Janice Marmol & Margaret Liguori Dr. Sheehan

EDU 5090 December 1, 2018

Grade 2: Urban, Suburban, Rural / Writing Social Studies

**INSTRUCTIONAL OBJECTIVE**

After researching and learning about their assigned communities (Urban, Suburban, and Rural) and preparing for a group discussion, students will *present information, findings, and supporting evidence* in a Meeting of the Minds activity. Student presentations will be assessed by teacher observation, attempting to answer “Does what type of community you live in determine your happiness?,” obtaining a minimum score of “satisfactory” in 3 out of 4 categories according to a teacher created rubric.

**CCLS/NYS STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

**Key Idea:**

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 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 compare the ways of life in Urban, Suburban, and Rural communities to determine the overall happiness of the cultures during the “Meeting of the Minds” activity.*

**ELA Standard: New York State Next Generation English Language Arts Learning Standard**

**Speaking and Listening**

Comprehension and Collaboration

5SL1. Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

**Indicator:** *This will be evident when students work in groups to discuss their communities as well as other classmates’ communities in the “Meeting of the Minds” activity.*

**NCSS STANDARDS**

**IV. Individual Development & Identity:**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Identify and describe ways family, groups, and community influence the individual’s daily life and personal choices.

 **Indicator:** *This will be evident when the students study the individual development and identity by studying various accounts of the ways of life in Urban, Suburban, and Rural communities.*

**COMMON CORE ANCHOR STANDARDS**

**Comprehension and Collaboration**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

**Indicator:** *This will be evident when students present information, findings, and supporting evidence to their groups about their assigned communities.*

**NATIONAL SOCIAL STUDIES 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 draw on knowledge and skills and present their information, portions, and findings on their assigned communities.*

**SOCIAL STUDIES HABITS OF MIND**

**Gathering, Interpreting, and Using Evidence**

1. Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.

**Indicator:** *This will be evident when students gather, interpret, and use evidence to develop a sound argument as to whether their countries could live in peace and work together; also when students write their own essay using the information they gathered as evidence to support their claim.*

**INSTRUCTIONAL RESOURCES**

● SMART Board

● PowerPoint slides

* Meeting of the Minds chart

● Community type information packet

● Post Its

● Teacher Created Rubric

**MOTIVATION**

To start the lesson, the teacher will pose the question “Why is talking to others so important?” to the class. Students will turn and talk with the person sitting next to them to come up with a response. The teacher will once again ask the class, and create a word cloud with the students responses on the board; creating a quick classroom discussion.

**DEVELOPMENTAL PROCEDURES**

1. The teacher will begin the lesson by asking the class “Why is talking to others important?” creating a classroom discussion. The teacher will segway this into how this relates to the “Meeting of the Minds” activity. (*Why is talking to others so important? What do we gain from talking to other people? Does it make us better people?)*

2. Go over CHAMPs acronym so the class knows their expectations for the activity. (*What are the expectations we need for this lesson? How are we going to be respectful?)*

3. The teacher will organize the class into three groups based on the three different communities, where they will be provided with information sheets about their community. (*What is this community’s values? Are they different from the other communities? What is the geography of the community? What are homes like in this community? What are popular jobs in your community? Do you think the people in your community are happy?)*

4. The teacher will jigsaw the groups by using three different color post its and handing them out to students in each group. The students with the same color post it will assemble together to meet with the other communities. The students will be playing the role of a person from their assigned community. They will meet up with other people from different communities to share and discuss their responses to the guided questions. (*What is this community’s values? Are they different from the other communities? What is the geography of the community? What are homes like in this community? What are popular jobs in your community? Do you think the people in your community are happy? How is this different from your community? What is similar?)*

5. The class will take the information they learned and present their responses to their classmates, students will be allowed to use their “Meeting of the Minds” chart as a reference. *(Despite all of the differences between life in each of the communities, do you think people in your community can be just as happy as people in the other communities? )*

**INSTRUCTIONAL STRATEGIES**

Group Discussion: This will be evident when students discuss their assigned community (Urban, Suburban, and Rural) during the “Meeting of the Minds” activity.

Cooperative Learning: This will be evident when the students work together in a “Meeting of the Minds” activity and the class is jigsawed to share and discuss the information about their assigned community with different communities, coming to a conclusion of whether or not their community is the happiest.

Meeting of the Minds: This will be evident when students do the “Meeting of the Minds” activity, which promotes critical thinking, comprehension, finding evidence, oral discussions, and student participation.

**ADAPTATIONS**

● A student who struggles grapho-motor skills will be provided with a gripper for his or her writing utensil; or be allowed to type his or her Meeting of the Minds responses/notes; or have another student from his or her group’s responses copied to refer back to. Also will be allowed to type or orally record his/her response to the essay question.

● English Language Learners will be provided with an electronic translator to help them define and understand more complex terminology.

**DIFFERENTIATION OF INSTRUCTION**

Visual Learners: Students will benefit from this lesson by reading through the provided information sheets about their community and organizing their information about each community on their response sheet and using the graphic organizer.

Tactile/Kinesthetic Learners: Students will benefit from this lesson by taking part in the Meeting of the Minds simulation and playing the role of a person from their assigned community.

Auditory Learners: Students will benefit from this lesson by hearing and taking part in the various discussions with their classmates.

**ASSESSMENT**

● Student presentations will be assessed by teacher observation, attempting to answer “Does what type of community you live in determine your happiness?,” obtaining a minimum score of “satisfactory” in 3 out of 4 categories according to a teacher created rubric.

● Students will be assessed on their participation in the Meeting of the Minds activity.

**INDEPENDENT PRACTICE**

Students will have a take home test to review the three types of communities they learned about: Urban, Suburban, and Rural.

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

Direct Teacher Intervention: If a student can not obtain the objective of the lesson, the student will make a flipgrid expressing their thoughts on whether what type of community you live in determines a person’s happiness.

Academic Enrichment: Student will create their own survey on happiness; they will gather their own research by coming up with their own question(s) pertaining to happiness and poll the class, their family, and/or peers.

**References**

National Council for the Social Studies. (2010). *National curriculum standards for social studies: Chapter 2 - The themes of social studies.* Retrieved from https://www.socialstudies.org/standards/strands

New York State Education Department. (2017*). New York state next generation english language arts learning standards.* Retrieved from http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf

New York State Education Department. (2016). *New York state K-12 social studies framework.* Retrieved from http://www.p12.nysed.gov/ciai/socst/documents/ss-framework-k-8a2.pdf

<http://www.readwritethink.org/files/resources/lesson_images/lesson244/chart.pdf>

<http://www.readwritethink.org/files/resources/lesson_images/lesson244/rubric.pdf>

**Meeting of the Minds Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **Excellent** | **Above Average** | **Satisfactory** | **Unsatisfactory** |
| **Comprehension** | Students answers all questions and shows complete   | Students answers all questions and shows | Students answers most questions and shows some | Students answers a few questions and show little comprehension |
| **Presentation** | Students is completely comfortable and convincing in his and her role.   | Students is mostly comfortable and convincing in his or her role. | Students is somewhat comfortable and convincing in his or her role. | Student is no comfortable or convincing in his or her role. |
| **Communication/ Discussion** | Student communicates clearly and makes many contributions to class discussions.  | Student communicates and makes some contributions to class discussions. | Student communicates and makes a few contributions to class discussions | Student does not communicate clearly and does not contribute to class discussions |

**Meeting of the Minds Chart**

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Urban** | **Suburban** | **Rural** |
| What would the people who make up each type of community say to each other on the question of which community is most happy? |  |  |  |

