**Molloy College**

**Division of Education**

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EDU 351 01 April 10th, 2018

Grade: 5 Topic: Happiness Social Studies

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

After presenting the questions “Does where you live in the Western Hemisphere determine your happiness?” and “What determines happiness?” and reading the book “How Full is Your Bucket for Kids” by Tom Rath and Mary Reckmeyer, students will engage in a collaborative discussion about different kinds of happiness that can be experienced in everyday life. Students will be assessed by completing a letter of gratitude for someone in their life who has shown them how helping others is better than gaining material possessions and the impact that they made on their own happiness, attaining a minimum score of two out of four based on a teacher created rubric.

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

**(you may need more than one standard)**

**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 Concept:**

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

 **Indicator:** This will be evident when students realize that happiness is different for people in different parts of the world and that helping other people makes us happier than gaining material possessions.

**National Social Studies Standards and Themes**

**Culture**

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

 **Indicator:** This will be evident when students participate in a discussion and are able to see the similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns in relation to their happiness.

**NCSS C3 Inquiry Arc**

Dimension 1: The teacher will begin developing questions and the planning of investigations. With a robust question in mind, teachers and students determine the kind of content (Dimension 2) they need to create a plan to address their questions.

 **Indicator:** This will be evident when the teacher is framing the unit plan of Canada by asking the compelling questions: “*Does where you live in the Western Hemisphere determine your happiness?”, “Are people in Canada happier than people in America?”, and “What determines happiness?”*

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

**Indicator:** This will be evident when students conclude their research on what determines their happiness.

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

 **Indicator:** This will be evident when students are able to draw the conclusion that your happiness stems from helping others instead of gaining material possessions.

**Social Studies Practices: Habits of Mindful Skills**

Gathering, Interpreting and Using Evidence

 **Indicator:** This will be evident when the student have gathered information about the different types of happiness we explored in class and raise questions to help us identify why helping others is the greatest happiness as opposed to gaining material possessions.

**ELA-Literacy Standard (NYS-CCLS)**

Writing Standards

Production and Distribution of Writing (5.W.4)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

 **Indicator**: This will be evident when the students complete their letters of gratitude to someone in their life who has shown them how helping others is better than gaining material possessions.

Speaking and Listening Standards

Comprehension and Collaboration (5.SL.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 engage in a discussion with the teacher about different types of happiness within ourselves and to determine which happiness, Eudemonic happiness or Hedonic happiness truly makes us happier.

**INSTRUCTIONAL RESOURCES**

* SMART Board
* PowerPoint Presentation
* “How Full is Your Bucket for Kids” book by Tom Rath and Mary Reckmeyer
* Worksheet #1 (corresponds with the book)
* Book, Head, Heart Activity (post-its, chart paper)
* Gratitude Letter Instructions
* Rubric for Gratitude Letter
* Homework Instructions

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

The teacher will tell the class two stories about a time in their life where they felt truly happy. The teacher will discuss a volunteer opportunity that had made an impact on their life and the teacher will discuss how getting a new phone made them truly happy and compare and contrast the two stories.

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

1. The teacher will begin reading the book “How Full is your Bucket for Kids” by Tom Rath and Mary Reckmeyer to determine the type of happiness that you can develop by filling your bucket. After reading the book, students will fill out a see, think, wonder worksheet about what they noticed in the book about how filling someone’s bucket can make you happy. A discussion about happiness will take place and we will also explore what is happiness is represented as. *What is the moral of the story? Does helping other people truly make us happy? How did Felix realize that helping people can make a difference in his life and others lives as well?*
2. Following the worksheet and discussion, the class will do a Book, Head, and Heart Activity about the story that was just read and how it relates to your happiness. *What is this book about? What changed, confirmed, or challenged your view of happiness? What did this book make me learn about myself?*
3. The teacher will describe to the student how people can experience multiple kinds of happiness. Each happiness stems from completely different experiences and as a class, we will try and determine what happiness truly means. *What is Eudemonic happiness? What is Hedonic happiness? How will knowing about these types of happiness help us determine which type of happiness has true meaning to us as individuals?*
4. Next, students will complete a letter of gratitude for someone in their life who has shown them how helping others is better than gaining material possessions and the impact that they made on their own happiness.
5. To conclude the lesson, as a whole, the class will review what they have learned today about happiness. *What was the purpose for this lesson? Why do we need to learn about happiness now? Think about if you lived in another country, such as Canada and answer this: Does where you live truly make you happy and explain why?*

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

* Questioning
	+ **Indicator:** This will be evident when the teacher is asking students questions throughout reading the book. The teacher will also be asking questions about happiness during the lesson.
* Discussion
	+ **Indicator:** This will be evident when the teacher and the class are having a discussion about Eudemonic ad Hedonic happiness and how helping others can be more beneficial towards your happiness as opposed to gaining material possessions.
* Direct Instruction
	+ **Indicator:** This will be evident when the teacher is teaching the students about happiness.

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

* The student who has a vision or hearing problem will be allowed to have preferential seating when the teacher is reading the book on the carpet.
* The student who has a graphomotor issue will be given a gripper for his or her pencil for when they are writing the letter of gratitude or they will be given a laptop so they can type the letter instead.

**DIFFERENTIATION OF INSTRUCTION**

* Visual Learners: The visual learner will benefit from this lesson by being able to see the PowerPoint presentation about happiness on the SMART board and will benefit from seeing the illustrations in the book “How Full is your Bucket for Kids” and how it relates to happiness.
* Auditory Learners: The auditory learner will benefit from this lesson from listening to the discussion about happiness and the differences between Eudemonic and Hedonic happiness. Also, they will benefit from listening to the story and can ask and answer questions about how Eudemonic happiness can make someone feel gratitude.
* Kinesthetic Learners: The kinesthetic learner will benefit from being able to move from their seat in the classroom to the carpet when the story is being read so that they better comprehend the story. They will also benefit from the Book, Head, and Heart activity where they are able to write and stick their thoughts of the book on chart paper.

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

* Student interaction will be assessed during the lesson, based on the worksheet provided to them.
* Students will be assessed based on their comprehension on the concepts of happiness- Eudemonic and Hedonic.
* Students will complete a letter of gratitude for someone in their life who has shown them how helping others is better than gaining material possessions and the impact that they made on their own happiness, attaining a minimum score of two out of four based on a teacher created rubric.

**INDEPENDENT PRACTICE**

Following the lesson on how Eudemonic happiness (helping others) makes us happier than Hedonic happiness (gaining material possessions), students will complete a Flipgrid at home with their parents. Students will interview their parents and ask them about a time that they felt true happiness and recall their experience in a two-three minute video and students have to justify why they believe that helping others can make people truly happy. Students must also reply to at least two of their classmates.

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

Direct Teacher Intervention

The student, under the direct intervention of the teacher, will create a graphic organizer for Eudemonic happiness, giving examples of some activities you could participate in to help others.

Academic Enrichment

For the student who fully comprehends the lesson about Eudemonic and Hedonic happiness, they will brainstorm how they could help others in other parts of the Western Hemisphere, such as Canada. They can also do research places, events and circumstances about Canada to further explore the questions “Does where you live in the Western Hemisphere determine your happiness?” and “Are people in Canada happier than people in the United States?”

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

How Full is Your Bucket? For kids

Directions: For each part of the book, write down what you see, think and wonder about Felix’s experience in discovering what happens when you filling someone’s bucket and your own and how it could relate to happiness.

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| --- | --- | --- | --- |
|  | Beginning of the Book | Middle of the Book | End of the Book |
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Gratitude Letter

Directions: Now that we have figured out that helping other people truly can make us happy, it’s time for you to write a letter to someone who has made an impact on who you are as a person. In about two paragraphs, choose one person in your life that demonstrates this kind of happiness where they go out of their way to help others and explain why this person in your life is this way. Provide detailed examples of how they go out of their way to help others and tell them what they mean to you and the impact they have had on you.



Rubric for the Gratitude Letter

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion** | **Unsatisfactory****(1)** | **Satisfactory****(2)** | **Good****(3)** | **Excellent****(4)** |
| **Understanding the content** | The student did not have a clear understanding of what was taught in the class (Eudemonic Happiness) | The student had a minimal grasp of the topic of Eudemonic Happiness. | The student had an average and appropriate understanding of Eudemonic Happiness  | The student fully knew what Eudemonic Happiness was all about. |
| **Organization** | There is a lack of organization within the two paragraphs. No clear points. | Organization is gradual. Points are stated in a clear way. | Organization has improved. The main points are stated in a clear, concise way. | The paragraphs are organized well. The points are well-thought out and can be understood efficiently. |
| **Spelling, Grammar, Punctuations** | There were many errors in spelling, grammar, and punctuations. | Minimal errors occurred. Knew how to spell correctly. Needs grammar assistance. Punctuation was adequate. | There were few grammatical errors. Spelling and punctuations were good. | No errors were seen. Spelling, grammar, and punctuations were great. |
| **Writing** | The paragraphs are not written well. They are not at a fifth grade level. | The paragraphs are okay. Organization skills need to be address more. | The paragraphs are good. There are a couple of computational errors. | The paragraphs are well-written and is constructed at a fifth grade level. |

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



Homework

Directions: Interview Time! You are an interviewer for the school newspaper and you have to gather information about happiness in your life. Your task is to interview one of your parents or guardians and have them recall a time they experienced true happiness. Be sure to recall what happiness is after learning about it today in class. Record your findings in a 2-3 minute video and reply to at least two of your classmates.