**Molloy College**

**Division of Education**

**Lesson Plan Template**

**Student: Nicole Amato Professor: Dr. Kevin Sheehan**

**Course: EDU 509 Date: April 25, 2018**

**Grade: 3 Topic: Communities Content Area: Social Studies**

**INSTRUCTIONAL OBJECTIVES**

After reading primary and secondary sources about Melbourne, Australia and about Rockville Centre New York (their community), students will act as “historians” and form an opinion based on the provided evidence to support the claim “Are the people of Melbourne happier than the people of Rockville Centre” using valid reasoning. Students will be graded based on a teacher designed observation checklist and must score a 3 out of 4.

**NYS-CCLS / +NYS STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

Key Idea: 3.5 Communities share cultural similarities and differences across the world

Key Concept: 3.5a The structure and activities of families and schools share similarities and difference across world communities.

*Indicator: This will be evident when students compare the life of the community of Melbourne, Australia to their own community of Rockville Centre, New York.*

**National Social Studies Standard and Themes**

**Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

1. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

*Indicator: This will be evident when students examine the evidence in the history mystery to determine of people from Melbourne are happier than people from Rockville Centre*

**Individual Development & Identity:** Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

**e.** identify and describe ways family, groups, and community influence the individual’s daily life and personal choices

*Indicator: This will be evident when students discuss the influences of their community on their happiness.*

**NCSS C3 Inquiry Arc**

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

*Indicator: This will be evident when students evaluate how to use the information provided to them to answer the mystery question.*

Dimension 4: Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

*Indicator: This will be evident when students work collaboratively to conclude their investigations from the history mystery and present their findings to the class.*

**Common Core ELA Standards**

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

*Indicator: This will be evident when student solve the mystery by using the evidence to come to a supported conclusion.*

**Social Studies Practices: Habit of Mind**

1. **Gathering, Interpreting, and Using Evidence**

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

*Indicator: This will be evident when students recognize that some pieces of information are more important than others.*

**MATERIALS**

* SMARTboard
* Mystery PowerPoint
* Mystery Envelops (3)
* “Clues”
* Chart Paper
* Markers
* Tape

**MOTIVATION**

The teacher will excite students about the activity by telling them that they will be detectives and are needed to solve a mystery. Their mission will be to solve the mystery “Are people in Melbourne Australia happier than Americans in Rockville Centre”.

**DEVELOPMENTAL PROCEDURES**

**(Including Key Questions)**

1. The teacher will tell the students that their help is needed to solve an important mystery!
2. After viewing a slide in the PowerPoint, students will be prompted to explain what they will need to do to “fill their detective tool kit”. *(What is a mystery? What do detectives do? What is evidence/clues?)*
3. The teacher will remind the students that they must solve the mystery like CHAMPS and she will briefly review conduct goals with the students.
4. Students (or the teacher) will read the letter explaining the mystery to students. The teacher will check for understanding. (*What mystery will you solve? What should we remember when solving this mystery?)*
5. The teacher will assign the students into predetermined groups. Once they are at the correct table, the teacher will tell the students to check under their table (where the envelopes will be located).
6. Students will be assigned a specific job responsibility. Jobs will assigned thoughtfully, beforehand. The job titles will be based on Scooby-Doo characters. The teacher will explain the role of each job.
7. In their groups, students will divide the clues from Melbourne and the clues from RVC. Next, students will be asked to place the clues on the “happiness scale”. Clues closer to the smiley face will indicate it is important to happiness. Clues further away from the smiley face will indicate that they are less important to happiness.
8. The teacher will sit with each group to discuss their decisions, while also making sure that the students place the clues in the correct Melbourne/RVC category, as well as to make sure all members of each group are participating in the content. The teacher will ask prompting higher level thinking questions. (*What are you noticing? What is a conclusion you can make from this evidence? Which pieces of evidence is your favorite/most meaningful? What are you basing your decisions on?)*
9. Students will present their findings to the other groups.
10. To close the lesson, the students will review the compelling question; Are people living in Melbourne happier than people living in RVC. Students will share their written claims to support this question with the class. The students will discover that happiness is dependent on “what makes you happy” and that one’s community can impact this. Students will notice that though the communities are different, they are similar in many ways.(*What were your findings from the history mystery? What did the evidence tell you? How do you know this? Is everyone’s happiness the same? Is life in Australia really so different from life in America?)*

**INSTRUCTIONAL STATEGIES**

* **Cooperative Learning**

*Indicator: This will be evident when students work in small groups/partners in structured History Mystery activity.*

* **Discussion**

*Indicator: This will be evident when students discuss their conclusions based on the evidence found in the sources.*

* **Mystery Strategy**

*Indicator: This will be evident when the students use clues to solve the presented mystery question.*

**ADAPTATIONS**

* ELL students will receive support and guidance from teacher and classmates. The teacher will review and provide extra support of key terms.
* For speech and language students, the teacher will provide visual representation during instruction. The teacher will also review and repeat any information for the student.
* For students with learning disabilities, the teacher will address IEP accommodations and goals, as well as meet the specific learning needs of each students.
* Students that struggle with reading will be strategically placed in groups with high level readers.

**DIFFERENTIATION OF INSTRUCTION**

The teacher is aware that not all of her students learn in the same way, time, space, etc. The teacher will adapt the lesson as she sees fit for her students.

**Auditory Learners:** In order to adapt the auditory learners, they will be able to listen to the class and group discussions.

**Visual Learners:** In order to adapt visual learners, they will be able to look at the clues and see them organized on the chart paper. The teacher can also provide a smaller visual of the chart for the student to have after the lesson.

**Kinesthetic Learners:** In order to adapt to kinesthetic learners, students will be able to move around the classroom into their groups. They may also be assigned the job putting the clues on the chart so they can get up during the lesson.

**ASSESSMENT**

* The teacher will informally assess the students’ understanding during History Mystery Activity.
* The teacher will be check for understanding when students present their ideas to the class and fill out the chart.
* The teacher will check students’ accuracy in independently completing homework assignment.
* Teacher will use an informal observation checklist assess students.

**INDEPENDENT PRACTICE**

For homework, the students will be asked to make a collage of things in their community that make them happy. They will be asked to write 3 sentences describing their collage.

**FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention:

* For students who need extra support meeting the learning objective, under direct intervention with the teacher, will review content from the lesson. The teacher will work with the student to strengthen understanding.

Academic Enrichment:

* For students who met the learning objective, they will be asked to conduct a list of things that they think would also impact a community’s happiness.

**TEACHER REFERENCES**

<https://www.bestplaces.net/climate/city/new_york/rockville_centre>

<https://www.currentresults.com/Weather/Australia/Cities/sunshine-annual-average.php>

<https://blog.id.com.au/2016/population/population-trends/latest-population-figures-top-50-largest-cities-and-towns-in-australia/>

www.city-data.com/city/Rockville-Centre-New-York.html

**Documents Used in Lesson**

**Clues in History Mystery:**

1. Some of the first images that come up on Google image search of “Melbourne, Australia”

  

1. In a yearly letter sent out to the community of Rockville Centre, the town’s mayor said:

“Rockville Centre remains one of the most desirable communities to live in and raise a family on Long Island.”

3a. Daniella from Rockville Centre says….

“I like living here because there is so much to do here and there are so many ways to get involved, whether it be with the church or sports. I like the stores, the restaurants, and the schools. I like going out to lunch with my friends, going shopping, getting my nails done and also playing soccer in RVC. I'm typically busy with sports and school. I go to a school that is not in RVC now, but that has given me the chance to meet so many people. There is so much to love about RVC and I'm so grateful to live in such a great town.”

3b. Dean from Melbourne says……

Melbourne has 4 seasons but even though it gets really hot in the summer, in the winter it doesn’t get that cold and it doesn’t really snow. Melbourne is the sports center of Australia.  The grand final for Australian football (different than American football), the Australian Open (tennis tournament), and The Melbourne Cup (greatest horse race in the world) happen here! There’s also so many great places to eat. One of my favorite places in Melbourne in Port Phillip Bay where you can go see penguins coming out of the water. We also have an awesome zoo here. I love living here and I can’t imagine living anywhere else!

1. The sun shines about 185 days a year in Melbourne.

The sun shines about 170 days a year in Rockville Centre.

1. In 2016 there were 24,571 people living in Rockville Centre

In 2016 there were 4,353,514 people living in Melbourne

**Document on History Mystery Envelop:**

**Dear Third Graders,**

**We have been searching for the best detectives to solve an important mystery about the happiness of two communities. The first, is your very own community of Rockville Centre, NY, and the second is the community of Melbourne, Australia.**

**As a special detective, you will be given clues to help you solve this important mystery. This job will require you to look at the evidence given to you and decide as a group which community is happier.**

**This mission will ask you to determine “what is happiness” to you. It is important to remember that there is no right or wrong answer. This is a difficult task so you must work together to solve this mystery!**

**Job Responsibilities Slide:**

|  |  |
| --- | --- |
| **JOB NAME** | **RESPONSIBILITY** |
| Scooby-Doo | Give out information and make sure everyone understands what happiness means |
| Shaggy (everyone) | This is everyone’s responsibility. Share your thoughts! |
| Fred | Manage group (time, jobs, etc.) |
| Daphne | Make sure your chart is ready to present to the class. |
| Velma | Share your  group’s findings with the class |

**C. L. U. E. S. Slide:**

**Remember to Use Your Clues!**

**C onsider** all of the evidence given to you.

**L ook** for important information on each piece of evidence

**U tilize** everyone’s thoughts and skills

**E valuate** the evidence about each of the communities

**S olve** the mystery!