LESSON PLAN:
READING INTERNATIONAL BLOGS:
AMERICANS LIVING IN A FOREIGN COUNTRY (CHINA)

Cynthia Rhodes
High School Gifted Seminar (9-12)

GOALS AND OBJECTIVES
The student will be able to:
1) Report similarities between the lives of Americans newly arrived in a foreign country (China) and the student’s own daily life.
2) Evaluate differences between the lives of Americans newly arrived in a foreign country (China) and the student’s own daily life.
3) Determine a process of acculturation and adjustment for Americans into a foreign country (China).

CURRICULUM STANDARDS ADDRESSED
Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world. Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.
2. ▲(A) compares characteristics of traditional command, market, and mixed economies on the basis of property rights, factors of production and locus of economic decision making (e.g., what, how, for whom).

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy. Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.
2. (K) discusses the structure of international relations both regional and world-wide (e.g., trade, economic and defense alliances, regional security).

Geography Standard: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.
Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about
1. ▲(K) locates major political and physical features of Earth from memory and compares the relative locations of those features. Locations will be included in indicator at each grade level (e.g., ▲Beijing, people, places, and environments).

TIME REQUIRED/CLASS PERIODS NEEDED: 3 class periods

PRIMARY SOURCE BIBLIOGRAPHY
http://newcountryforoldben.blogspot.com/ Ben Cartwright’s China blog
http://anotheruncarvedblog.blogspot.com/ Erin Billing’s China blog

OTHER RESOURCES USED
Handout—Americans Living in Foreign Countries—Similarities (Ben & Erin)
Americans Living in Foreign Countries sim.docx

Handout—Americans Living in Foreign Countries—Differences (Ben & Erin)
Americans Living in Foreign Countries dif.docx

www.expatexchange.com
www.transitionsabroad.com

REQUIRED MATERIALS/SUPPLIES
Computer/laptop with Internet capabilities
Globe showing country boundaries
Map of China

VOCABULARY
Blog
Property rights
Factors of production
Locus of economic decision making
Rule of law

PROCEDURE
Day 1
1) Separate students into four groups (preferably by numbering off or by teacher determination) to assure mixed groups.
2) Pass out the similarities handout to two groups (Ben/Erin Similarities) and the differences handout to two groups (Ben/Erin Differences).
3) Students will locate China on a globe. Students will locate Beijing and other Chinese cities on a map of China.
4) Students are to read the assigned blogs and note in writing on the handouts either the similarities or differences.

Day 2
1) When students arrive to class, students arrange themselves into previously assigned groups and orally report to the whole group, found similarities/differences will be noted.
2) After all have reported, students, within groups, discuss recommendations for adjustments for Ben/Erin.

Day 3
1) Individually, students write recommendations for adjustment for Ben and Erin on Adjustment handout.

ASSESSMENT/EVALUATION
Each student will complete a written recommendation for adjustment for Ben/Erin and turn in to instructor. Extra credit points will be given for including a title, an introduction, and a conclusion in the recommendation.

Recommendation for Adjustment.docx
AMERICANS LIVING IN FOREIGN COUNTRIES
DIFFERENCES BETWEEN AMERICAN CULTURE

Who is your American?

Where is your American living?

Using complete sentences, describe at least one difference with American culture and living in a foreign culture in the following categories.

House/apartment

City/rural

Job/Work

Daily living/routine

Family/friends

Eating out
Shopping

Communication/phones/computer

Transportation

Banking/money

Laws/police

Schooling

Miscellaneous
RECOMMENDATION FOR ADJUSTMENT
OF AMERICANS INTO A FOREIGN CULTURE

Who is your American? __________________________________________________________

Where is your American living? ________________________________________________

Give at least three recommendations for your American to adjust to his/her new life in their chosen foreign culture. Use complete sentences and at least three paragraphs of three sentences each. Including an introductory paragraph, conclusion paragraph, and a title will garner extra credit points.