

**Molloy College  
Division of Education**

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Course EDU: EDU 351-01  
Grade: 4th    Topic: Geography of New York State

Professor: Dr. Sheehan  
Date: November 20th 2017  
Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES (s) (*Lesson Objective(s)\**)**

After students listen to a personal story and read the story *The Wise Woman and Her Secret*, students will determine the central theme of a text and make connections by writing a letter to someone whom they appreciate and want to show gratitude towards. Students will score a three out of four on a writing rubric.

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

**Key Idea:**

4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography.

Various maps can be used to represent and examine the geography of New York State.

**Key Concepts:**

4.1a Physical and thematic maps can be used to explore New York State's diverse geography.

**Indicator:** *This will be evident when students understand what makes them happy, and how we react to different situations.*

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

**Indicator:** *This will be evident when students understand what gratitude is, and how our letter can show gratitude towards someone we care about.*

## **NCSS C3 Inquiry Are**

### **Dimension 3:**

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

### **Dimension 4:**

Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigation into social issues, trends, and events and will present their information, portions and findings.

**Indicator:** *This will be evident when students brainstorm ideas about who or what makes them happy, and why. This will be written in a letter to the person of their choice.*

## **New York State Next Generation English Language Arts Learning Standard Reading Standards (Literacy and Informational Text)**

### **Key Ideas and Details**

#### **4R2**

Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.

**Indicator:** *This will be evident when students comprehend the book *The Wise Woman and Her Secret*, and make connections to their own life using details based off of the theme of happiness.*

## **INSTRUCTIONAL RESOURCES**

- SMART Board
- Google Docs Presentation
- Graphic Organizer
- Youtube
- Letter Template Worksheet

- *The Wise Woman and Her Secret* by Eve Merriam
- Exit Ticket

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

Students will listen to a personal story told by the teacher, in which she will discuss a time in her life where a situation did not go as planned, but it turned out to be positive and made her happy.

### **DEVELOPMENTAL PROCEDURES**

1. Students will first listen to a personal story told by the teacher about how she reacted to a certain situation she was put in, and how she found happiness through it. (*What was my initial reaction?*) (*Who made me happy?*) (*How did I overcome my feelings?*)
2. Students will then be read the story *The Wise Woman and Her Secret*, and recognize the key components of happiness. (*What was the secret?*) (*What makes us happy?*) (*What did you notice about the little girl?*) (*What did the wise woman think about her?*)
3. Students will then be shown a circle graph of what makes us happy, based off of statistics. Students will analyze this information, and use this information as a guideline while reading a short story. (*Do you believe this statistics?*) (*Do you think how we react to a situation is important?*)
4. Students will then be asked the question if they would like to be happier. Here, students are able to determine what a Hedonic Treadmill is, and what it means to have Eudaimonic happiness.. (*What is an activity that ignites your hedonic treadmill?*) (*What does it mean to be Eudaimonic?*)
5. The teacher will then teach the students about gratitude, and how we can show it. (*What is gratitude?*) (*Who can we show gratitude towards?*)
6. Students will then be given a worksheet, where they will brainstorm ideas for their letter that they will be writing for homework. Before writing this letter, students will watch a

video on an experiment on gratitude, to help them better understand the assignment. In the letter, students will be writing to a person that makes them happy, and that they want to show gratitude towards. (*Who makes you happy?*) (*Why do you appreciate them?*)

7. Students will finally be given an exit ticket where they will be asked to identify three things that make them happy. (*What makes you happy?*)

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

### **Direct Instruction**

Indicator: This will be evident when the teacher is telling her students a personal story and going over the google presentation on happiness.

### **Discussion**

Indicator: This will be evident when the teacher and her students discuss the difference between the Hedonic and Eudaimonic happiness.

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

- The student who struggles to focus will be re-focused through non-verbal cues.
- After reading the book, the student with ADHD will be given a break card where they are able to take a two minute walk before writing a letter.
- The student with a visual impairment, will be given the option to type their letter on the computer.

## **DIFFERENTIATION OF INSTRUCTION**

- The auditory learners will be able to listen to the story read aloud.

- The kinesthetic learners will be able to write on a worksheet provided to them.
- The visual learners will be able to see the different steps on the lesson on the Smartboard.
- The linguistic learners will be able to write a letter to someone who makes them happy, and who they appreciate.

### **ASSESSMENT *(artifacts\* and assessment [formal & informal]\*)***

Students will be given an exit ticket where they will write three things that make them happy.

### **INDEPENDENT PRACTICE**

Following the lesson on what it means to be happy, students will watch a video on an experiment on gratitude, and think about people in their lives that they appreciate and write a letter.

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

Direct Teacher Intervention: The teacher and student will, together, work on the key concepts, the main idea, and key details that will help support their letter that they will be writing, during an extra help session.

Academic Enrichment: Students will create their own song that contains lyrics of what makes them happy.

## REFERENCES

English Language Arts Standards. (n.d.). Retrieved from

<http://www.corestandards.org/ELA-Literacy/>

Merriam, E., & Graves, L. D. (1999). *The wise woman and her secret*. New York: Aladdin Paperbacks.

New York State K-12 Social Studies Framework. (5069, January 01). Retrieved from

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>