

Molloy College
Division of Education

Lesson Plan

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Course EDU351

Date: November 15th, 2017

Grade: 4th Topic: New York State Geography

Content Area: Social Studies

INSTRUCTIONAL OBJECTIVE

After watching a video and having a class discussion on the issue of homelessness in New York City, students will break into groups to construct an idea and assign job positions for their assigned task, attaining a 3/4 on a teacher-constructed 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 raise awareness on the rise of homelessness and homeless children.*

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.

1. Culture

Indicator: *This will be evident when students complete the project on homelessness in New York City.*

NCSS C3 Inquiry Arc

Dimension 3:

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

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.

ELA & Literacy Standard (NYS-CCLS)

Comprehension and Collaboration (SL.4.1)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Indicator: *Students will be coming up with ideas for their upcoming project on awarding others on the authentic issue of homelessness in New York City.*

INSTRUCTIONAL RESOURCES

- SMART Board.
- YouTube Video.
- Computer and Google Slides PowerPoint.
- Note taking guide.
- Brainstorm Worksheet.
- Group 1 Worksheet.
- Group 2 Worksheet.
- Group 3 Worksheet.
- Group Rubric.

MOTIVATION

Students will watch a YouTube video on the issue of homelessness in New York City.

<https://www.youtube.com/watch?v=7zAmHKZ0zjM>

Students will use a note taking guide while watching the video.

DEVELOPMENTAL PROCEDURES

1. Students will watch a YouTube video that addresses the issue of homelessness in New York City they are to take notes on. Students will be given a note taking guide.
2. The teacher will ask questions regarding the video. *(How did the video make you feel?) (What did you learn from the video?) (Are homeless people happy?)* Students will have a turn and talk with their partner to answer the teacher's questions. *(Can I have a volunteer to share?)*
3. The teacher will present facts on the rise of homelessness in New York City and the issue of homeless children. *(Why do you think homelessness is rising so dramatically?)*

4. Students will be asked to brainstorm and share ideas on how they can help homeless people and stop drastic rise in New York City. *(How can we help make a difference in the New York City homeless community?)*
5. The teacher will go over the activity students will now be focusing on. The students are going to address an authentic problem that is happening so close to them. The teacher will hand out the tasks to each group. The tasks require students to brainstorm ideas on how to help homelessness and to assign group jobs. The brain storm page and group jobs will be collected for assessment. *(Who can repeat the directions to me?) (Does anyone have questions?) (What is one idea your group has come up with so far?) (What kind of jobs are you going to need in order to fulfill your task?)*
6. Students will be reminded they are going to start working on their DBQ packets next week, so they will play a Kahoot game to review New York State geography.
<https://play.kahoot.it/#/?quizId=92537527-3609-4345-ba39-e2d480cfa761>
7. The teacher over the instructions for the homework assignment that requires students to write a letter to the Senate of New York State. *(Does anyone know why writing a letter is a way to help out with the cause?)*
8. The teacher will close the lesson with questions. *(Who can tell me something they learned today?) (Is homelessness a big issue in New York? What is the main reason?)*

INSTRUCTIONAL STRATEGIES

Direct Instruction

Indicator: *This will be evident when the teacher discusses facts on homelessness.*

Indirect Instruction

Indicator: *This will be evident when students determine how they are going to make a difference based off of their task.*

Discussion

Indicator: *This will be evident when the teacher and students brainstorm ideas on how they can help homeless people and stop the drastic rise in New York City.*

Cooperative Learning

Indicator: *This will be evident when students work in groups to discuss how they are going to pursue their task in making a difference on a real world issue.*

ADAPTATIONS

- The student who is an ELL will be grouped with non ELL students.
- The student with a behavioral disability will be refocused through the activity.
- The student with ADHD will be given a two minute break before the independent practice.
- The student with ADHD will be given instructions on the lesson a week prior.
- The student with ADHD will be given extra time to hand in the homework.

DIFFERENTIATION OF INSTRUCTION

Visual Learners

Visual learners will benefit from the YouTube video.

Kinesthetic Learners

Kinesthetic learners will benefit from the activity we will be working on every Friday.

Auditory Learners

Auditory learners will benefit from the class discussion.

Interpersonal Learners

Interpersonal learners will benefit from the group activity.

ASSESSMENT

Students will brainstorm ideas for their specific group task and assign roles, attaining at least a 3/4 on a teacher constructed rubric. Students will also be observed informally during the class and group discussions.

INDEPENDENT PRACTICE

Students will be required to write a letter to Senate of New York State.

This will be due in one week.

FOLLOW-UP ACTIVITIES

Direct Teacher Intervention

The teacher will review the Google Slides PowerPoint with the students and provide them with a print out. The teacher and students will create a chart together for better understanding.

Academic Enrichment

Students will research news paper articles and documentaries on homelessness in New York.

REFERENCES

- Engage New York. (2017) New York State Social Studies Framework. Retrieved from <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>
- Harris, E. A. (2017, August 15). 1 in 7 New York City Elementary Students Will Be Homeless, Report Says. Retrieved from <https://www.nytimes.com/2017/08/15/nyregion/report-says-elementary-students-homeless-new-york.html>
- New York State Education Department. (2017). New York State Next Generation Language Arts Learning Standards. Retrieved from <http://www.nysed.gov/curriculum-instruction/teachers/new-york-state-next-generation-english-language-arts-learning>
- America. R.T (2016) Homelessness in New York reaches highest level since Great Depression. Retrieved from <https://www.youtube.com/watch?v=7zAmHKZ0zjM>

Group 1:

Task: Come up with a way to raise goods, such as clothes, food, and shelter.

Over the next several Fridays we will be working on ways to help out homeless adults and children. Homelessness is a major issue in our state.

Assign jobs!

Facilitator:	Moderates team discussion, keeps the group on task, and distributes work.
Recorder:	Takes notes summarizing team discussions and decisions, and keeps all necessary records.
Reporter	Serves as group spokesperson to the class or instructor, summarizing the group's activities and/or conclusions.
Timekeeper	Keeps the group aware of time constraints and deadlines and makes sure meetings start on time.
Prioritizer	Makes sure group focuses on most important issues and does not get caught up in details.
Explorer	Seeks to uncover new potential in situations and people (fellow team members but also clients) and explore new areas of inquiry.
Wildcard	Assumes the role of any missing member and fills in wherever needed.

BRAINSTORMING SHEET!

**COME UP WITH IDEAS ON WHAT YOU ARE GOING TO DO
TO COMPLETE YOUR TASK!**

Some things to consider...

How are we going to get people to donate?

Are we going to promote it? If so to who?

What jobs is everyone going to be assigned?)

Group 2:

Task: Come up with a way to promote the issue on homeless children.

Over the next several Fridays we will be working on our project. 1 in 7 elementary students are homeless. How can you address this issue?

Assign jobs!

Facilitator:	Moderates team discussion, keeps the group on task, and distributes work.
Recorder:	Takes notes summarizing team discussions and decisions, and keeps all necessary records.
Reporter	Serves as group spokesperson to the class or instructor, summarizing the group's activities and/or conclusions.
Timekeeper	Keeps the group aware of time constraints and deadlines and makes sure meetings start on time.
Prioritizer	Makes sure group focuses on most important issues and does not get caught up in details.
Explorer	Seeks to uncover new potential in situations and people (fellow team members but also clients) and explore new areas of inquiry.
Wildcard	Assumes the role of any missing member and fills in wherever needed.

Group 3:

Task: Create a website to inform others on the drastic increase in homelessness in New York City. Be sure to include charities that help the homeless and ways people can help such as volunteering.

Create a website at weebly.com

Over the next several Fridays we will be working on our project. How can you address this issue?

Assign jobs!

- | | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Facilitator: | Moderates team discussion, keeps the group on task, and distributes work. |
| Recorder: | Takes notes summarizing team discussions and decisions, and keeps all necessary records. |
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Wildcard Assumes the role of any missing member and fills in wherever needed.

BRAINSTORMING SHEET!

**COME UP WITH IDEAS ON WHAT YOU ARE GOING TO DO
TO COMPLETE YOUR TASK!**

Some things to consider...

What are you going to put on your website?

Are your facts from credible sources?

How are you going to promote your website?

Name: _____

Note Taking Guide for YouTube Video

Homelessness in New York reaches highest since the Great Depression

3 facts from the video:

1.

2.

3.



Group Activity Rubric

Areas Assessed			
	2	1	0
Team Work	<p>Contributes to brainstorming worksheet.</p> <p>Communicates effectively.</p> <p>Listens to other opinions.</p>	<p>Barely contributing to the group.</p> <p>Little communication.</p>	<p>Does not contribute to the group.</p> <p>Is not paying attention.</p>
Ability to assign roles and construct ideas.	<p>Two or more ideas are presented on the brain storming sheet.</p> <p>Roles are assigned to each member of the group.</p>	<p>One idea is presented on the brain storming sheet.</p> <p>Only some roles are assigned.</p>	<p>No ideas are on the brainstorming sheet.</p> <p>No roles are assigned.</p>

Students name: _____ Score: _____ / 4

Homework Assignment:

Write a letter using the template provided to the New York State Senate about the major issue on the rise of homelessness and children.

You should include...

Facts about the issue

Why it is a problem

A solution on how to fix the problem

**Be sure to use things we discussed in class and
do your own research!**

