**Molloy College**

**Division of Education**

**Lesson Plan 1**

James Messina Dr. Sheehan

EDU 3160 November 25, 2019

Grade 12 Economics Social Studies

**INSTRUCTIONAL OBJECTIVES**

After being given examples of hope creators and hope crushers, students will analyze how two or more texts address similar themes to build knowledge on hope by doing a history mystery and an exit ticket answering the question “What causes hope to rise and fall?”

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

CCLS-ELA Integration of Knowledge and Ideas

9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

**Indicator:** This will be evident when students do the History Mystery Activity

New York Social Studies State Standard.

**NYS Social Studies Standards**

**Key Idea:**

12.E2 INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS- Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services that they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources that they own to businesses in the factor markets.

**Key Concepts:**

12.E2a Given that the resources of individuals (and societies) are limited, decisions as to what goods and services will be produced and to whom to sell one’s resources are driven by numerous factors, including adesire to derive the maximum benefit from and thus the most efficient allocation of those resources.

12.E2b The choices of buyers and sellers in the marketplace determine supply and demand, market prices, allocation of scarce resources, and the goods and services that are produced. In a perfect world, consumers influence product availability and price through their purchasing power in the product market. Product market supply and demand determine product availability and pricing.

**National Social Studies Standards and Themes**

VII. Production, Distribution, & Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can: b. distinguish between needs and wants; c. identify examples of private and public goods and services.

**DEVELOPMENTAL PROCEDURES**

1. Teacher will begin the class by sharing a story in which they failed. Teacher wants to show students that failure and success are similar and work with one another. (2-3min) *How did I fail? What did I learn from failing? Why is it important to fail?,* Aim Question: What causes hope to rise and fall?

2. Teacher will then give examples of hope creators and hope crushers. The teacher will show a video clip from the movie “Rocky Balboa” in which he gives his son a motivational speech. *How is Rocky a hope creator? What is Rocky’s message in his speech?* Then the teacher will give an example for a hope crusher from the book Rosie the engineer. *How is her uncle a hope crusher? What do you do when somebody tries to crush your hope?*(5-7min)

3. Teacher will then show a video clip from the movie “Miracle”. This clip will describe the importance of culture and how culture affects hope. *What is the importance of a good culture? Is talent the only thing that makes a good team?*(3-5min)

4. Students will then do a history mystery in groups and they will evaluate quotes from many different people. Students will have to decide which quotes reflect, success/ failure, hope creators/crushers and culture. Teacher will go around coaching groups. (15-20 min)*Why did you put each quote where you did?*

5. For an exit ticket, students will write their own opinion answering the question "What causes hope and belief to rise and fall?”(3-5min)

**INSTRUCTIONAL RESOURCES**

· PowerPoint

· Rocky Video

· Miracle Video

· Rosie the Engineer Book

· History Mystery quotes

**DIFFERENTIATION OF INSTRUCTION**

**Grouping:** One way in which I will differentiate instruction is by putting together mixed groups for the history mystery. I will group struggling students with students who are more advanced so students will peer learn off each other.

**Modalities:** Visual learners will benefit from videos being displayed.

**Kinesthetic**: learners will benefit from the history mystery activity because they will be able to move around the classroom. They will enjoy not sitting down for a whole period listening to a teacher lecturing.

**Auditory**: these learners will benefit from listening to the videos and listening to the teacher’s story.

**Instructional Strategies**

1. Cooperative Learning

This will be evident when students are working together on the history Mystery.

2. Direct Instruction

This will be evident when the teacher is filling the filing cabinet on hope and explain hope creators/ crushers and talking about culture.

**Assessment**

Students will and an exit ticket answering the question “Why do people have hope?” In a couple sentences students will answer that question and it will be collected by the teacher.

Quotes for History Mystery

**Success/Failure**

“It's fine to celebrate success but it is more important to heed the lessons of failure.”

-Bill Gates

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“Many of life's failures are people who did not realize how close they were to success when they gave up.”

-Thomas Edison

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“My great concern is not whether you have failed, but whether you are content with your failure.”

-Abraham Lincoln

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“Life's not about how hard of a hit you can give... it's about how many you can take, and still keep moving forward.”

-Rocky Balboa

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Culture**

“You have to believe in your process. You have to believe in the things that you are doing to help the team win. I think you have to take the good with the bad.”

-Tom Brady

“If art is to nourish the roots of our culture, society must set the artist free to follow his vision wherever it takes him.”

-John F. Kennedy

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“If it doesn't matter who wins or loses, then why do they keep score?”

-Vince Lombardi

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hope Creator/Hope Crusher**

“Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.”

-Albert Einstein

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

“We have always held to the hope, the belief, the conviction that there is a better life, a better world, beyond the horizon.”

-Franklin D. Roosevelt

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

“Hope is being able to see that there is light despite all of the darkness.”

-Desmond Tutu

“Hope is a good breakfast, but it is a bad supper.”

-Francis Bacon

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_