

**Molloy College
Division of Education**

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Course EDU 351-01
Grade 4 Topic: New York State

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Content Area: Social Studies

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

After discussing what a mystery is and how we use specific evidence to solve a mystery, students will locate and refer to relevant details when explaining what a text says by participating in a history mystery in which they will have to apply what they learned to successfully complete the activity attaining no more than three errors.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

Social Studies Key Idea:

4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.

Social Studies Key Concepts:

4.1a Physical and thematic maps can be used to explore New York State's diverse geography.

Indicator: *This will be evident when students participate in a history mystery on New York State.*

NCSS C3 Inquiry Arc

Dimension 3:

Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

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 apply scenarios written in the statement strategy to discover the different geographical features of the five regions of New York State.*

New York State Next Generation English Language Arts Learning Standard
Reading Standards (Literacy and Informational Text)

Key Ideas and Details

4R1

Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

Indicator: *This will be evident when students use details and evidence when solving their history mystery.*

INSTRUCTIONAL RESOURCES

- PowerPoint
- Envelope containing the history mystery
- Worksheet on mystery and evidence (what they are)
- Homework worksheet

MOTIVATION (Engaging the learner(s) *)

Students will watch a CSI-Miami video to understand what detectives do and how they use specific evidence to solve a history. The teacher will then ask the students what makes a mystery a mystery and why evidence is important.

DEVELOPMENTAL PROCEDURES

1. First, the teacher will show the students a clever video of detectives (CSI-Miami) to spark their interest. The students will be asked a couple of questions that they will think about while watching the video. (*What does a detective do? Why do you think that? What do detectives need? Are detectives important?*)

2. After the video, the teacher will ask the students multiple questions on mystery and evidence that will lead into the activity they will be working on. (*What is a mystery? Who solves mysteries? Why is evidence so important for solving mysteries?*)
3. Then, the teacher will go over what the definition of what a mystery is along with the definition of what evidence is along with providing students with a handout that defines both terms. (*What can be an example of a mystery? How would you use evidence to solve the mystery?*)
4. After, the teacher will remind the students of their logo “CHAMPS” which is an acronym for Conversation, Help, Activity, Movement, Participation, and Success. This is reviewed before the beginning of a lesson or activity. (*What does the C stand for? What does the H stand for? What do we do during Activity? What is success?*)
5. After going over the student’s logo “CHAMPS”, the teacher will have the students break into groups to successfully solve their own history mystery on the geography of New York State. The students will have to see if their documents are credible or not.
6. To close this lesson, the teacher will walk around and observe how the students are working together in order to solve their history mystery. After completed, the teacher will tell the students to write the homework down which will have them listen to Alicia Keys original song “New York” and write five examples on the ways New York is described.

INSTRUCTIONAL STRATEGIES (Learning Strategies*)

Cooperative Learning

Indicator: *This will be evident when students work together to complete the history mystery.*

Discussion

Indicator: *This will be evident when the teacher and the students discuss the positives and negatives they chose for New York State.*

Indicator: *This will be evident when the teacher discusses with the students what makes a mystery a mystery, what evidence is and how we can solve a mystery.*

ADAPTATIONS (*Exceptionality)**

The student who is an ELL learner will be grouped with non ELL learners.

The student with a behavioral disorder will benefit from working in groups.

DIFFERENTIATION OF INSTRUCTION

Visual Learner: For the visual learner the student will benefit from seeing each of the history mystery strips.

Social Interaction: For the students who are social they will benefit from working together with other students in the class.

Kinesthetic Learner: For the kinesthetic learner the student will benefit by physically moving around to complete the history mystery.

Intrapersonal Learner: For the auditory learners the student will benefit from class discussion and working in groups.

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

Students will participate in a history mystery activity where they will have to successfully solve their mystery by applying what they learned in the class discussion on what makes a mystery and why evidence is important in solving a mystery.

INDEPENDENT PRACTICE

Students will be asked to listen to the song “New York” by Alicia Keys and answer questions.

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention

The teacher will provide the student with images of different areas of New York State so the student can comprehend the geography with an image which can make it visually clear for the student.

Academic Enrichment The student can look through a magazine or newspaper articles to find and then cut-out other evidence that is discussed on New York State.

REFERENCES

CSI Miami Opening Theme. (2009, December 12). Retrieved from

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