**Molloy College**

**Division of Education**

Barbara McMahon-Egan Dr. Sheehan, EDU 5090

MaryKate Murnane November 20, 2018

Grade: 2nd Topic: What is Happiness? Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVE (s)**

After students are presented with the compelling question, “Who is happiest, people in urban, suburban or rural communities? and having the story *The Wise Woman and Her Secret* read to them*,* students will *effectively engage in a range of collaborative conversations, expressing their own ideas clearly in answering the question “What is the secret of happiness?”,* laying the foundation of the concept of happiness to build the unit on. Students will create a Flipgrid, with a clearly expressed fact choosing someone in their daily lives that brings them happiness and who they are grateful for, expressing three reasons this person makes them happy.

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

**NEW YORK STATE SOCIAL STUDIES STANDARDS**

**Key Idea**

**Individual Development and Cultural Identity**

2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.

**Key Concept**

2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grow up in will affect a person’s development and identity.

Indicator*: This will be evident when the students look introspectively and engage in a range of collaborative conversations to answer the question of what determines their happiness.*

**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.

Indicator:*This will be evident when the students engage in a range of conversations about their own personal happiness.*

**NCSS C3 INQUIRY ARC**

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

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 evident when students learn and predict differences in happiness and ways to savour happiness.*

**SOCIAL STUDIES PRACTICES: HABITS OF MIND**

**Gathering Information**

Indicator: *This will be evident when students gather information on what makes society happy and discuss what makes them happy.*

**ENGLISH LANGUAGE ARTS STANDARD**

**Key Ideas and Details**

2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Indicator*: This will be evident when students engage in a range of conversations and collaborations in retelling key details in the story “The Wise Woman and Her Secret” .*

**INSTRUCTIONAL RESOURCES**

* SMART Board
* PowerPoint slides
* Book: *The Wise Woman and Her Secret by Eve Merriam*
* Flipgrid (Video Discussion Platform)
* Worksheet for Flipgrid
* Pens/Pencils

**MOTIVATION**

To engage the students, they will listen to a read out loud on the short story “*The Wise Woman and Her Secret”*.

**DEVELOPMENTAL PROCEDURES**

**Activity #1 -** Students will be introduced to the compelling question: “Who is happiest, people in urban, suburban or rural communities?” using PowerPoint slides. The teacher will explain that the Unit Plan will cover the different communities that will enable students to come to a conclusion to answer the aforementioned compelling question. Teacher will explain that in order to make an informed decision we first need to talk about happiness and the secret to discovering it. (*Has anyone ever been taught about the idea of happiness before? Or the secrets to achieving it? What is something that makes or gives you a happy feeling?)*

**Activity #2** - Students will be invited to sit down on the carpet for a read-aloud of the book “*The Wise Woman and Her Secret”*. *(Has anyone ever heard of this story before? Based on the cover what do you believe the “secret” is referring to?)*

**Activity #3 -** The teacher review the book with the students turning to pages will 3, 6, and 8 to ask comprehensive questions to support students during the story.(*Why did people from many towns look for the wise woman? What did they want to discover? Why was Jenny falling behind the rest of the crowd? Why were the people disappointed after spending so much time searching? Was Jenny disappointed? What does the wise woman say about finding happiness? What two things does the wise woman say have led to Jenny’s happiness?)*

**Activity #4 -** Students will be shown a teacher created Flipgrid and step-by-step instructions on how to make their own Flipgrid video. Students will create a Flipgrid, choosing someone in their daily lives that brings them happiness and they are grateful for, expressing three reasons why this person makes them happy. *(How does this person make you happy? When was a time this person did something for you that made you feel happiness? Are you grateful for this person?)*

**INSTRUCTIONAL STRATEGIES**

**Cooperative Learning**(engaging groups of students in working together on a structured activity)

Indicator: *This will be evident when students work to answer guided questions to create their Flipgrid video.*

**Direct Instruction**(explicit presentation of information)

Indicator: *This will be evident when the teacher reads the book “The Wise Woman and Her Secret”to the class while asking lower and higher thinking questions.*

**Modeling**(providing support and moving students toward greater independence)

Indicator:*This will be evident when students view the teacher created Flipgrid modelling how to answer the question “Who in their daily lives brings them happiness and who they are grateful for?”*

**ADAPTATIONS**

* The student who is an English Language learner will be paired with an English-speaking student during collaborative activities.

* The student that struggles to stay focused with be seated near the teacher in the front of the room and be given silent, previously agreed upon signals, when needed.

* The student with fine motor skills impairment will use a whiteboard and dry erase markers instead of pencil and paper to complete the worksheet. The student will also be partnered with another student who can assist in recording the answers on the paper.

 **DIFFERENTIATION OF INSTRUCTION**

The teacher realizes that not all students learn the same way. The students will be separated by perceptual preferences.

* Auditory Learners will be read the book, *The Wise Woman and Her Secrets,* out-loud and participate in a class discussion.

* Visual Learners will be able to visually look at the PowerPoint slides to see the compelling question and view the illustrations in the book in detail.

* Kinesthetic Learners will be able to move to the floor of the classroom, given ample space for movement, when the read-aloud begins

**ASSESSMENT**

Teacher, through observation of students will informally assess the students’ knowledge and understanding on the concept of “happiness” through comprehensive thinking strategies. Formal assessment will be done using a teacher created rubric for the Flipgrid assignment.

**INDEPENDENT PRACTICE**

For homework, students will be asked to show their Flipgrid video to the person they chose in their daily lives that makes them happy. Students will then ask that person make a response Flipgrid to their video on how it made them feel. Students will submit their Flipgrid to the teacher the following day.

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

Direct Teacher Intervention

Students who did not meet the objectives, with direct teacher intervention, will review the story in detail for better understanding and discuss scenarios of the concept of happiness.

Academic Enrichment

Students who meet the objectives will be challenged to consider the bigger question, “Does the type of community that you live in determine your happiness?

 **REFERENCES**

Merriam, E.(1991). The Wise Woman and Her Secret. For Kids. New York.

New York State P-12 Common Core Learning Standards for English Language Arts & Literacy, (n.d.). Retrieved November 18, 2018, from

http://www.p12.nysed.gov/ciai/common\_core\_standards/pdfdocs/p12\_common\_core\_learning\_standards\_ela.pdf

New York State K-8 Social Studies Framework, (n.d.). Retrieved November 18, 2018, from

 http://www.p12.nysed.gov/ciai/socst/documents/ss-framework-k-8a2.pdf