**Lesson 4**

**Molloy College**

**Division of Education**

**Lesson Plan**

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Course: EDU 3510 01 Professor: Kevin Sheehan

Grade: 3 Date: 11/29/19

Topic: Communities Content Area: Social Studies

**Standards**

**Social Studies Standard: New York State Next Generation Social Studies Learning Standard:**

**Geography, Humans, and the Environment**

**3.3**

**Standard**: Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

**3.3a**

**Standard:** Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

Students will examine the geographic factors of each selected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations.  Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors

**Indicator**: this will be evident when students realize that geographic factors often influence where people settle and form communities and people adapt to and modify their environment in different ways to meet their needs.

**ELA Standard: New York State Next Generation ELA Standard:**

Key Ideas and Details

3R1: Develop and answer questions to locate relevant and specific details in a text to support an

answer or inference.

**Indicator:** This will be evident when students develop and answer questions to locate relevant and specific details in a text to support an

answer or inference

**Instructional Objective**

After learning about different communities, students will complete a history mystery, in which they will work in groups to judge which documents are reliable and not reliable on which community is best to live in. They will then listen to each other’s opinions on which community is best to live in.

**Inquiry Standards**

1. Questions- Raise questions

2. Eyes of Discipline

3. Gather information

4. Present Information

**Skills**

1. Gathering Info

2. Compare and Contrast

3. Chronological Reasoning

4. Geographic

**Developmental Procedures**

**1.** **Motivation**: Students will review what they learned about reliability and fact and opinion *(What does everybody remember about what reliability mean?)*

2*.* The students will each receive an envelope full of documents that support different communities and civilizations and which one is the best to live in, based on Mexico, Japan, India, and Italy *(What do you notice about the documents? How are they different and similar?)*

3. The students will do a history mystery in which they will take the documents and organize them into which ones are most and least reliable by posting them on a giant piece of construction paper. They will also organize the documents to show which ones support a certain civilization as the best to live in *(Why do you think this piece of evidence is reliable or unreliable? What do you notice about it that stands out to you?)*

4. After they finish organizing their documents, the students will go over their own history mystery and explain which community is best to live in based on their own evidence *(Based on your evidence, which civilization is the best to live in and why?)*

5. The students will hear other people’s reasons and see if they agree or disagree *(Why do you agree/disagree with this group’s answer?) Do they share any of the same opinions as you?)*

**Assessment**

Informal: Students will be contributing to the history mystery, and they will contribute their own opinions on which piece of evidence they think is reliable and unreliable

**Instructional Strategies**

-Discussion: (Providing support and moving students toward greater independence)

-Indicator: This will be evident when the teacher allows the students to discuss among themselves which pieces of evidence are reliable and unreliable

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

-Indicator: Thus will be evident when students work on the history mystery in their groups together

**Independent Practice**

Students will be asked to reflect on everything they learned from the history mystery, and try to find a reliable and unreliable source on their own, and bring them into class the next day to talk about the difference between them

**References**

New York State Department of Education. (2019). New York State Next Generation Social Studies Standards. Retrieved from <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-> framework-k-8a2.pdf

English Language Arts Learning Standards. (n.d.). Retrieved from [http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english- language-arts-learning-standards](http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-%09language-arts-learning-standards).

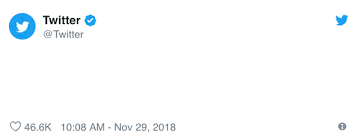
Documents

Document 1:

“In a study made in 2010, Italy is the country with the least amount of crime than any other country”

* *United Nations*

Document 2:

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Beyonce: “Just went to a restaurant in Italy and the waiter was rude to me because I was American, NEVER COME TO ITALY!

Document 3: