Thematic Teaching in the Elementary Classroom
Including a The Sound of Music Theme
Intermediate Grades

An Honors Thesis (HONRS 499)
by
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Purpose of Thesis

As a Junior I took part in the EDEL - Overseas study abroad program. It was during that eleven week teaching and traveling experience that I was first introduced to thematic teaching. I participated at St. Michaels of Enfield Primary and Intermediate School in London, England. St. Michaels was using Goldilocks and The Three Bears as a school wide theme for that semester. I was fascinated by the many different lesson plans and activities that had emerged from a single children’s story.

Back in the states, several months later, I began searching for a thesis topic. While searching for a topic I reflected back on the previous three years and remembered how interesting I had found thematic teaching to be. I began researching the topic only to learn that thematic teaching was not a new concept, but an old idea that was beginning to be popular in the United States again.

During this project I researched thematic teaching and created a theme based on the movie musical The Sound of Music. Over the past eight months this project snowballed. There are numerous other lessons that could have been included in this theme but I reached a point where it was necessary to stop. I have included thematic teaching research, lesson plans in all curricular areas, and teacher resource lists. This theme has been designed to be used by teachers in an intermediate classroom.
**Table of Contents**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thematic Teaching Research</td>
<td>4</td>
</tr>
<tr>
<td>Objectives</td>
<td>10</td>
</tr>
<tr>
<td>Concept Map</td>
<td>11</td>
</tr>
<tr>
<td>Lesson Topics</td>
<td>12</td>
</tr>
<tr>
<td>Beginning The Unit</td>
<td>14</td>
</tr>
<tr>
<td>Spelling</td>
<td>15</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>Language Arts - Journal Writing</td>
<td>16</td>
</tr>
<tr>
<td>Language Arts - Letter Writing</td>
<td>17</td>
</tr>
<tr>
<td>Language Arts - Reader's Theater</td>
<td>19</td>
</tr>
<tr>
<td>Language Arts, Music, and Art - Poetry</td>
<td>20</td>
</tr>
<tr>
<td>Art and Music - Marionette Puppets</td>
<td>22</td>
</tr>
<tr>
<td>Social Studies and Music - Book Making</td>
<td>23</td>
</tr>
<tr>
<td>Social Studies - World War II</td>
<td>25</td>
</tr>
<tr>
<td>Social Studies and Math - Map Reading</td>
<td>26</td>
</tr>
<tr>
<td>Social Studies - German Vocabulary</td>
<td>27</td>
</tr>
<tr>
<td>Social Studies - Walnut Studel</td>
<td>29</td>
</tr>
<tr>
<td>Science - Salt</td>
<td>31</td>
</tr>
<tr>
<td>Physical Education - Austrian Waltz</td>
<td>34</td>
</tr>
<tr>
<td>Math - Exchange Rates</td>
<td>37</td>
</tr>
<tr>
<td>Teacher Resources</td>
<td></td>
</tr>
<tr>
<td>Trade Books</td>
<td>42</td>
</tr>
<tr>
<td>Film Strips</td>
<td>43</td>
</tr>
<tr>
<td>Music</td>
<td>43</td>
</tr>
<tr>
<td>Works Cited</td>
<td>44</td>
</tr>
</tbody>
</table>
Thematic Teaching Research

Because themes build curiosity, interest, and enthusiasm about a topic, many elementary classroom teachers are choosing to use "thematic units" as the foundation of instruction instead of the traditional collection of text and workbooks. When using a thematic unit all areas of a curriculum relate to the unit topic, helping students explore the relationships between subject areas (Wendt 179). As Blair, Heilman, and Rupley point out in their text Principles and Practices of Teaching Reading, themes provide teachers with ways of coping with student differences by easily allowing for individual instruction and group work (478). Using a theme for an extended period of time helps a child develop a large knowledge base and a lasting interest in the topic.

Several instructional methods are usable when teaching with themes. Doreen Janzen, a teacher at the Oppenheimer School in Vancouver, British Columbia, organizes her classroom using both whole group instruction and thematically related learning centers. Claire Staab, an associate professor of Language Education at the University of British Columbia, studied Ms. Janzen's use of thematic centers in an ungraded primary school and noted several characteristics of Ms. Janzen's themes. Ms. Janzen chooses theme topics in which she observes her students showing
an interest during class discussion or independent study periods. Ms. Janzen introduces her thematic units and individual lessons with whole group instruction. Then she follows up with individual and small group work about the topic, addressing the specific needs of her students. Most individual work takes place at the seven learning centers located throughout the classroom. These centers integrate the various curricular subjects into the theme topic, describe activities for the students to complete, and provide materials for assessing and evaluating the students' progress. Along with instructional materials, all centers contain interesting enrichment activities. The students choose the center at which they want to work each day, but they are accountable for completing all of the centers within the duration of the unit. The centers provide students with some independence by allowing them to choose which activities to do and when to do them as long as they complete all of the predetermined requirements. The centers provide opportunities for all students to work independently, make decisions about their learning, and socialize with their peers. Using the centers affords Ms. Janzen the time to observe her class at work and to interact individually with those students who need one on one assistance (Staab 108-113). Ideally themes incorporate both direct and indirect instructional activities, at the same time providing meaningful learning experiences in which all students succeed.
Educators can purchase commercially produced thematic units or
develop their own. Often teachers collaborate and design themes to share
among a grade, building, or school district. Hoskissons and Tompkins, in
their book, *Language Arts: Content and Teaching Strategies*, identify five
steps to complete when designing a thematic unit. First a topic must be
decided upon; a topic can evolve from a literary source, students’
interests, or the creator’s imagination. Almost any topic, title, or
concept can be a theme topic if someone is willing to take the time to
research and prepare the unit. Second, after establishing a topic the
construction of general goals and specific objectives for the unit takes
place. Third, with these goals in mind the designer develops a concept
map encompassing all curricular subjects. From this map specific lesson
plans develop.

<table>
<thead>
<tr>
<th>Art</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>TOPIC</td>
</tr>
<tr>
<td>Math</td>
<td>Science</td>
</tr>
<tr>
<td>Language Arts</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

Finally, before implementing the theme, the developer decides on a
form of evaluating the students. Often teachers use checklists to monitor
and assess student progress. Giving a student a list of criteria which
he/she must complete, makes the student responsible for overseeing his/her progress. At the completion of the unit the student turns in his/her checklist along with his/her finished work for teacher evaluation (Tompkins 55). Though designing and planning a theme takes a large amount of time and effort, it is an effective method of facilitating learning in the elementary classroom.

The duration a theme varies. Some themes last only a day or a week, whereas an elaborate theme may guide instruction for an entire semester. In St. Michael's of Enfield Primary School in London, England, all teachers at all grade levels use the same theme for an entire semester. A theme should be long enough that it provides the students ample time to develop an interest in the topic and internalize knowledge about the topic, but a theme should not continue so long that it bores the teacher or the students. Depending on the topic and the nature of the class the teacher decides on the duration of the theme; as the theme advances a teacher will realize if the allotted time for the theme needs to be adjusted.

A supplementary reading list should accompany each thematic unit. The list includes both teacher references and student reading material, all of which relate to the topic. The list should include "read-alouds," books that the teacher reads to the students, directed reading materials to use in whole class or group directed reading lessons, and independent reading materials (Mason 408). Because of varying reading levels of students
within an elementary class the books should embody a wide range of readability levels. Periodicals, trade books, reference books, and basal readers are all appropriate materials to place on the reading list.

Introducing the theme can be the most important aspect of a unit. The purpose of the introduction is to grab the attention of the students and to entice their curiosity. There are numerous methods of introducing a new theme to a classroom. Some teachers begin by reading a book or showing a movie to the class. The teacher then elicits discussion where questions develop that the theme then sets out to answer (Wendt 182). Discussing a photograph, a picture, a piece of music, or a new bulletin board are all possible methods of introducing a new theme. Some teachers begin a new theme by exposing their students to an unknown object. The teacher's imagination is the only thing that limits the manner in which a teacher acquaints his/her class to a new theme.

Teachers throughout the western hemisphere are developing excellent themes. Teachers should not file away these valuable instructional tools; they should share the themes among educators or save them to be used again and again with new students in following terms. As Thom Wendt points out, every class of students is different. Each time a teacher teaches a thematic unit it will be a unique experience (194).

Following is a theme for Universal Pictures' movie musical *The Sound of Music* which depicts the life of the Von Trapp family in Salzburg,
Austria, at the time of World War II. Lessons in all curricular subjects emerge from this topic. A teacher does not need to use all of the lesson ideas found in a theme unit, instead the teacher chooses the lessons that he/she feels would be the most beneficial to his/her unique class.
Objectives

Throughout the duration of this theme the students will:

1. Take part in writing activities
2. Take part in dramatic activities
3. Create a mural
4. Respond to music
5. Make marionette puppets
6. Contribute to a class book
7. Describe the life of Wolfgang Mozart
8. Explain Austria's position during World War II
9. Locate Austria, Salzburg, and the Alps on a world map
10. Retell the story of the Von Trapp family and their escape from Austria
11. Use several common German words
12. Cook a traditional Austrian dish
13. Conduct a salt experiment
14. Perform the Austrian Waltz
15. Convert American dollars to Austrian schillings and vice-versa.
16. Read trade books
Concept Map

Culture History Geography

Social Studies

Science Music

The Sound Math

Physical Education

Of Music

Language Arts Art

listening speaking reading writing
Lesson Topics

Language Arts

Listening
1. Soundtrack - *The Sound of Music*
2. Student readings

Speaking
1. Shared writing assignments
2. Role playing

Reading
1. Trade books
2. Reader's Theater
3. Trade books

Writing
1. Creative writing
2. Journal writing
3. Letter writing

Art
1. Make marionette puppets
2. Make a mural

Music
1. Learn and perform songs from the musical
2. Study the life and music of Mozart
Social Studies

History
1. World War II
2. The Von Trapp family

Geography
1. Alps
2. Salzburg, Austria
3. Map reading

Culture
1. German language
2. Walnut strudel

Science
Salt (salt mines of Salzburg)

Physical Education
Perform the Austrian Waltz

Math
1. Conversion of currencies
2. Mile calculation using maps
Beginning The Unit

Before beginning this theme a teacher should write or call the Austrian Information Service and ask for information concerning their country. Such services will send resource materials to teachers.

Austrian Information Service

31 East 69th Street
New York, New York 10021
Tel. (212) 288 - 1727

A. Preparing The Teacher

1. View and become familiar with the musical *The Sound of Music*.

2. Read and study background information
   a. The Von Trapp Family
   b. Austria
   c. World War II

B. Preparing The Classroom

1. Display a world and an Europe map
2. Display a map of Austria and label Salzburg
3. Prepare a bulletin board displaying pictures and information about Austria and the Austrian Culture

C. Preparing The Students

1. Ask the children to respond to the question, "How would you
feel if your parents told you that you and your family were leaving America tonight?” Discuss the students' responses.

2. Show the students the musical *The Sound of Music.*

**Spelling List**

Take a break from the spelling series and use words that the students will come in contact with during the duration of the theme.

Austria
currency
marionette
Wolfgang Mozart
Salzburg
schillings
strudel
Von Trapp
waltz
Language Arts - Journal Writing

Writing is an effective method of allowing students to express their knowledge, thoughts, and opinions. The writing activities listed below provide several opportunities for students to express themselves. Students do not need to write on every suggestion listed below. Teachers should allow students to choose the items about which they want to write.

A. Answer these questions:
   1. Why do you feel this musical is entitled *The Sound of Music*?
   2. Who is your favorite character? Why?
   3. With which character can you most easily identify? Why?
   4. Who are your favorite and least favorite characters? Why?
   5. Have you ever felt as one of the characters feels in the musical? Which character did you feel like? Why did you feel this way?
   6. Do you know anyone who is like one of the characters in the musical? Who? Why does this person resemble a character in the musical?

B. Create a different ending to the musical.

C. Choose a child from the Von Trapp family. Write a diary entry as if your were that child the night the family fled Austria.
Language Arts - Letter Writing

Writing Pen Pal letters is an exciting experience for your students. Pen Pal letters provide students an opportunity to communicate with students of their own age who live in different cultures. Through this communication children learn about each others' cultures, traditions, and life styles. Most European students learn English thus making correspondence possible.

If a teacher is interested in obtaining Pen Pals for a class from Austria he/she should contact The International Friendship League. This organization will arrange the Pen Pals. There is a fee for this service.

International Friendship League Inc.
Department L 87
55 Mount Vernon Street
Boston, Massachusetts 02108

Topic: Pen Pal Letters
Motivation: Ask the students what type of things they like to know about people when they make new friends.
List their answers on the board.

Lesson Development: 1. Review the necessary parts of a friendly letter.
   a. Date
   b. Greeting
   c. Body
   d. Closure
e. Signature

2. Using the overhead projector create a sample letter with the class.

3. The students will then write individual letters to their Pen Pals.

Summary: Send the letters. In time the students will receive responses from their letters. With each correspondence the students will practice their letter writing skills and increase their general knowledge of Austria.
Language Arts - Reader’s Theater

**Topic:**

*The Secret of the Wishing Well*

**Motivation:**

Tell the students that they can make one wish. Have them write down their wishes. Discuss the types of wishes the students made. Ask the students if their wishes could be harmful?

**Lesson Development:**

1. Using a Reader’s Theater’s format the students will read the Austrian folk tale, *The Secret of the Wishing Well* found in the book *Dramatized Folk Tales of the World* edited by Sylvia E. Kamerman.

2. There are 20 characters in this version of the story.

   - Elf
   - Susan
   - Tommy
   - Elsa
   - Hans
   - Richard
   - Jon
   - Rita
   - Carl

   - Fat Woman
   - Miser
   - King
   - Two Courtiers
   - Wise Man
   - Child
   - Two Girls
   - Ballet Dancers
   - Musician

3. Have the students dramatically read the play.

**Summary:**

Ask the students to make new wishes. Discuss how their second wishes are different from their first wishes. What lesson did the story teach them?
Language Arts, Music, and Art - Poetry

**Topic:** Poetry

**Objective:** The students will recognize elements of poetry such as repetition, pattern, and rhythm.

**Motivation:** Play *My Favorite Things* from the soundtrack and write out the lyrics in poetry form. Have the students listen to the song as they read the lyrics.

**Lesson Development:**

1. Without the music, read the lyrics using expression and other dramatic qualities.
2. Point out how the main verse repeats.
3. Discuss the patterns and rhythm found in the lyrics.
4. Have the students free write for five minutes. During that time they are to list all of their own “favorite things.”
5. Have the students create two verses of their own lyrics that follow the pattern they have studied.

**Summary:** When the students complete their lyrics allow time to practice their lyrics with the instrumental version of the song. With the music playing have the students read their lyrics to the class.
Extension Activity

My Favorite Things Murals

The students are to each make a mural that visually depicts their poems. Allow the students freedom to make their murals any way they desire; they can be painted, drawn, made from tangible objects, or created from magazine pictures.

This type of an activity can be completed independently. Display the projects.
Art and Music - Marionette Puppets

Topic: Marionette Puppets

Objective: The students will make marionette puppets. They will use their puppets while performing a short skit.

Motivation: Show the students the "Lonely Goatherd" song from the Sound of Music movie musical.

Lesson Development:

1. Gather several marionette puppets for the students to experiment manipulating.
2. Provide materials for the students to make their own puppets.
3. Have the students work independently or in groups to prepare a brief skit to use with their puppets.

Summary: Have the students perform their skits for the class. Display the puppets for the entire student body to view.

* Listed below are just two of many sources that provide directions for making marionette puppets. These sources provide step-by-step directions along with illustrations to help make the puppets.


Social Studies and Music - Book Making

Topic: Class book about Salzburg, Austria
Objective: The students will write, illustrate, and bind a book about Salzburg, Austria.
Motivation: Ask the students, "In what Austrian city did the Von Trapp family live?" One student will answer and point out Salzburg, Austria on a world map. Tell the students, "Watch this part of the movie to find out what we can learn about Salzburg." Show the part of the movie when Maria and the children sing "Do-Re-Mi". Write the students answers on the board. Tell the students that they are going to make a book about Salzburg to share with the rest of the school.

Lesson Development:
1. Divide the students into small groups.
2. One student from each group will draw a topic out of a hat.
   a. Salzburg Festival
   b. History of Salzburg
   c. Wolfgang Mozart
   d. Getreidgeasse
   e. Salzburg salt mines
   f. Austrian Empire
   g. Hohensalzburg Castle
3. Tell the class that each group is responsible for one page of a book that will be put together about Salzburg, Austria.
   a. Each group will research their topic.
   b. Each group will type out their written report on the class computer.
   c. Each group will make illustrations for their page.
4. Each group will submit a title for the book; the class will then vote on a favorite title.
5. When each group is finished with their page the class will work together to organize and bind the book.

Summary: Read the completed book to the entire class. The book will be added to the school's Young Authors' Collection.

* An alternative to this lesson would be to create a book of Austrian Cities.
Social Studies - World War II

The Von Trapp family was forced to leave their homeland of Austria because of the Nazi party during World War II. Studying the war could be another complete unit theme. Below are a list of trade books made for students about World War II. Reading several of these book will help the students develop an understanding of the war and the effects it had on the world.

Social Studies and Math - Map Reading

Topic: Map Reading and Route Labeling

Objective: The students will read a map and label the route the Von Trapp family used to flee Austria. The students will then design their own possible escape routes for the Von Trapp family.

Motivation: Show the part of the musical again where the viewer sees the Von Trapp family fleeing Austria on foot across the Alps Mountains. Have the students locate the mountains on a map. The students should realize that crossing the Alps would actually take the family into Germany.

Lesson Development:

1. Discuss how facts are often changed in a movie to make the story more interesting to the audience.

2. Tell the students that actually the family left Austria on a night train to Italy. From Italy they made their way to New York on a boat.

3. Have the students design their own escape route that the family could have taken. The students must describe the journey and plot the journey on a map.

Summary: Display the students' Alternative Route Maps and their descriptions of their routes.
Social Studies - German Vocabulary

Learning words from different languages is always fun. Though most Austrians speak several languages, German is the most common. A teacher could make interesting bulletin boards by using foreign words. Listed below are some common German words.

Die Zahlen (The Numbers)

null - 0          sechs - 6
eins - 1          sieber - 7
zwei - 2          acht - 8
drei - 3          neun - 9
vier - 4          zehn - 10
fünf - 5

Die Farben (The Colors)

weiss - white          schwarz - black
gelb - yellow          rot - red
blau - blue            grün - green
braun - brown          grau - grey
violett - violet       rosa - pink

Die Monate Des Jahres (The Months of the Year)

Januar - January
Februar - February
März - March
April - April
Mai - May
Juni June

Juli - July
August - August
September - September
Oktober - October
November - November
Dezember - December
Die Tage Der Wocke (The Days of the Week)

Sonntag - Sunday
Montag - Monday
Dienstag - Tuesday
Wittwock - Wednesday

Donnerstag - Thursday
Freitag - Friday
Samstag - Saturday

Der Körper (Parts of the Body)

das Gesicht - the face
die Augen - the eyes
der Mund - the mouth
das Harr - the hair
die Arme - the arms
die Beine - the legs
die Zehen - the toes
die Nase - the nose
die Ohren - the ears
das Kinn - the chin
der Nacken - the neck
die Hand - the hands
der Fuss - the foot
Social Studies - Walnut Studel

Topic: Austrian Walnut Studel

An excellent way of exciting students' interest is to allow the students to cook. Cooking not only brings a foreign culture to life but it also provides students with an opportunity to practice their measuring and following directions skills.

A traditional dessert of the Austrian people is walnut studel, "nuss studel". This receipt is found in Georgina Gronner's cookbook, Viennese Desserts Made Easy.

2 envelopes dry yeast
1/4 cup lukewarm water
3 cups flour
2 tablespoons sugar
1 cup butter or margarine, at room temperature
1 egg
3 egg yolks (reserve 1 egg white for glaze)

Nut Filling
Confectioners' sugar

1. Dissolve yeast in lukewarm water. Mix in 1 tablespoon flour and 1 tablespoon sugar. Set aside until mixture is bubbly and doubled in bulk. Add remaining sugar, butter, the whole egg, and egg yolks. Beat to combine. Add remaining flour and mix. Turn dough onto a lightly floured work surface; knead, adding flour if dough sticks to surface, until dough is smooth and elastic (about 10 minutes). Place dough in a greased bowl, cover, and set in a draft-free spot to rise. Let dough rise until double in bulk (about 1 hour).

3. Punch dough down and divide into four parts. On a lightly floured surface, roll one piece of dough into a 1/8-inch-thick circle. Spread 1/4 of the Nut Filling over dough, leaving a 1/2 inch border. Roll the dough, jelly-roll fashion. Pinch down length of roll to seal dough. Pinch ends to seal. Place roll, seal side down, on a baking sheet. Repeat with the remaining three pieces of dough. Cover rolls and let rise in a draft-free spot for 30 minutes.

4. Fifteen minutes before baking, preheat oven to 350 degrees F. Brush surface of rolls lightly with egg white, then bake until golden (about 20 to 25 minutes). Remove to wire rack to cool. Garnish with Confectioners' sugar.

Nut Filling

2 2/3 cups ground walnuts
1 1/3 cups sugar
Peel of 1 grated lemon
1/2 cup milk
1/3 cup raisins

Combine ingredients in a heavy pan and cook over medium heat, stirring often, until mixture bubbles and thickens. Remove from heat and cool in refrigerator.
Science - Salt

Favorite tourist attractions of Salzburg, Austria are the salt mines. At one time the salt mines brought great prosperity to the city. The salt mines influenced the name of the city, Salzburg. Today salt is a part of our daily lives.

Topic: Dissolving and Recovering Salt
Objectives: The students will discover that salt grains have a cubic crystal shape. The students will also discover that salt dissolved in water may be recovered.
Materials: (For each pair of students)
- 1 small test tube
- 1 small hand lens
- 1 10 cm X 10 Sm. piece of black construction paper
- 1 eye dropper
- 1 candle
- 1 piece of aluminum foil
- 1 small plastic cup
- 1 clothespin
- salt

Motivation: Have the students name all the ways that salt is a part of their lives. List their answers on the board. Tell the students a little about the history of the Salzburg Salt Mines. Tell the students that they are going to do an experiment with salt.

Lesson Development: 1. Have the students fill one plastic cup with tap
water.

2. Then place a pinch of salt on the black paper.

3. Have the students examine the salt with a hand lens. Have the students draw what they see.

4. Make predictions about what will happen to the salt when water is added to it.

5. Pour the salt into test tube. Use the eye dropper to add fresh water. Shake the test tube each water is added. Continue this process until the water is clear.

6. Ask "Is the salt still in the test tube?" Discuss their responses.

7. Ask "How has the salt changed?" Discuss responses.

8. Ask "Can anyone think of a way to separate the salt from the water?" Discuss responses.

9. Have the students turn the dry plastic cup cup upside down and place one drop of the salt water on the cup.

10. Ask."What do you think will happen to the salt water drop?" Discuss responses. Set cup aside.

11. Ask "How can you make the water in the test tube evaporate quickly?" Discuss responses.

12. Heat the salt water in the test tube over the candle.

13. After water has boiled away, blow out the candle and wait for the test tube to cool.

14. Ask "What is in the test tube?" Discuss
responses.

15. Shake out the salt and examine it with a hand lens.

16. At this point the drop of water on the cup will have evaporated. Have the class examine the residue. It will be salt in its crystal form. Tap the crystals onto the black paper and observe it with the hand lens.

This lesson and other salt lessons can be found in Herb Strongin's book, *Science On A Shoestring*. 
# Physical Education - Austrian Waltz

**Topic:** Austrian Waltz  

**Objectives:**  
1. The students will perform the Austrian Waltz.

**Interest Building:**  
Gather the students on the floor. Ask the students, “Do you know how to dance?” Discuss the types of dancing they do. Tell the students that many countries develop dances that are passed on for many generations. The country we have been studying, Austria, also has a famous dance from its land. Tell the children that they are going to learn to do the Austrian waltz.

**Lesson Development:**  
1. Pair the students up into couples. If there are more of one sex than another, students of the same sex may be paired together. (One student will have to take the lead position.)

2. Before teaching the dance, play the music for the students.

3. The couples will be scattered throughout the gym facing each other. The girl's left hand is on the boy's shoulder. His right hand is around her waist.

4. There is just one step in the dance that is
repeated over and over. Break the dance down into six counts to teach it.

THE DANCE
a. 1st beat: Boy steps forward on left foot.
   Girl steps backward on right foot.
b. 2nd beat: Boy follows through with right foot and steps to the right side.
   Girl follows through with left foot and steps to the left side.
c. 3rd beat: Boy closes left foot against right foot, transferring weight.
   Girl closes right foot against left foot, transferring weight.
d. 1st beat: Boy steps forward on right foot.
   Girl steps backward on left foot.e. 2nd beat: Boy follows through with left foot and steps to the left side.
   Girl follows through with right foot and steps to the right side.
f. 3rd beat: Boy closes right foot against left foot, transferring weight.
   Girl closes left foot against right foot, transferring weight.
Continue dancing in this pattern including slow turns to both sides.

5. Have the students first practice without the music. When the students are
able to do the steps, add the music.

Summary: End the lesson by performing the waltz twice with music. The class will share their opinions of the dance and suggest reasons why it has remained popular for such a long time. The class will polish the dance at a later time and perform it for the other students at a school assembly or a parent open house.

Materials: *Sound of Music* Musical

*Dance Around the World* tape recording
Math - Exchange Rates

Topic: Exchanging American and Austrian Currencies
(The students will be grouped according to their mathematical abilities.)

Prerequisites: These students must have the skills to use American money.

Objectives: 1. The students will observe the differences between American and Austrian currencies.

2. The students will use exchange rates to find the value of American dollars and cents to Austrian schillings and groschen.

Interest Building: Give the students both Austrian and American coins to examine. They will record the similarities and differences between the coins. Discuss their comparisons.

Lesson Development: 1. Ask the students, "Can you use the Austrian money to buy a hamburger at McDonald's? Why not?" Explain that each country has its own notes and coins. You are not allowed to use another country's money within a country.
When you travel to a foreign country you must trade your money for the money of the country in which you are traveling.
2. Show the students a foreign exchange chart from a current newspaper. Explain that the chart shows that the exchange rates for countries are different. An exchange rate shows you how much of one currency you will receive when you trade for another currency. When you use the exchange chart look under the column of the currency you want to receive. (For example)

1 dollar = about 11 schillings with this exchange rate
1 schilling = .08 dollars

Using different colored chips to represent the two currencies, make a few simple trades rounding to the nearest dollar or schilling using the chart.

Examples:

a. I have one dollar and I want to trade you for schillings. How many will you give me?
b. I want to trade 4 dollars for schillings. How many schillings will I receive?
c. Here are 22 schillings. How many dollars will you give me in return?

3. These are easy examples; to find harder problems we can use formulas and a calculator. Show the formulas.

(Round up to the nearest cent.)

____dollars X exchange rate = _____schillings
______schillings X exchange rate = ______dollars

Working as a group find the answers to these
problems using the formula.

Examples:

$4.50 = ____S
12.95 = _____S
70.75S = $_____
96.22S = $_____ 

4. The students will use self checking cards to
practice the skill.

Summary: The students will work in pairs to create one of
their own exchange cards that can be added
to the game pieces. They must include the
problem and the answer. As a group we will
test the three new game pieces to be added
to the collection.

Materials: Austrian schillings
American coins
Current exchange rate chart
Calculators
Trading chips
Game
Blank game cards
### Austrian Coins and American Coins

<table>
<thead>
<tr>
<th>S</th>
<th>$</th>
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<tbody>
<tr>
<td>Similarities</td>
<td>Differences</td>
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Foreign Exchange Rate Formulas

____Dollars $ \times \text{Exchange Rate} = ____\text{Schillings S}

____\text{Schillings S} \times \text{ER} = ____\text{Dollars}$
Teacher Resource Materials

Trade Books


Film Strips


Music


Works Cited


Staab, Claire. “Classroom Organization: Thematic Centers Revisited.”


Wendt, Thom. “Units of Study in an Intermediate Grade Classroom.”
*Portraits of Whole Language Classrooms.* Ed. H. Mills and J. Clyde.