Introduction
Kites are made and flown all over the world. After researching how kites are used in another country, students present their findings to the class. Students also make a kite and decorate it in the style of the country researched.

Student Outcomes
- Students will be able to locate a particular country on a world map.
- Students will describe differences and similarities between two cultures.
- Students will develop oral language skills.
- Students will use writing skills to develop an original story.

Content Standards and Benchmarks
Language Arts
1) Students will apply strategies and skills to comprehend information that is read, heard, and viewed. Benchmark: K-4.
2) Students will communicate effectively through speaking and writing. Benchmarks K-4

Social Studies
1) Students will use knowledge and cultural understanding to explain how the world’s people cope with ever-changing conditions, examine issues from multiple perspectives, and respond to individual and cultural diversity. Benchmark K-4.
3) Students will know, understand and apply the language, tools, and skills of social studies. Benchmark K-4.
11) Students will know and understand the diverse, dynamic, and ever changing nature of culture. Benchmark K-4.

Math 5) Students will understand and use numbers and number relationships. Benchmark K-4.

Technology Usage
- Internet access
- Software:
  - Storybook Weaver™
  - KidPix™
• MS Word™ or similar word processing program
• Inspiration™- Teacher can use this program to show students possible uses for kites.
• One diskette
• Printer

Resources

Online
Japanese research
China research
China Japan research
Research various countries
http://www.geocities.com/Colosseum/4569/history.htm
Japanese research
http://www.art.unt.edu/ntieva/artcurr/japan/kites.htm
Indonesia research
http://www.nomad-travels.com/desert.htm
United Kingdom research
http://www.aeolian.co.uk/kites/kites00/bristol1.html
India research
Go to Australia and find an animal that glides
Plans to make a kite http://www.clem.freeserve.co.uk/
Other kite making sites:
http://www.jims-place.org.uk/The%20Sled.htm
http://www.kites.org/kuba/sled.html
http://www.xs4all.nl/~pdj/birdkite.htm
http://members.aol.com/GEgvall/k_sled.html
http://www.xs4all.nl/~pdj/birdkite.htm
http://members.aol.com/GEgvall/k_sled.html
http://www.xs4all.nl/~pdj/birdkite.htm

Off line
Process

Materials:
• Computer with Internet access
• Printer
For making a kite,
• Dowels
• Butcher paper
• Glue

Preparation
1. Bookmark links on each computer.
2. Familiarize yourself with the process of making a kite by visiting the kite making links in the Resources section.

Tasks: (actions)
1. Ask class to brainstorm with a partner for possible uses for kites throughout the world. (Examples are for pleasure, competition, festivals, etc.). Create a concept map and record answers.
2. Students, working with a partner, choose a country to research.
3. Hand out wksht.doc and tchart.doc.
4. Instruct students to research the kite festivals or purposes of kite making in a chosen country using the worksheet and T-CHART to record information.
5. Instruct students to plan a presentation based on their research.
6. Students are to write a story about kites and the country researched using factual information from their research.
7. Using KidPix™ or similar drawing program, students draw a kite representative of the country researched.
8. The students will present some information on how the country they have selected is similar or different from their own. The students will give at least 4 examples. They will also state how the kites are used in their country. The students will use MS Word to type their information.

Presentation
The students will present their information to the class. The students will also present their information to other classes. Their stories will be displayed outside of the classroom. The children can have a field day where they fly their kites.

Assessment
See rubric in student lesson plan.
# Rubric

<table>
<thead>
<tr>
<th>Presentation on how your country uses kites</th>
<th>Did you tell what country you chose and how they use kites?</th>
<th>Did you draw your kite on KidPix™ or in some other way?</th>
<th>Did you tell what things are the same and what things are different about your country?</th>
<th>Did you speak clearly? Did every one in the group speak?</th>
<th>Resources I Used</th>
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<tbody>
<tr>
<td>Story about your country.</td>
<td>Did your story have a beginning, middle, and an end?</td>
<td>Do your characters look, sound, and dress like people from your chosen country?</td>
<td>Does the setting look like your country?</td>
<td>Did you use capitals and punctuation marks?</td>
<td>Do your sentences make sense?</td>
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<td>Do you have all of your materials?</td>
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A Lesson for 2nd – 4th Grades (Social Studies)
Designed by Marietta Hoodless

The Mission
Welcome Ambassador! Are you ready for your mission? The president (your teacher) has asked for your assistance in gathering information on how kites are used in different countries. Once you have gathered your information, he/she would like a report turned in. In the report you must include

- A story about the country you visited.
- How kites are used there.
- A picture of the kite you discovered.

The president would also like you to present your findings to the committee (your classmates) which include:

- An oral/digital presentation on how the kite could be made.

Getting Ready
Here is what you will need for your mission:

1. You may choose a partner for this assignment.
2. You will need a notebook and pencil to take down information.
3. Ask the president for a copy of the Record Sheet and the T-chart.
4. You may use the programs called Storybook Weaver™ and KidPix™.

Supplies

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials for making your kite. (Dowels, paper, sewing hoops, glue, etc.)</td>
<td>This will depend upon what kind of kite you are making.</td>
</tr>
<tr>
<td>Formatted diskette</td>
<td>Use to save files on</td>
</tr>
<tr>
<td>Worksheet</td>
<td>Record special information</td>
</tr>
<tr>
<td>Storybook Weaver™ or other word processing program</td>
<td>Use for writing your report</td>
</tr>
<tr>
<td>KidPix™ or a draw program</td>
<td>Draw your kite</td>
</tr>
<tr>
<td>T-CHART</td>
<td>Record information</td>
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</table>
Your Adventure

1. Choose a country from those on the screen. Click on that country.

2. Read the web site and find information about the country and how kites are used there.
3. Draw the kite you like best using KidPix™ or other drawing software.
4. Answer the worksheet and T-CHART with what you have learned from the web sites.
5. Tell a true story about the country you visited. Your story needs to have a person in it.
   Use describing words and action words to make your story interesting. Remember that a story has a beginning, middle, and end.
6. Find instructions on how to make a kite from MAKING KITES in the Resources section.
7. Make your kite.
8. Present to the class what you learned about your country and how you made your kite.
9. Teach our class how to make a kite from the country of your choosing.

Resources

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Indonesia research
   http://www.nomad-travels.com/desert.htm
United Kingdom research
   http://www.aeolian.co.uk/kites/kites00/bristol1.html
India research
Go to Australia and find an animal that glides
Plans to make a kite http://www.clem.freeserve.co.uk/
Use the following links or books to lead the class in making a kite from your chosen country.

- Remember to speak clearly.
- You may use diagrams.
- Kite making
  - [http://www.jims-place.org.uk/The%20Sled.htm](http://www.jims-place.org.uk/The%20Sled.htm)
  - [http://www.kites.org/kuba/sled.html](http://www.kites.org/kuba/sled.html)
  - [http://www.xs4all.nl/~pdj/birdkite.htm](http://www.xs4all.nl/~pdj/birdkite.htm)
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**Dig Deeper!**

You may want to dig a little deeper into what you have discovered.

- What else would you like to know about your country?
- What kinds of letters are in their alphabet? Can you write your name using their alphabet?
- Find out what clothes the kids in your country wear.
- Find a book about a child from your country and share it with the class.
- Find some interesting customs from your country and present it to the class.

**Vocabulary**

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<tr>
<th>China</th>
<th>country</th>
<th>culture</th>
<th>different</th>
<th>festival</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td>island</td>
<td>Japan</td>
<td>kite</td>
<td>language</td>
<td>similar</td>
<td>United Kingdom</td>
</tr>
</tbody>
</table>

China -/noun/
1: a country in East Asia; a republic, capital Beijing; area 3,691,502 square miles (9,597,905 square kilometers); population 1,179,467,000

country -/noun/
1: an indefinite usually extended expanse of land: region
2 a: the land of a person's birth, residence, or citizenship b: a political state or nation or its territory

culture -/noun/
5 a: the integrated pattern of human knowledge, belief, and behavior that depends upon man's capacity for learning and transmitting knowledge to succeeding generations b: the customary beliefs, social forms, and material traits of a racial, religious, or social group c: the set of shared attitudes, values, goals, and practices that characterizes a company or corporation

different -/adjective/
1: partly or totally unlike in nature, form, or quality: DISSIMILAR
2: not the same as

festival -/noun/
1 a: a time of celebration marked by special observances b: FEAST
2: a periodic season or program of cultural events or entertainment

India -/noun/
1 peninsula region (often called a subcontinent) S Asia S of the Himalayas between Bay of Bengal & Arabian Sea occupied by India, Pakistan, & Bangladesh

island -/noun/
1: a tract of land surrounded by water and smaller than a continent

Japan -/noun/
1: a country in East Asia comprising Honshu, Hokkaido, Kyushu, Shikoku, & other islands in the W Pacific; a constitutional monarchy; capital Tokyo; area 143,619 square miles (371,973 square kilometers); population 123,611,541
kite  -/noun/
  3 : a light frame covered usually with paper or cloth, often provided with a stabilizing tail, and
designed to be flown in the air at the end of a long string

language  -/noun/
  1 a : the words, their pronunciation, and the methods of combining them used and understood
  by a community

similar -/adjective/
  1 : having characteristics in common
  2 : alike in substance or essentials

United Kingdom  -/noun/
  1: a country in Western Europe in British Isles comprising Great Britain & Northern Ireland,
capital London; area 94,251 square miles (244,110 square kilometers); population 58,421,700
Compare and Contrast T-CHART

List the things that are similar or the same on one side of the T-Chart and things that are different on the other side.

You can choose to compare clothing, kites, language or weather between the country you went to and the USA.

<table>
<thead>
<tr>
<th>SAME</th>
<th>DIFFERENT</th>
</tr>
</thead>
</table>
Name of country

What are the dates of the festival(s)?

Why do they have this/these festivals?

Describe the clothing the people are wearing?

Draw a kind of kite they have ...