**Molloy College**

**Division of Education**

**Lesson Plan Template**

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Course EDU351 Date: 4/ 5/18

Grade 5th Topic: writing Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES (s)**

After students have created the unit they will engage in the collective essay in the air by engaging in a fishbowl activity student will score 3 out of 4 on a self-evaluated rubric judging their effectiveness on the DBQ.

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

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**New York State Social Studies Standards**
**Key Idea:**
5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse, and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.
**Key Concepts**:
5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.
 **Indicator:** *This will be evident when students compare the ways of life in Puerto Rico to the ways of life in America to determine the overall happiness of the cultures to create their essay in the air.*

**National Social Studies Standards and Themes**
IV. Individual Development & Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:
Identify and describe ways family, groups, and community influence the individual’s daily life and personal choices.
 **Indicator:**  *This will be evident when the students study the individual development and identity by studying various accounts of the ways of life in Puerto Rico compared to America.*

**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 causal explanations.
 **Indicator:** *This will be evident when students work collaboratively to work towards creating conclusions on completing the essay in the air to answer the question, “In what ways is life in Puerto Rico different than life in America? Are Americans happier than Puerto Ricans?”*

**Speaking and Listening**
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others’ ideas and expressing their own clearly persuasively.
 **Indicator:** *This will be evident when the students engage in groups and collaboratively create an essay in the air.*

**Social Studies Practices: Habits of Mind** Gathering, Interpreting and Using Evidence
Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.
6.   Recognize arguments on specific social studies topics and identify evidence supporting the argument.
**Indicator**: *This will be evident when the students work in groups to identify supporting details from the DBQs to create an essay in the air.*

**INSTRUCTIONAL RESOURCES**

1. DBQS
2. Self-evaluated Rubrics

**MOTIVATION**

Dividing the class into two groups to participate in the fishbowl activity.

**DEVELOPMENTAL PROCEDURES**

1. The teacher will go over lesson expectations (CHAMPS)
2. Students will be broken up into two groups to participate in the fishbowl activity. (*Has anyone heard of a fishbowl activity?)*
3. Students in one group will sit at a table and create an essay in the air using the DBQs from the previous lessons. (*Does anyone have an idea of what an essay in the air is?)*
4. The teacher will assign the students in the first group different roles; the leader, time keeper, note taker, and the fact checker.
5. Students will participate in an essay in the air while the other group will engage in the fishbowl. (*Using the DBQs answer the question by discussing “In what ways is life in Puerto Rico different than life in the United States? Are Americans Happier than Puerto Ricans?)*
6. Students will engage in a fishbowl with assigned roles and see how many documents are used, talk about if they use outside info, how well did they answer the question, how well do they divide the time. (*Make sure you are closely watching the other group and they are answering the main question.)*
7. Students who are outside the fishbowl will be given self-evaluation rubrics to fill out on their performance.
8. The students will switch groups and be assigned a new role. (*Now group one will be outside the fishbowl and group two will be in the fishbowl creating an essay in the air.)*

**INSTRUCTIONAL STRATEGIES**

Fishbowl

 Indicator: This will be evident when students participate in the fishbowl activity to create an essay in the air

Cooperative Learning

Indicator: This will be evident when each group works together to create an essay in the air

Discussion

 Indicator: This will be evident when students discuss the DBQs to create the essay in the air

**ADAPTATIONS**

Teacher will provide redirecting and refocusing as needed by the student.

The student who has weak motor skills will be provided with pencil grips when needing to write.

**DIFFERENTIATION OF INSTRUCTION**

The visual learner will be assigned the role of the note taker to visually see an outline of the essay.

The auditory learner will be assigned the leader to speak

**ASSESSMENT**

Students will be assessed both formally and informally.

The teacher will assess informally by observing the students while they participate in the fishbowl activity.

The teacher will assess the students formally by looking over the self-evaluated rubric.

**INDEPENDENT PRACTICE**

Students will find outside information on two of the documents.

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

Direct Teacher Intervention

The teacher will create a graphic organizer with cut outs of the documents pictures to create an outline.

Academic Enrichment

The teacher will have the student find two documents on Puerto Rico that can be used next year.

**REFERENCES**

New York State K-12 Social Studies Framework. (n.d.). Retrieved April 04, 2018, from

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

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

**Self-evaluated rubric for fishbowl & essay in the air activity**

Did you speak enough during the activity?                                     \_\_\_\_\_\_\_/1 point

Did you successfully complete your role?                                     \_\_\_\_\_\_\_\_/1 point

Did your group use all of the documents?                                 \_\_\_\_\_\_\_/1 point

Did your group successfully answer the big question?                  \_\_\_\_\_\_\_/1 point