**Molloy College**

**Division of Education**

Student: Jacqueline O’Reilly Professor: Dr. Sheehan

Course: EDU316 Date: December 5th, 2018

Topic: Taking Informed Action Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After listening to the starfish story, a discussion on informed action and listening to Reagan’s story, *students will work in small groups to create a plan of informed action that will help Reagan* and will fill out the global goals worksheets.

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

New York State Standards

**7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards: 1, 4, 5; Themes: TCC, GOV, ECO)**

7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence. ¬ Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s Common Sense had on colonial leaders in their debates on independence. ¬ Students will examine the Declaration of Independence and the arguments for independence stated within it.

7.3d the outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace. ¬ Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution. ¬ Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution. ¬ Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.

Routes

National Social Studies Standards and Themes

## Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

Indicator: Students throughout this lesson are working together to come up with ways to help instill hope into Reagan. Students will be filling out the global goals worksheet to collect their thoughts and see what they can do to have Reagan and these women reach their dreams.

**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 engage with each other in small groups to create plans of informed action to help Reagan, and then present on those completed projects.

**Common Core ELA Standards**

CCSS.ELA-LITERACY.SL.5.1

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 the students work collaboratively in small groups, sharing their own ideas and listening to the ideas of peers.

CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Indicator:** This will be evident when all groups complete graphic organizers related to helping Reagan.

**INSTRUCTIONAL RESOURCES**

Global Goals worksheet

Tweets from Reagan

Pens

Video from Global Goals

**MOTIVATION**

The teacher will relay the starfish story to the students to get them involved and interested in today’s lesson. This story will prove to the students that you may not always help a big group of people but if you help one that can make all the difference in the world.

**DEVELOPMENTAL PROCEDURES**

1. The Teacher will begin the lesson with the story of the boy and the starfish. The teacher will explain to the students that they themselves can be make a difference in the world. *We cannot always make a difference with a big group but we can help an individual.* The teacher will share with the class what the seventeen global goals are. A video also located on the global goals website explaining in depth the global goals.
2. The teacher will then share with the class Reagan’s story. Reagan is a fifteen-year-old boy who lives in Uganda. His living conditions are very poor and only has enough money for one meal a day. The teacher will show the students tweets from Reagan explaining that is goal is to come to America, get a college education and play lacrosse for a college team.
3. The teacher will share with the class the slide on the PowerPoint portraying the global goals worksheet that they will be working on. The teacher will show an example of what the global goals worksheet should look like with a teacher created example. In groups of 3 to 4 students will be working together to collaborate different ways in which they can use their time, treasure, talent and teaching ways to help Reagan fulfill his dream.
4. The teacher will then monitor the room and help guide students through the activity. Students will then come together to share with the class what they have written down for time, teach, treasure and talent. Students will then comment on each other’s ideas for feedback.
5. The teacher will then show the students a video of the hummingbird story. The teacher will then remind students that they can achieve anything they put their mind to.

**INSTRUCTIONAL STRATEGIES**

**Strategy: Literacy**

Indicator: This will be evident when students work in groups of three to write down different ways they can help instill hope into another person and their community.

**Strategy: Cooperative Learning**

Indicator: This will be evident when students work as partners to come up with ways to instill hope into others lives and share with the class their ideas.

**DIFFERENTIATION OF INSTRUCTION**

**Sample way to differentiate**

Visual Students

Visual learners will be able to learn visually by seeing a picture of Reagan that way they can see who they are trying to help bring over to America.

Auditory Students

Auditory Students will be able to listen to the teacher talk about Reagan. They will also be given directions as to how the lesson will go.

Kinesthetic Students

Kinesthetic learners will be able to get out of their seat and move around the classroom to work with another.

**ASSESSMENT**

The teacher will collect each of the groups worksheets and come up with a plan in which the students can participate in raising money for Reagan to come over to the United States and live out his dream/

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

Direct Teacher Intervention

The teacher will walk around the room and help those who need to be read to and guided through the classroom activity.

Academic Enrichment

Students who complete the classwork early will be given another worksheet and they must choose from the following global goals, poverty, hungry or environment and come up with different ways they can help make others who are struggling hopeful and what they can do to help eliminate these global issues.

**REFERENCES**

Resources. (n.d.). Retrieved from https://www.globalgoals.org/resources