**Molloy College**

**Division of Education**

Student: Danielle Valente Dr. Sheehan

Course: EDU 509-01 Date: April 24. 2018

Grade: 3 Topic: Communities Around The World

Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After reviewing the five themes of geography, students will be taken on a bus tour through Melbourne, Australia to visualize and gain an understanding about the community and lifestyle. Students will then reflect on the differences between life in Melbourne and life in Rockville Centre when they gain knowledge of the geography and how it affects the life in Melbourne.

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

**New York State Social Studies Standards**

**Key Idea:**

3.5 Communities share cultural similarities and differences across the world.

**Key Concepts:**

3.5a The structure and activities of families and schools share similarities and differences across world communities.

**Indicator:** *This will be evident when the students reflect on the similarities and differences between the schooling and community in Melbourne and their hometown (RVC) while writing their thoughts in a creative manner.*

**National Social Studies Standards and Themes**

I. Culture: Social Studies programs should include experiences that provide for 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 be evident when the students learn about the five themes of geography as well as, culture and life in Melbourne, and use their own ability to reflect on similarities and differences between there and here (RVC) in a creative manner. Students will answer the question “How does geography affect life in Melbourne?”*

**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 work individually and collaboratively to reflect on what they have learned about societal trends in the school and community on their bus tour of Melbourne.*

**Common Core ELA Standards**

CCSS. ELA-LITERACY. SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

**Indicator:** *This will be evident when the students work collaboratively in small groups, while they turn and talk to share their own ideas and listen to the ideas of peers.*

CCSS. ELA-LITERACY. SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understanding pace.

CCSS.ELA-LITERACY. SL.3.5

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace, add visual displays when appropriate to emphasize certain facts or details.

**Indicator:** *This will be evident when all students complete a graphic organizer related to their individual findings about how geography affects life in Melbourne.*

CCSS.ELA-LITERACY. W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY. W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**Indicator:** *This will be evident when the students complete graphic organizers. It will also be evident in the creation of postcards for academic enrichment.*

**Social Studies Practices: Communities around the world**

**C. Comparison and Contextualization**

1. Identify a world region by describing a characteristic that places within it have in common. 2. Identify multiple perspectives by comparing and contrasting points of view in differing world communities.

3. Describe a historical event in a world community.

4. Recognize the relationship between geography, economics, and history in world communities.

5. Describe a historical development in a world community , using specific details , including time and place.

**Indicator:** *This will be evident when students work on their graphic organizers to produce their knowledge of the differences in world communities based on geographic factors.*

**INSTRUCTIONAL RESOURCES**

* Smartboard Powerpoint bus tour of Melbourne
* Writing utensil (pencil)
* Markers/crayons/colored pencils
* Graphic Organizer to recall their favorite parts of the bus tour
* Travel journal
* Happiness scale worksheet
* Postcard to write home about students’ experiences

**MOTIVATION**

As a motivator the instructor will tell the class they are going on virtual bus tour of Melbourne, Australia and have the students follow along with their travel journals. The students will then determine how geography affects life and happiness in Melbourne, which the students will then compare to life in Rockville Centre.

**DEVELOPMENTAL PROCEDURES**

The instructor will greet the class and recall prior knowledge by talking about the previous

lesson about what happiness is and what makes us happy by having the students turn and talk to complete a “do now” brief assignment. (*Who can tell me what we learned about yesterday? So remind me, what is happiness? What makes you happy? What kind of weather makes you happy? Do we think happiness can be affected by where we live? Is there anything about where you live now that makes you happy?)*

The instructor will then inform the class that today we will be going on a virtual bus tour through Melbourne, Australia. First we will discuss the five themes of geography so the students know what to look for in our tour. (*What is geography?*) Location, place, human/environment interaction, movement and regions. (*What kind of people live there? What do they do? Are they friendly? How do people get from place to place? Is it near a body of water? What kind of landform is it?)*

The students will then board the bus. As the students board they will receive a travel journal to take with them on the bus tour. This will help them keep track of the pictures they see on the powerpoint, and will allow them to rate each picture on a happiness scale along with giving one reason why. The journal also includes a graphic organizer that allows them to write or draw three of the pictures that they liked the best. Lastly, the journal includes a postcard that the students will take home for homework to complete.

Once all of the students are seated the instructor will go through the CHAMPS ground rules page. (*Are there any questions?)*

The instructor will then inform the students about the geography in Melbourne. As we travel through Melbourne, the students will follow along and rate each picture on a happiness scale based on how happy the picture makes them along with one reason why. The teacher will give the students about a minute after each picture slide to finish their thoughts. They may do this while talking to the person next to them on the bus.

The instructor will then move through each slide and discuss the importance of each picture shown in Melbourne. Some of the questions will include: (“*Would you be happy living in Melbourne if you were in this picture right now?,”* W*ho likes beaches? Who likes the city? Who likes cool bridges? Who likes light shows? Who likes warm weather? Who likes cold weather? Would you be happy living here?)*

Toward the end of the powerpoint the instructor will be sure the students have been taking notes in order for them to move on to the next page in their travel journals which is a graphic organizer. The instructor will then have the students start looking at the next page which is a graphic organizer. The students will fill in the name of the city they visited at the top (Melbourne), and three places that were visited throughout the bus tour. The students will then write down one fact they learned about that place, one thing that they noticed and what they liked the most about the picture.

As a wrap up the instructor will ask the class to turn and talk about if they think happiness is affected by where someone lives. (*Do you think the people in Melbourne are happy where they live?)* The instructor will then have the class turn to the last page in their journals which will contain a blank postcard that they will be decorating and completing for academic enrichment (at home.) The instructor will show the students a completed postcard so they understand what is expected. Students will draw a picture from something they saw/learned in Melbourne and write three sentences explaining about the picture and why they liked it. Students will be able to take home their completed journal pages for reference if needed while creating their postcard.

**INSTRUCTIONAL STRATEGIES**

**Direct Teacher Instruction:** *This will be evident when* the instructor is talking about context and when the instructor is acting as the virtual bus tour guide.

**Role Play:** *This will be evident when* both the instructor and the students embark on their virtual bus tour of Melbourne.

 **ADAPTATIONS**

The students with a hearing impairment will be seated close to the instructor to ensure they hear all of the information.

The students with a vision impairment will be seated close to the SmartBoard to ensure they see the pictures on the smart board.

**DIFFERENTIATION OF INSTRUCTION**

For the visual learner I will seat them near the board so they have full access to the pictures on the smartboard. All students will receive a guided worksheet to help them follow along throughout the bus tour and stay engaged. The pictures of the bus tour will also be enlarged.

For the auditory learner they will be seated close to the instructor to ensure they can hear all of the information being said.

For the interpersonal learner I will allow the students to turn and talk after each picture is presented during our virtual tour so they can discuss what they think and like about the picture.

For the musical learner I will provide the option to write a song about Melbourne and what they learned about geography and how it affects happiness in Melbourne.

 **ASSESSMENT**

**Informal Assessment:** The students’ response to questions during our virtual field trip and happiness scale worksheet.

**Formal Assessment:** The graphic organizer that students will fill out after the bus tour is finished which will provide them three different chances to pick out different pictures from the bus tour while they explain why they liked it, what they noticed and one thing they learned.

**INDEPENDENT PRACTICE**

The postcard that they create will be a form of independent practice that will test what knowledge they have gained about geography and how it affects happiness in Melbourne.

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

Direct Teacher Intervention

If a student is having a hard time focusing on the virtual bus tour the instructor will prompt them as needed.

If the students become too hyperactive during the turn and talk after each slide while they are filling out their worksheet the instructor will have the students work on them independently.

If students are having difficulty writing in their graphic organizers the instructor will pull a small group aside and try to help guide them.

Academic Enrichment

Students who finish early will have the option to help their classmates or create their own virtual bus tour of their town and places that makes them happy and why.

**REFERENCES**

McFarland, R. (2017, March 08). No contest: Why Melbourne is the nation's sporting capital.

<http://www.traveller.com.au/no-contest-why-melbourne-is-the-nations-sporting-capital-g>

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Victoria, C. O. (n.d.). Melbourne, Victoria, Australia - visitvictoria.com The official travel and

accommodation site for Melbourne, Victoria, Australia.

http://www.visitmelbourne.com/