**Molloy College**

**Division of Education**

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Course EDU351 Date: 4/10/2018

Grade: 5 Topic: Taking Informed Action Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After watching a short video on Nunavik, students will *engage effectively in a range of collaborative discussions with diverse partners by building on others’ ideas and expressing their own clearly* andcreate a plan for taking informed action to aid students in Nunavik. Student’s efforts will be evaluated the “I CAN Make a Difference” exit ticket successfully answering at least 2/3 questions.

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

**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. (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 students study life in Nunavik Canada and develop plans of informed action to benefit schools in the Nunavik community.*

National Social Studies Standards and Themes

1. Culture: Social Studies programs should include experiences that provide the study of culture and cultural diversity, so that the learner can:

* Explore and describe similarities and differences in the ways, groups, societies, and cultures address similar human needs and concerns;
* Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
* Compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
* Give examples and describe the importance of cultural unity and diversity within and across groups.

**Indicator:** *This will evident when students learn about the culture in Nunavik Canada and brainstorm plans of informed action to help the students in these schools.*

**NCSS C3 Inquiry Arc**

**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* present their information, portions, and findings.

*to help the students of Nunavik Canada.*

**Common Core ELA Standards**

CCSS.ELA-LITERACY.SL.5.1

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 work collaboratively in groups discussing, listening, and sharing ideas with peers on the way in which they will take informed action in Canada.*

**Social Studies Practices: Habits of Mind**

**F. Civic Participation**

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion with teacher support.

2. Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.

3. Identify opportunities for and the role of the individual in social and political participation at various terms and in various locations in the Western Hemisphere outside the United States.

4. Identify situations with a global focus in which social actions are required and suggest solutions.

5. Identify rights and responsibilities of citizens within societies in the Western Hemisphere.

6. Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.

**Indicator:** *This will be evident when students work in groups to create informed action projects to help the students of Nunavik Canada.*

**INSTRUCTIONAL RESOURCES**

* “I CAN Make a Difference” worksheet
* “I CAN Make a Difference” Exit Ticket
* “Skype Sheet” worksheet
* Nunavik Canada Powerpoint
* “FlipGrid Homework” worksheet
* “Welcome to Kangiqsualujjuaq, Nunavik, Quebec” Video <https://www.youtube.com/watch?v=obgiSDC6lm4>

**MOTIVATION**

Students will watch a video “Welcome to Kangiqsualujjuaq, Nunavik, Quebec” to help provide a brief visual understanding of what life is like in Nunavik Canada.

**DEVELOPMENTAL PROCEDURES**

1. Teacher will introduce Nunavik Canada and show a short video clip of what life looks like in Nunavik Canada.
2. Teacher will introduce expectations of the lesson. *(CHAMPS)*
3. Students’ will Skype with a 5th grade class in Canada, and ask Nunavik students the question “what makes you happy?” Students will write down the information they learned about the students on their “Skype Sheet” and later use it to help brainstorm ways to take informed action in Nunavik. *(What do you do for fun? What is life like in Nunavik? What makes you happy? Is there anything about your town that makes you unhappy?)*
4. Teacher will introduce problems that people in Nunavik face. *(From what we learned about Nunavik, why do you think they face some of these problems? Does it have to do with where they live? Is it because they are a mostly indigenous community? Do you think these problems are permanent or can they be fixed? Do you think Nunavik can fix these problems by themselves? Or will they require help from others?)*
5. Teacher will ask the students to brainstorm in a “turn and talk” cooperative learning activity what “informed action” means. *(What does informed mean? What does action mean? What does it mean to take informed action? How have you taken informed action in your own life or at school before? How can take action with our class to help the students of Nunavik Canada?)*
6. Teacher will introduce “Global Goals” and explain that as a class we will work on ways to help schools in Nunavik. *(According to the list, what are some global goals that may connect with Nunavik? How can you relate these goals to the video and what we have learned from the students on Skype?)*
7. Students will partake in a “Genius Hour” to brainstorm ways that as a school we can help to make difference to the students in Nunavik Canada. As a class students will complete the “I CAN Make a Difference” worksheet, to brainstorm ways involving time, talent, treasure, and teaching to help schools in Nunavik. *(There are a variety of ways we can help Nunavik, which do you believe will be the most effective?)*
8. The teacher will then present the three different projects of informed action the students will be taking.
9. Students will split into groups based on their choice, to create one of the following: 
   1. Create signs with informative information on Nunavik regarding a bake sale, to help raise money for Nunavik.
   2. Organize a supply/book drive to gather resources to send to help enrich school life in Nunavik.
   3. Create and informative video to educate the rest of the school on life in Nunavik Canada including different ways we as school can help.
10. Students will complete the section/s of the “I CAN Make a Difference” exit ticket that is relevant to their project of informative action. Students will also be asked to define informative action and explain a way in which they can take informative action in their own community.  *(Does your project fit into the teach, talent, time, or treasure category of the “I CAN Make a Difference” worksheet? Which Global Goal does your selected informed action reach? Would you be able to explain what it means to take informed action to a friend?)*

**INSTRUCTIONAL STRATEGIES**

**Cooperative Learning**

Indicator: This will be evident when students participate in a “turn and talk” work in groups to create their informed action projects to help schools and students in Nunavik*.*

**Discussion**

Indicator: This will be evident when the students and teacher brainstorm about the definition of informed action and when the teacher and students partake in a “Genius Hour” to come up with ways to help students and schools in Nunavik Canada.

**ADAPTATIONS**

The student with a visual impairment will sit close to the Smart Board.

The student with ADHD will be redirected throughout the lesson.

The English Language Learner will be paired with a peer buddy during the “turn and talk” cooperative learning activity and group work.

**DIFFERENTIATION OF INSTRUCTION**

* Interpersonal students will interact with their peers during cooperative learning activities, group work, and a Skype interaction with Nunavik students.
* The visual learner will watch a video clip on life in Nunavik
* The kinesthetic learner will raise money and gather school supplies to send to students in Nunavik Canada.
* The linguistic learner will partake in a “Genius Hour” to help come up with ideas of informed action to take in Canada.

**ASSESSMENT**

Teacher will observe students as they work in small groups.

Teacher will review the 3 various final informed action projects.

Teacher will review the “I CAN Make a Difference” exit tickets.

**INDEPENDENT PRACTICE**

Students will be assigned a reading buddy from the 5th grade Nunavik class. The students will complete the homework questions and share information by answering the questions on their “FlipGrid” sheet with their buddy via Flipgrid based on the book Wonder.

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

Direct Teacher Intervention

The teacher will provide a variety of examples of what it means to take informed action, in a one-to-one discussion. The teacher will then give the student a variety of scenarios and see if they can come up with a way that they would take informed action given the situation.

Academic Enrichment

The students will be asked to further brainstorm ways to take informed action in their own town, based on their answers from the “I CAN Make a Difference” exit ticket. Students will create a list of problems that they feel their community faces. Together students will work together to create and execute an informed action plan to help their own community.

**REFERENCES**

New York State K-12 Social Studies Framework. (n.d.). Retrieved April 07, 2017, from <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

The Global Goals. (n.d.). Retrieved April 08, 2018, from https://www.globalgoals.org/

“Welcome to Kangiqsualujjuaq, Nunavik, Quebec” (2016, December 30). Retrieved April 01, 2018, from https://www.youtube.com/watch?v=obgiSDC6lm4









