE FISH. OUR MAID  
CLEANS THE HOUSE AND  
WASHES THE CLOTHES.  
OUR GARDENER FEEDS  
THE DOGS, CLEANS THE  
POOL AND TAKES  
CARE OF US.

I WISH  
FOR  
SUPER  
POWERS  
TO HELP PEOPLE  
WHO ARE BEING  
THREATENED.  
I WORRY ABOUT  
MY GRADES. MY  
PARENTS SHOUT  
AT ME AND TELL  
ME TO TRY HARDER.

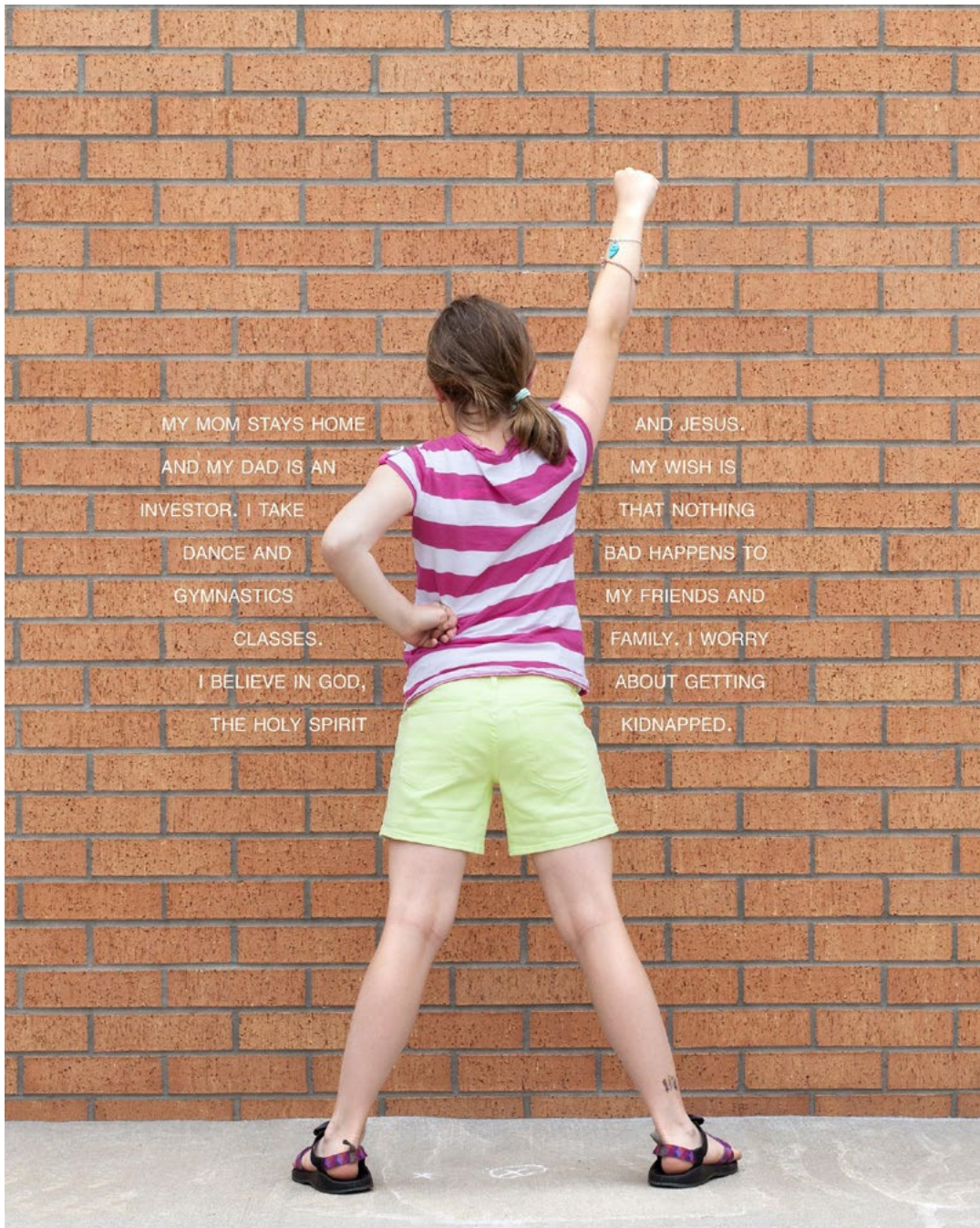
South Africa: "Try Harder"



Italy "With Her"



England: "And Bullying"



USA, Arkansas: "Getting Kidnapped"



I LIVE WITH MY  
GRANDPARENTS  
AND COUSIN.  
MY UNCLE  
TAUGHT ME  
HOW TO FISH,  
AND HUNT  
WITH A RIFLE.  
I CAUGHT MY  
FIRST FISH AT  
AGE FOUR.

MY MOM HAS  
A NEW BABY.  
I SEE HER ON  
THE WEEKEND.  
I SEE MY DAD IN  
THE SUMMER.  
MY WISH IS  
FOR A BIGGER  
HOUSE. WE  
HAVE TINY  
ROOMS.

USA, Washington: "Tiny Rooms"



USA, Pennsylvania: "Likes Him"





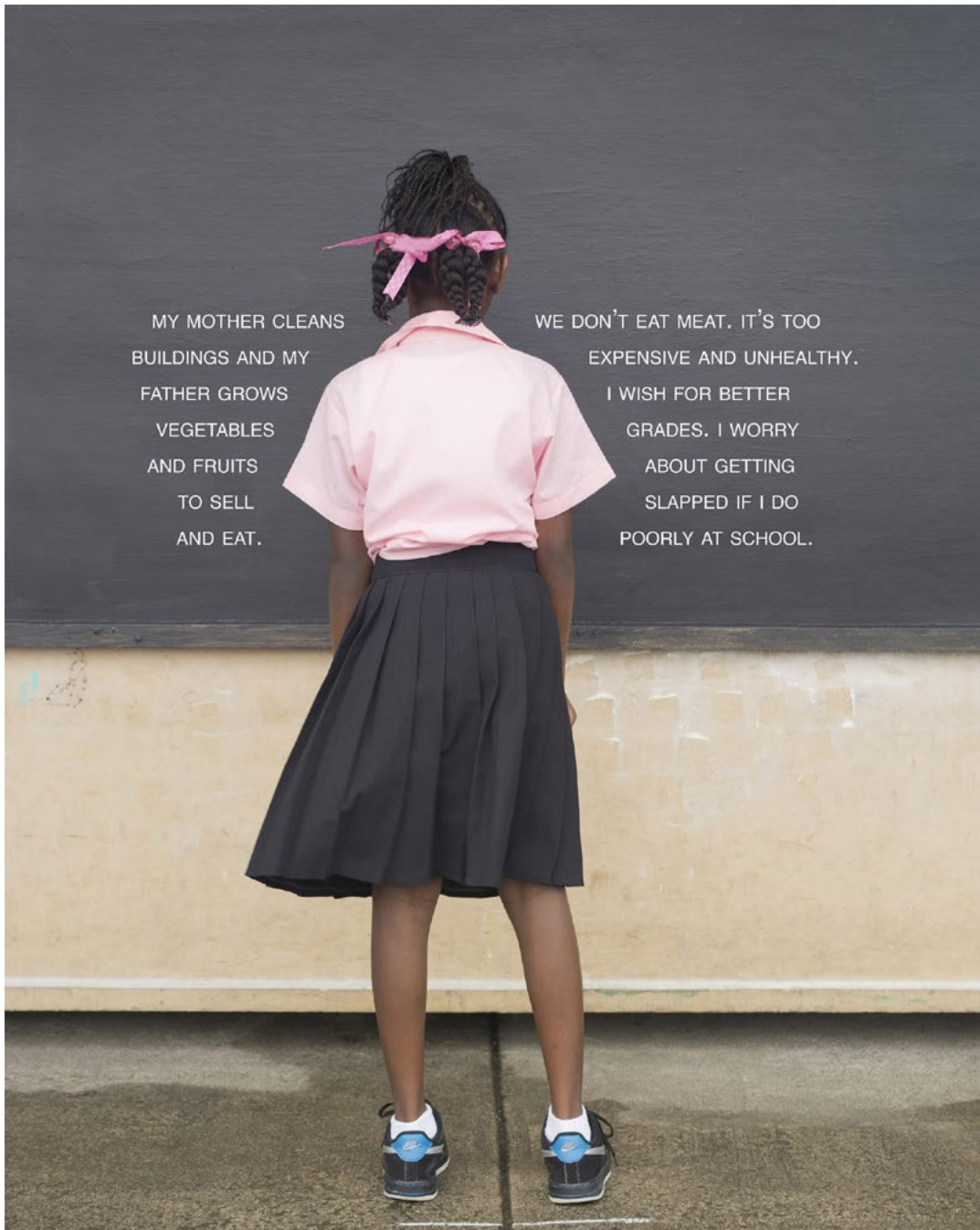
USA, Nevada: "To Smoke"



USA, California: "Have It"



Israel: "My Grandfather"



MY MOTHER CLEANS  
BUILDINGS AND MY  
FATHER GROWS  
VEGETABLES  
AND FRUITS  
TO SELL  
AND EAT.

WE DON'T EAT MEAT. IT'S TOO  
EXPENSIVE AND UNHEALTHY.  
I WISH FOR BETTER  
GRADES. I WORRY  
ABOUT GETTING  
SLAPPED IF I DO  
POORLY AT SCHOOL.

St Lucia: "At School"



I LIVE WITH MY MOTHER  
AND TWO BROTHERS.

MY DAD LEFT  
TWO YEARS AGO.

MY BROTHER  
WORKS ON THE  
COFFEE FARM.

MY MOTHER  
SELLS CLOTHES.

MY WISH IS TO  
BE A TEACHER.

I WORRY  
ABOUT MAKING  
A MISTAKE  
IN SCHOOL.

I WANT TO  
BE THE BEST  
IN THE CLASS.

Nicaragua: "The Class"

