**Molloy College**

**Division of Education**

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Grade: 5th, Topic: What is Happiness? Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After students are presented with the compelling question, *What makes you happy?* Students will make preliminary decisions on whether or not certain aspects of life make them happy. After being presented with the story *The Wise Woman and Her Secret* and discussing happiness based on gratitude, students will work collaboratively in groups to come up with a list of things in their lives that they are grateful for. Students will use that list to determine what in their lives they are grateful for and what makes them happy, listing at least ideas of what they are grateful for.

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

**Social Studies Standards**

**New York State Social Studies Standards**

**Key Idea:**

5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

**Key Concept:**

5.4b The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include, North America (Canada and the United States), Mesoamerican (Mexico and Central America), Caribbean, and South America.

Indicator: *This will be evident when students realize the key to people finding happiness is in savoring the things that are around them.*

**National Social Studies Standards and Themes**

**I. Culture**

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

1. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
2. *Indicator: This will be evident when students engage in a discussion explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns*

**NCSS C3 Inquiry Arc**

Dimension 2: Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history. Look with lens and skills of the discipline

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 evident when students learn the key to happiness and predict differences in happiness.in the hemisphere.*

**Social Studies Practices: Habits of Mind**

 Gathering Information

*Indicator: This will be evident when students gather information on what makes society happy and be asked questions that challenge opposing views.*

**English Language Arts Standards**

**NYS CCLS: SL.5.1**

**Domain:** Speaking and Listening; Comprehension and Collaboration

**Standard:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

*Indicator: This will be evident when students follow along to the story worksheet and share their personal thoughts and questions with the class in a group discussion.*

**INSTRUCTIONAL RESOURCES**

* Smartboard
* *The Wise Woman and Her Secret*
* Loose leaf paper
* Pencils
* Post-It notes
* Mason Jar
* Graphic Organizer Sheet
* Assessment Worksheet

**MOTIVATION**

Students will engage in a discussion on whether or not certain things in life make them happy.

**DEVELOPMENTAL PROCEDURES**

1. Students will be introduced to the compelling question: What makes you happy?
2. The teachers will discuss the story *The Wise Woman and Her Secret* with the students, emphasizing the concept of gratitude. *(Has anyone ever heard of this book? What was the wise woman’s secret?)* (5-7 minutes)
3. Students will all be given a Post-It note. Students will write one thing that they are grateful for, without writing their name on the Post-It note, and will place it in a jar. The teachers will then shake up the jar and pull out a few of the folded up notes, discussing with the class why the item written is something to be grateful for and how it could spark happiness. *(Is this idea similar or different to what you wrote? How could what your classmate wrote bring you happiness?)* (5-7 minutes)
4. Students will break up into predetermined groups. Students will work together to brainstorm ideas of things in their lives that they are grateful for. The teachers will ask each group to share some of their ideas, creating a master list on the board. *(What are you grateful for? Are your ideas similar or different than your groupmates’ ideas?)* (5 minutes)
5. Students will complete a graphic organizer filling the center in with one idea from their brainstorm. Students will then fill in the boxes with whether or not their idea makes them happy, what life would be like without it, and why they are grateful for it. *(Which item from our list do you think you are going to focus on? Does this idea spark happiness for you?)* (5-8 minutes)
6. Using their list of what they are grateful for, students will turn and talk in their groups and discuss which things on their list translate into happiness. *(Did your answer stay the same or change? Why did you answer how you did?)* (2-3 minutes)
7. Referencing the list on the board and their graphic organizer, students will come up with at least three things in their life that they are grateful for. Students will list their ideas on a worksheet with the option to illustrate their work. *(What are some things that you are grateful for? Are the things you are grateful for constant, or do they change depending on the day?)* (5 minutes)

**INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)***

**Collaboration**

**Indicator:** This will be evident when students work in groups in order to complete their list of what they are grateful for.

**Guided Questions**

 **Indicator:** This will be evident when students are asked questions during the PowerPoint presentation on the story and on the three cities.

**Visualization**

 **Indicator:** This will be evident when students are being presented with the PowerPoint presentations.

**Scaffolding**

 **Indicator:** This will be evident when the teachers walk around to provide support during the group activity and while students are writing their paragraph.

**ADAPTATIONS *(Exceptionality\*)***

* The student that struggles to stay focused with be seated near the teacher in the front of the room and be given silent, previously agreed upon signals, when needed.
* The students who do not always see eye to eye will be placed in separate groups in order to have students work most efficiently and without problems.

**DIFFERENTIATION OF INSTRUCTION**

**Auditory Learners:**

The Auditory Learners will listen to the discussion of *The Wise Woman and Her Secret* and the PowerPoint presentation on the three cities in the Western Hemisphere as well as partaking in group discussion.

**Visual Learners:**

The Visual Learners will be given their own copy of the PowerPoint presentation as well as seeing the list of what they are grateful for.

**Kinesthetic Learners:**

The Kinesthetic Learners will be able to move to the floor of the classroom during the PowerPoint presentations.

**ASSESSMENT**

Referencing the list on the board and their graphic organizer, students will come up with at least three things in their life that they are grateful for. Students will list their ideas on a worksheet with the option to illustrate their work.

**INDEPENDENT PRACTICE**

For homework, students will use their in-class decision on what they are grateful for to elaborate on how one certain idea contributes to their overall happiness either by discussing with a parent or friend or writing a few sentences in their notebook.

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

Direct Teacher Intervention

The student, under direct teacher intervention, will sit with the teacher and be given verbal scenarios of experiencing gratitude (ex. After failing a test, are you happy that you have the opportunity to improve or are you sad that you messed up?)

Academic Enrichment

The higher achieving students will take happiness a step further and start to understand the differences of peoples’ happiness in the Western Hemisphere. This will be presented by a slide with a thinking question on happiness found by unlikely individuals. This student would have to answer the question, “Do you think the same could be said for those who live in America?” and explain their answer.

 **REFERENCES**

Merriam, E.(1991). The Wise Woman and Her Secret. For Kids. New York.

Weedmark, David. “Twenty Surprising Facts About Happiness.” *The Pursuit of Authenticity*,

www.davidweedmark.com/facts-about-happiness/.



