**Molloy College**

**Division of Education**

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EDU 351 01 April 10th, 2018

Grade: 5 Topic: Geography of Montreal and NYC Social Studies

**INSTRUCTIONAL OBJECTIVES**

After learning about the five themes of geography and taking a Google Bus Tour of Montreal and New York City, students will complete a Venn diagram based on the similarity and differences between the two geographic locations. Students will use the Venn diagram to determine which city is happier and why, with at least three relevant details.

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

**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.

(Standard: 3, Theme: GEO)

**Key Concepts:**

5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.

**Indicator:** *This will be evident when the students take a virtual bus tour of some major cities, attractions and natural landmarks in Canada and write facts about what they saw and learned in their pamphlet tour guide.*

**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 some major cities, attractions, and natural landmarks in Canada and write facts they learned about the geography and culture in their pamphlet.*

**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 casual explanation.

**Indicator:** *This will be evident after the Google Earth tour of Montreal and NYC when students are asked to determine if a person would be happier living in Montreal or where they come from in New York.*

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

**Writing Standards**

**Text Types and Purposes**

**5W2**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Indicator:** *This will be evident when students write informative/ explanatory text to convey information clearly and accurately when they answer questions in New York including accurate sentences about places they visited and things they saw in Montreal and how it is similar or different to New York City.*

**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 and analyze Canada through the five themes of geography.*

**INSTRUCTIONAL RESOURCES**

Google slides bus tour

Tour pamphlets

Post card template

Boarding Pass

**MOTIVATION *(Engaging the learner(s)\*)***

Students will be given a tour pamphlet and guide map as they “board the airplane.” This tour pamphlet will serve as their guide for the trip.

**DEVELOPMENTAL PROCEDURES**

1. Teacher will review homework from the night before and review what happiness is and what it means to be truly happy. *(What do we remember from our lesson yesterday? What does it mean to be truly happy? What does happiness mean to you?)*
2. Teacher will review with students what the five themes of geography.  *(Why are the five themes of geography important? What can the five themes of geography help us understand? What information do we obtain from a map?)*
3. Teacher will inform the students that today they are going to take a trip through Montreal, Canada visiting different cities, landmarks and attractions.  *(Has anyone ever been to Canada before? What do we know about Canada already?)*
4. Teacher will review CHAMPS rules to ensure that the students know how to behave and cooperate so that everyone gets the most out of their trip today.  *(Why is it important to have rules when we are doing a lesson like this?)*
5. Students will break up into groups of four and will be assigned a specific attraction in Montreal to “visit” *(Olympic Stadium, Mount Royale, La Ronde, Old Montreal)* *(What are the types of attractions you see? Are they similar to NYC? Would they make you happy? Why or why not?)*
6. Students will then “fly” over to New York City and take a virtual tour. (*Times Square, Central Park, Empire State Building, Coney Island, Statue of Liberty, Madison Square Garden) (Are these attractions similar to the ones you visited in Montreal? Do you prefer these attractions or the ones in Montreal? Why?)*
7. Students will move around into different groups and discuss the specific attractions they visited. *(Did you like the attractions? Would they have made you or someone in your group happy? Why or why not?)*
8. Students will complete the Venn diagram and answer the question that follows for homework.

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

**Direct Instruction**

Indicator: *This will be evident when the teacher is taking the students through Canada on the tour explaining different locations, characteristics and facts about Canada.*

**Cooperative Learning**

Indicator: *This will be evident when students turn and talk to their partner and brainstorm ideas about what they want to write in their postcards back home.*

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

Students who have visual impairments will be sat at the front of the plane and bus to ensure they can see the tour

Students who have hearing impairments will be ensured a seat so that they can read the text that goes along with the tour.

**DIFFERENTIATION OF INSTRUCTION**

Visual Learners

The visual learner’s needs will be met through the Google Earth Tour.

Auditory Learners

The auditory learner’s needs will be addressed through relevant discourse with their peers about the locations in Montreal and New York City. They will discuss the similarities and differences, and which location would make them happier and why.

**ASSESSMENT**

The teacher will informally assess the students by questioning throughout the lesson.

The students will complete a Venn diagram on the similarities and differences between New York City and Montreal. They will answer the question “Which location will make you happier?” with three relevant details.

**INDEPENDENT PRACTICE**

For homework students will complete the Venn diagram worksheet. They will include similarities and differences between the United States and based on their Venn diagram they will decide if they would be happier living in Canada or the United states and they will explain their response.

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

Direct Teacher Intervention

The student who has difficulty understanding the lesson, the teacher will go through the slide show with that student slowly and more in depth. Through questioning the teacher will help the student conclude about whether they think that geography and where someone lives determines their happiness.

Academic Enrichment

The student can create their own Canada tour visiting places that we did not go to on our bus tour. They can include other provinces or territories, other attractions and other landmarks. This student can then present their work to the class in the form of a bus tour.

**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>

New York State Education Department. (2017). *New York State Next Generation English Learning Standards*. Retrieved from <http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf>

U.S. News, (2018) *Best things to do in montreal,* Retrieved from:

 <https://travel.usnews.com/montreal_canada/things_to_do/>

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



Would you be happier living in Canada or the United States? Why?

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United States

Canada

*Directions*: Fill in the Venn diagram below including as much information as possible. Include similarities and differences between the United States and Canada. Once you are done, answer the question on the bottom of the page.



April 10th, 2018

Canada

Canada

April 10th, 2018

April 10th, 2018

Canada



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