**Molloy College**

**Division of Education**

Student: Samantha Drexler Professor: Dr. Sheehan

Course EDU 351-01 Date: April 3rd 2018

Grade: 5th Topic: Geography of Mexico Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After students take a virtual plane and bus ride to a couple of cities located in Mexico while writing a travel journal, the students will write informative/explanatory text to examine and convey ideas clearly by writing a post card exit slip from one of the cities visited in Mexico to be mailed to a friend back in New York. Students will include a number of sentences explaining why they would be happy living in the city they chose, including a minimum of three facts learned during the bus tour today.

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

**Key Idea:**

5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

(Standard: 3, Theme: GEO)

**Key Concepts:**

5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.

**Indicator:** *This will be evident when the students take a virtual bus tour of a couple cities in Mexico**and complete a travel journal including facts of where they visited during the tour.*

**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.

**I. Culture**

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

**Indicator:** *This will be evident when students take a virtual bus tour to a couple cities in Mexico and complete travel journals along the way, including information they are learning about the geography and culture of Mexico.*

**NCSS C3 Inquiry Arc**

**Dimension 2:**

Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history. Look with lens and skills of the discipline.

**Dimension 3:**

Students will work towards conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing casual explanation.

**Indicator:** *This will be evident when after the virtual bus tour in Mexico, students will use the information they learned to draw conclusions is if they would be happy living in Mexico compared to New York.*

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

**Writing Standards**

**Text Types and Purposes**

**5W2**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Indicator:** *This will be evident when students write informative/ explanatory text to convey information clearly and accurately when they write their post cards directed to a friend back in New York including content of why they might be happy living in one of the cities they visited during the bus tour in Mexico.*

**Social Studies Practices: Habit of Mind:**

**D. Geographic Reasoning**

4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.

**Indicator:** *This will be evident when students learn about the characteristics of Mexico through the five themes of geography.*

**INSTRUCTIONAL RESOURCES**

* Google Slides Presentation
* Travel Journal Packets
* Plane/Bus Ticket
* Post Card Exit Slip
* Homework Sheet
* Map of Mexico Printed out

**MOTIVATION**

Students will be told they are taking a plane to Mexico and then bus tour of a couple of cities located in Mexico. Students will be given boarding passes and bus tickets for the ride. The seats will then be moved into rows to form a model of seating on an actual bus.

**DEVELOPMENTAL PROCEDURES**

1. Teacher will review the homework from the day before given by Ms. Black. Teacher will review what happiness is and go over some of the examples they learned during lesson one. Teacher will write student responses on the front board as a word splash, to refer back to during today’s lesson. *(What was yesterday’s lesson about? Can someone explain to me what Ms. Black meant by when she said: Is where you live determined your personal happiness? What are three things that make you happy by living in New York? How did you choose these items?)*
2. Teacher will then inform the students they are going on a virtual plane ride and bus tour to a couple of cities in Mexico to learn about geography and culture of Mexico.
3. After the students have boarded the plane, students will briefly be introduced to the question they are to think about during today’s lesson. *(How does the geography of life in Mexico affect life there? What can you interpret from this question?)*
4. Students will assess prior knowledge of what they know about geography. The five themes of geography will briefly be mentioned by the teacher as a guide. *(Looking at this map of Mexico, what do think geography is? What do you know about geography already? Do you know what the hemispheres are? What hemisphere do we live in? What hemisphere is Mexico located in? What does the boxed key tell us about the map we have shown here?)*
5. Teacher will go over the itinerary of today’s traveling through Mexico and show students another map of Mexico and the cities we are going to travel to in order. *(Has anyone used a map before? What do maps tell us? What is the point of an itinerary?)*
6. Teacher will go through CHAMPS ground rules for today’s lesson. *(Any questions?)*
7. Teacher will hand out the student’s travel journals they will be asked to take notes in during the lesson, and personal plane/bus ticket for today’s tour. *(What do you think travel journals are used for? Has anyone traveled by plane or toured another city before?)*
8. Teacher will begin the virtual plane and bus tour moving through each slide and reading out facts determining on the picture on the slide.
9. After each city, students will be asked to turn and talk to their row about some of the facts they wrote down in their travel journals. Students will be called on to share their notes with the class.
10. Teacher will repeatedly ask the question: “*Would you be happy if you lived in this particular city?”* (*What factors are determining your happiness? (Referring back to the happiness lesson))*
11. After the bus tour is concluded, and the class has landed back in JFK. Students will review some of the main points they learned today. *(What is geography? Did you learn anything new today? What did you already know? What do you think now: does where you live determines your happiness? Why? If you were to pick one of the cities to live in, which one would you choose?)*
12. Students will participate in a think pair share and be asked the question: *“What city from today would you be happy living in? Why?”* Some pairs will share their responses with the class.
13. To wrap up the lesson, students will be given direction to put their seats back into their original spots and be given a post card exit slip to fill-out.
14. Students will write on the post card, as if they are going to send the post card to a friend back in New York. Students will write a couple of sentences explaining why they would be happy living in Mexico, including a minimum of three facts learned during the bus tour.
15. When students are done completing their post card exit slips, students will be offered a snack popular to the culture of Mexico.
16. Teacher will distribute the homework and ask for student volunteers to read the directions before the period is over. *(Are there any questions?)*

**INSTRUCTIONAL STRATEGIES**

**Cooperative Learning**

**Turn and Talk**

**Indicator:** *This will be evident when students turn and talk to their partners about what notes they are writing down in their travel journals during the bus tour.*

**Think, Pair, Share**

**Indicator:** *This will be evident when students are asked the question “Would I be happy if I lived in this city in Mexico? Why?” Students will write down their responses and then share with a partner next to them.*

**Direct Instruction**

**Indicator:** *This will be evident when the teacher is instructing a bus tour through multiple cities in Mexico and giving the students geography and culture facts.*

**ADAPTATIONS**

* Students with ADHD will be sat in the front of the bus and monitored during the bus tour. These students will be allowed breaks during the tour if they become tired of staying in one chair the whole time.
* Students with visual impairments will sit closer to the front, so they can view the pictures during the bus tour.
* Students with hearing impairments will be placed where they can see the words on the bus tour clearly.

**DIFFERENTIATION OF INSTRUCTION**

* The visual learners will benefit from the pictures being shown during the bus tour.
* The kinesthetic learners will benefit from holding an actual ticket from the bus and being seated in rows to represent sitting on a bus.
* The auditory learners will benefit from the students who are chosen to share the notes they have been taken during the tour, and the teacher giving the bus tour.
* The interpersonal learners will benefit during the tour because students are going to participate in a think pair share.
* The linguistic learners will benefit by taking notes during bus tour in their personal travel journals.

**ASSESSMENT**

* Teacher will assess students by writing down who participates during the lesson.
* Teacher will assess students by how engaged students are during the tour.
* Teacher will assess students who actively take notes during the bus tour or collaborate with a partner to write down any notes they missed.
* Teacher will assess students who finish their post card exit slips.

**INDEPENDENT PRACTICE**

* Students will complete a Homework Sheet, including filling in a Venn Diagram comparing Mexico and New York’s culture/geography/climate or anything the students think of. Then students will write a few sentences explaining if they are or are not happy living on Long Island, New York.

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

Direct Teacher Intervention

* Teacher will print out the power point and go over the slides one by one with the students. Students will walk through each slide/ each city with the teacher and communicate back facts from Mexico they are learning from the slides.
* The pictures on the slides can help the student grasp where they are on the map or vis versa.

Academic Enrichment

* Students will create their own bus tour of the United States of America. Students will think of five locations that show the culture and geography of the USA and write a few facts about each location. Students are to include pictures and a map clearly representing where the bus is traveling during the journey.

**REFERENCES**

Cocking, L. (2016, November 27). *The Best Things To See & Do In Oaxaca City.* Retrieved April 02, 2018, from <https://theculturetrip.com/north-america/mexico/articles/the-best-things-to-see-do-in-oaxaca-city/>

Middle School History and Geography. (n.d.) *Mexico Geography and History Powerpoint Presentation.* Teachers Pay Teachers.Retrieved from <https://www.teacherspayteachers.com/Product/Mexico-Geography-and-History-Powerpoint-Presentation-1562709>

New York State Education Department. (2017) *New York State K-12 Social Studies Framework.* Retrieved from http://www.p12.nysed.gov/ciai/socst/documents/ss-framework-k-8a2.pdf

New York State Education Department. (2017). *New York State Next Generation English Learning Standards*. Retrieved from <http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf>

S., Dauksis, A., Osorno, A., F., B., & Wrona, L. (2014, March 21). *Mexico.* Retrieved April 02, 2018, from https://kids.nationalgeographic.com/explore/countries/mexico/#Mexico-Map-cut.jpg

The Teacher’s Passport (n.d.) *Travel Bundle (Passports, Boarding Passes, Travel Journals).* Teachers Pay Teachers. Retrieved from <https://www.teacherspayteachers.com/Product/Travel-Bundle-Passports-Boarding-Passes-Travel-Journals-1997983>

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Homework Sheet

**Directions:**

1. Fill-in the Venn Diagram between the two locations, Mexico and New York. Write a minimum of three facts in each column.
2. On the back of this page, write a few sentences explaining if you are or are not happy living on Long Island, New York. Be sure to state a few reasons why. (Ask a parent/guardian for help if needed.)

**Part 1:**

**Mexico**

**New York**

**What do they have in common?**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 2:**

Write a few sentences explaining if you are or are not happy living on Long Island, New York. Be sure to state a few reasons why. (Ask a parent/guardian for help if needed.)

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

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Post Card Exit Slip

Directions: Imagine you are still in Mexico and you want to share with a friend back home what you learned today during the bus tour. In **less than 5 sentences**, write a postcard back home to a friend in New York telling them about ONE city we visited today. Explain to your friend why you think you would be happy living in that particular city. **Make sure to include at least THREE facts from today’s bus tour.**

Dear,\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Sincerely, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

