**Molloy College**

**Division of Education**

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Course EDU 351-01 Date: November 29, 2018

Grade: 2nd Topic: Geography of a Rural Area Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After students take a virtual bus ride to a Rural Area while writing and drawing in a travel journal, the students will write informative/explanatory text texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section clearly by writing a postcard exit slip from a Rural Area to be mailed to a friend back in a different type of area. Students will include a number of sentences explaining what life is like in a Rural Area and what the sources of happiness for people in a Rural Area are, including a minimum of two out of three correct facts learned during the bus tour today.

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

**Key Idea:**

2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population destiny and use of the land are some characteristics that define and distinguish types of communities.

(Standard: 3, Theme: GEO)

**Key concepts:**

2.1.c Rural communities are characterized by large expanses of open land and significantly lower population and then urban or suburban areas.

2.1d Activities available for people living in urban suburban and rural communities are different. The types of community a person grows up and will affect a person’s development and identity.

**Indicator:** *This will be evident when the students take a virtual bus tour of a Rural Area**and complete a travel journal including facts of what they saw and learned during the tour.*

**National Social Studies Standards and Themes:**

**III. People, Places, & Environments**

Social studies programs should include experiences that provide for the study of people, places, and environments.

**I. Culture**

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

**Indicator:** *This will be evident when students take a virtual bus tour to a Rural Area and complete travel journals along the way, including information they are learning about the geography and culture of that area.*

**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 towards conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanation.

**Indicator:** *This will be evident when after the virtual bus tour of a Rural Area, students will use the information they learned to draw conclusions is if they would be happy living in a Rural Area compared to a different community.*

**New York State Next Generation English Language Arts Learning Standard**

**Writing Standards**

**Text Types and Purposes**

**2W2**

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Indicator:** *This will be evident when students write informative/ explanatory text* *in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section, when they write their post cards directed to a friend back in a different community. This will include content of why they might be happy living the community that they visited during the bus tour in a Rural Area.*

**Social Studies Practices: Habit of Mind:**

**D. Geographic Reasoning**

4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.

**Indicator:** *This will be evident when students learn about the characteristics of a Rural Area through the five themes of geography.*

**INSTRUCTIONAL RESOURCES**

* Google Slides Presentation
* Travel Journal Packets
* Bus Ticket
* Postcard Exit Slip
* Picture of a Rural Area Printed out

**MOTIVATION**

Students will be told they are taking a bus tour of a Rural Area. Students will be given bus tickets for the ride. The seats will then be moved into rows to form a model of seating on an actual bus.

**DEVELOPMENTAL PROCEDURES**

1. Teacher will review the homework from the day before given by Ms. M. Teacher will review what happiness is and go over some of the examples they learned during lesson one. Teacher will write student responses on the front board as a word splash, to refer back to during today’s lesson. *(What was yesterday’s lesson about? Can someone explain to me what Ms. M meant by when she said: Does the type of community you live in determine your happiness? What are three things that make you happy by living in New York? How did you choose these items?)*
2. Teacher will then inform the students that they are going on a virtual bus tour to a Rural Area to learn about its’ geography and culture.
3. After the students have boarded the bus, students will briefly be introduced to the question they are to think about during today’s lesson. *(What is life like in a Rural Area? What are the sources of happiness for the people in a Rural Area?)*
4. Students will assess prior knowledge of what they know about communities. *(What is a community? What are the three different types of communities?)*
5. Teacher will go over the itinerary of today’s traveling through a Rural Area and show students another picture of that type of community. *(What is the first thing you notice from this picture? What is the point of an itinerary?)*
6. Teacher will go through CHAMPS ground rules for today’s lesson. *(Any questions?)*
7. Teacher will hand out the student’s travel journals they will be asked to take notes in during the lesson, and personal bus ticket for today’s tour. *(What do you think travel journals are used for? Has anyone traveled by bus or toured another city before?)*
8. Teacher will begin the virtual bus tour moving through each slide and reading out facts determining on the picture on the slide.
9. After each slide, students will be asked to turn and talk to their row about some of the facts/pictures they wrote down/have drawn in their travel journals. Students will be called on to share with the class.
10. Teacher will repeatedly ask the question: “*Would you be happy if you lived in this community?”* (*What factors are determining your happiness? (Referring back to the happiness lesson))*
11. After the bus tour is concluded, students will review some of the main points they learned today. *(What is a community? Did you learn anything new today? What did you already know? What do you think now: does where you live determines your happiness? Why? If you were able to move to a Rural Area, would you? Why?)*
12. Students will participate in a think pair share and be asked the question: *“What do you think are the sources of happiness for people in a Rural Area? Why?”* Some pairs will share their responses with the class.
13. To wrap up the lesson, students will be given direction to put their seats back into their original spots and be given a postcard exit slip to fill-out.
14. Students will write on the postcard, as if they are going to send the postcard to a friend back in the community that they live in. Students will write a couple of sentences explaining the sources of happiness for the people living in a Rural Area, including a minimum of three facts learned during the bus tour. After writing on one side, the students will draw a picture of what they saw on the other side.
15. When students are done completing their postcard exit slips, students will be offered a snack popular to the culture of a Rural Area.
16. Teacher will distribute the homework assignment and ask for student volunteers to read the directions before the period is over. *(Are there any questions?)*

**INSTRUCTIONAL STRATEGIES**

**Cooperative Learning**

**Turn and Talk**

**Indicator:** *This will be evident when students turn and talk to their partners about what notes they are writing/drawing in their travel journals during the bus tour.*

**Think, Pair, Share**

**Indicator:** *This will be evident when students are asked the question “What do you think are the sources of happiness for people in a Rural Area? Why?” Students will write down their responses and then share with a partner next to them.*

**Direct Instruction**

**Indicator:** *This will be evident when the teacher is instructing a bus tour through a Rural Area and giving the students geography and culture facts.*

**ADAPTATIONS**

* Students with ADHD will be sat in the front of the bus and monitored during the bus tour. These students will be allowed breaks during the tour if they become tired of staying in one chair the whole time.
* Students with visual impairments will sit closer to the front, so they can view the pictures during the bus tour.
* Students with hearing impairments will be placed where they can see the words on the bus tour clearly.

**DIFFERENTIATION OF INSTRUCTION**

* The visual learners will benefit from the pictures being shown during the bus tour.
* The kinesthetic learners will benefit from holding an actual ticket from the bus and being seated in rows to represent sitting on a bus.
* The auditory learners will benefit from the students who are chosen to share the notes they have been taken during the tour, and the teacher giving the bus tour.
* The interpersonal learners will benefit during the tour because students are going to participate in a think pair share.
* The linguistic learners will benefit by taking notes during bus tour in their personal travel journals.

**ASSESSMENT**

* Teacher will assess students by writing down who participates during the lesson.
* Teacher will assess students by how engaged students are during the tour.
* Teacher will assess students who actively take notes during the bus tour or collaborate with a partner to write down any notes they missed.
* Teacher will assess students who finish their postcard exit slips.

**INDEPENDENT PRACTICE**

* Students will complete a Homework assignment. Students will draw a picture of what their house and yard would look like if they lived in a rural area. Then students will write a few sentences explaining if they would be happier living in a Rural Area.

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

Direct Teacher Intervention

* Teacher will print out the PowerPoint and go over the slides one by one with the students. Students will walk through each slide with the teacher and communicate back facts from the Rural Area that they are learning from the slides.
* The pictures on the slides can help the student grasp where they are on the map or vice versa.

Academic Enrichment

* Students will create their own fictional story of a person that lives in a Rural Area. The story will be written in a short paragraph with four to five sentences. At least three characteristics of a Rural Area must be included in this story.

**REFERENCES**

New York State Education Department. (2017) *New York State K-12 Social Studies Framework.* Retrieved from http://www.p12.nysed.gov/ciai/socst/documents/ss-framework-k-8a2.pdf

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The Teacher’s Passport (n.d.) *Travel Bundle (Passports, Boarding Passes, Travel Journals).* Teachers Pay Teachers. Retrieved from <https://www.teacherspayteachers.com/Product/Travel-Bundle-Passports-Boarding-Passes-Travel-Journals-1997983>

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Homework Sheet

**Part 1:**

Directions:

Draw a picture of what your house and yard may look like if you lived in a Rural Area.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 2:**

Directions:

Write a few sentences explaining if they would be happier if they lived in a Rural Area. Be sure to state a few reasons why. (Ask a parent/guardian for help if needed.)

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Post Card Exit Slip

Directions: Imagine you are still in a Rural Area and you want to share with a friend back home what you learned today during the bus tour. In **less than 5 sentences**, write a postcard back home to a friend telling them about where we visited today. Explain to your friend why you think you would be happy living in that particular city. **Make sure to include at least THREE facts from today’s bus tour.**



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Dear,\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_