**Molloy College**

**Division of Education**

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Course: EDU 351 Date: November 29, 2018

Grade: 2nd Topic: Taking Informed Action Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES (s) *(Lesson Objective(s)\*)***

After viewing videos showing the problems that exist in rural, urban, and suburban communities, and a discussion on informed action, *students will create a plan of informed action that will help residents of one community,* and will fill out an exit ticket, answering at least 3 of the 4 questions on informed action correctly.

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

New York State Social Studies Standards

**Key Idea:**

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

**Key Concepts:**.

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

**Indicator:** This will be evident when students study the problems that affect members of a specific community, the impact of these problems on members of that community, and develop plans of informed action to help their fellow citizens.

**National Social Studies Standards and Themes**

III. People, Places, & Environments

Social studies programs should include experiences that provide for the study of

people, places, and environments, so that the learner can:

* examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;
* consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.

**Indicator:** This will be evident when the students learn about the impact that problems have on members within a community, and their own ability to create positive change for people who live within an existing community.

**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 residents within a community, and then present on those completed projects.

**Common Core ELA Standards**

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations about grade 2 topics and texts with peers, diverse partners, and adults in small and larger groups

**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.

CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Indicator:** This will be evident when all groups complete graphic organizers related to their individual projects. In addition, it will be evident when students work in groups to create projects (a video, fliers/posters, plan a fundraiser, and create a social media account) detailing the issues affecting the people of an existing community and explaining concrete ways to help.

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts, and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.4

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing

**Indicator:** This will be evident when the students’ complete graphic organizers for their group’s project. It will also be evident in the creation of group products that include an informational video, fliers/posters, the organization of a fundraiser, and a social media account.

**Social Studies Practices: Habits of Mind**

**F. Civic Participation**

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion with teacher support.

2. Participate in activities that focus on a classroom, school, or local community issue or problem..

4. Identify the role of the individual in classroom, school, and local community participation.

6. Identify situations in which social actions are required.

8. Identify rights and responsibilities within the classroom, school, and community.

**INSTRUCTIONAL RESOURCES**

* SMART Board
* Google Slides Presentation
* Pencil
* Informed Action Worksheet of jobs for the groups
* Exit Ticket
* “Blue Capes: Global Game Changers” YouTube video (https://www.youtube.com/watch?v=iWMGfVeUZqI)

**MOTIVATION *(Engaging the learner(s)\*)***

To begin the lesson, students will engage in a discussion about the problems that exist in different types of communities, and select one community they would like to help. The teacher will play a video showing the significance of informed action and how students can transition from learning about problems in a community to becoming actual problem solvers. Students will receive a global goals development worksheet, where they will write down four ways they can use informed action to create solutions to an existing community problem. Students can refer to this worksheet when they are planning in their taking informed action groups.

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

1. Teacher will facilitate a discussion about the problems that exist in different communities *(What are the different types of communities that exist? What are some the problems that are specific to each community?)*
2. Students will engage in a class vote on the community they are most interested in and select one problem they’d like explore *(Why do you think this problem is more likely to occur in this community? What population(s) is/ are most likely to be affected by this problem?)*
3. Students will watch the You Tube video, “Blue Capes: Global Game Changers” and be asked to turn and talk with a partner to discuss their thoughts on the video. *(What was this video about? How did this video make you feel? What did you observe about the characters in this video?)*
4. Teacher will facilitate a discussion on informed action and what it means to take informed action. After providing examples of how to take informed action, students will turn and talk about how they can use their time, talent, treasure, or teach to demonstrate informed action *(What do you think informed action is? How do you think you can take informed action?)*
5. Teacher will separate students into four different groups in order to plan for the informed action. One group will make informative flyers and posters displaying the problem in the selected community. One group will plan a fundraiser to raise money to aid members in need of assistance or support within that community. This group will also organize sending the money and supplies to a foundation that will aid members of that community. One group will create either a Twitter, Instagram, or Facebook account to display the devastation that results from the problem in the selected community. The purpose of this is to create awareness of the effects of that particular problem and to show that the members of that community need as much help as possible. And one group will make an informational video about the devastation in that results from the problem in that community. *(How can you describe your plan of informed action? What would happen if this devastation occurred in your own town?)*
6. After students work in their groups, teacher will tell students that for the next several weeks, they will have a genius hour every Friday. During the genius hour, students will rejoin their groups and continue to plan their informed action project. *(What can you continue to do to plan for your informed action project? How can you begin to put your plan into action?)*
7. To finish the lesson, students will fill out an exit ticket. The exit ticket will ask a few questions pertaining to informed action. *(What is informed action? How can you take informed action to help the members of that community?)*

**INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)***

**Group Work**

**Indicator:** This will be evident when students work in groups to plan how they will take informed action to help the members of the selected community.

**Direct Instruction**

**Indicator:** This will be evident when teacher facilitates a discussion on informed action and introduces the students to their taking informed action projects.

**ADAPTATIONS *(Exceptionality\*)***

The student who struggles to focus and attend will be re-focused and re-directed through the use of specific non-verbal cues.

The student who struggles to understand directions will have directions repeated orally multiple times.

**DIFFERENTIATION OF INSTRUCTION**

Visual learners will have the lesson differentiated for them by the YouTube video “Blue Capes: Global Game Changers”

Kinesthetic learners will have the lesson differentiated for them by creating the plan of informed action to help the members with the existing problem in their community.

Auditory learners will have the lesson differentiated for them by the discussion on informed action.

Interpersonal learners will have the lesson differentiated for them by interacting with their peers during the planning of their informed action project.

**ASSESSMENT *(artifacts\* and assessment [formal & informal]\*)***

Teacher will observe students as they work in small groups to create the plans of informed action.

Students will fill out an exit ticket, answering at least 3 of the 4 questions on informed action correctly.

**INDEPENDENT PRACTICE**

For independent practice, students will record a Flipgrid addressed to students in the selected communty. Students should tell students in that community about the plan of informed action they are developing to help them.

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

Direct Teacher Intervention: Students who did not meet the lesson objective will, with the teacher, go over the meaning and purpose of informed action. A discussion with the teacher and the competition of an additional graphic organizer, related to informed action, will help the student develop a better understanding of the topic and meet the lesson objective.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to develop another plan of informed action. This plan will be developed based on a recent natural disaster in America that affected the citizens. Students will create a plan of informed action, describing how they would create a positive change for their fellow citizens.

**REFERENCES**

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“Return to Puerto Rico: How Puerto Ricans continue to struggle 6 months later” (Video File).

(2018). Retrieved from (https://www.youtube.com/watch?v=B8KdfmVVmcc)

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**Notetaking Guide**

Directions: Write 4 facts pertaining to the video about Hurricane Maria in Puerto Rico. Then write a way you could help the people who were affected by the hurricane.

1.

2.

3.

4.

Time to Brainstorm!

How can you help the people who were affected in Puerto Rico from Hurricane Maria?

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**Exit Ticket**

Directions: Fill out the exit ticket pertaining to our class discussion on informed action.



1. What is informed action?
2. List 3 ways that you could take informed action to help the people in Puerto Rico who were affected by Hurricane Maria.

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**Taking Informed Action: Group One**

Directions: Your group will make informative flyers and posters displaying the needs of the people in Puerto Rico. Assign people to informed action jobs.

What kind of images/information will be featured on the flyers and posters? Where will the flyers and posters be posted?

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Informed Action Jobs

Researcher(s):

Content Creator(s):

Artistic Committee:

Editor(s):

Reporters (report back to class): All group members

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Taking Informed Action: Group Two**

Directions: Your group will plan a fundraiser to raise money and supplies to send to the people in Puerto Rico. Assign people to informed action jobs.

What type of fundraiser (bake sale, car wash, etc.) should be planned to help people of Puerto Rico? What supplies do people need the most of?

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Informed Action Jobs

Researcher(s):

Treasurer (in charge of money):

Secretary (in charge of supplies):

Publicist(s):

Reporters (report back to class): All group members

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Taking Informed Action: Group Three**

Directions: Your group will create a social media account (Twitter, Instagram, Facebook, etc.) and post pictures and facts about Puerto Rico and the devastation caused by Hurricane Maria. Assign people to informed action jobs.

What social media account will be created to inform people of the devastation in Puerto Rico caused by the hurricane and what will you post on it?

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Informed Action Jobs

Researcher(s):

Content Creator(s):

Publicist(s):

Editor(s):

Reporters (report back to class): All group members.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Taking Informed Action: Group Four**

Directions: Your group will create an informational video about the devastation in Puerto Rico caused by Hurricane Maria. Assign people to informed action jobs.

What type of video will be created and how will it inform people of the devastation caused by Hurricane Maria?

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Informed Action Jobs

Researcher(s):

Presenter(s):

Camera Operator(s):

Video Editor(s):

Reporters (report back to class): All group members