**Molloy College**

**Division of Education**

Kaitlin Boyle Dr. Kevin Sheehan

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Grade: 5 Topic | Mexico Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES (s)**

After listening to Rufus the Robot’s time travel instructions and participating in a statement strategy, *students will perform an ‘Act it Out’ exercise and write a journal entry* bringing history to life by directing and producing a skit and entry based on the historical documents given, from the perspectives of the people who have experienced these events. Students will score at least a 2/3 based on the ‘History Alive Rubric’ and a 4/5 based on the teacher created ‘Journal Checklist’.

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

**New York State Social Studies Standards**

**Key Idea:** **5.3 EUROPEAN EXPLORATION AND ITS EFFECTS:** Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.

**Key Concept:** 5.3a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

*Indicator: This will be evident when students observe the given documents and participate in a statement strategy and ‘Act it Out’ exercise amongst their classmates (particularly document 1).*

**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.

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

*Indicator: This will be evident when students observe the given documents and participate in a statement strategy and ‘Act it Out’ exercise amongst their classmates (particularly document 3).*

**National Social Studies Standards and Themes**

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

* Human beings create, learn, share, and adapt to culture.
* Cultures are dynamic and change over time.
* Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.
* In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

*Indicator: This will be evident when students analyze the documents and create a skit representing the perspective of people in Mexico throughout time and how they interacted with other nations.*

**Individual Development & Identity:** *Social studies programs should include experiences that provide for the study of individual development and identity.*

* Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.
* Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are.
* The study of individual development and identity will help students to describe factors important to the development of personal identity.

*Indicator: This will be evident when students write their journal entries and act as a Mexican person of a specific time period and historical event they studied. This will help students to identify the factors that shape people on individual levels as well as the nation as a whole.*

**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.

*Indicator: This will be evident when students analyze the given documents to make a stance in agreement or in disagreement with a given statement.*

**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 work collaboratively and individually to create a skit, each student playing a different role, portraying the historical events of the given time periods.*

**Common Core ELA Standards**

**5th grade reading standard:** Craft and Structure

**5R4:** Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.

*Indicator: This will be evident when students analyze pictures and documents to determine their stance on a particular topic.*

**5th grade writing standard:** Text Types and Purposes

**5W1:** Write an argument to support claims with clear reasons and relevant evidence.

*Indicator: This will be evident when students agree or disagree to a statement based on document-based evidence.*

**5th grade speaking and listening standard:**

**5SL2:** Summarize information presented in diverse format.

*Indicator: This will be evident when students take the information given and presenting it in a visually, auditory and kinesthetically appealing ‘Act it Out’ performance.*

**Social Studies Practices: Habits of Mind**

A. Gathering, Interpreting, and using Evidence

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

*Indicator: This will be evident when students utilize information, quotes, maps, and pictures to analyze the mood of the time to create a stance and perform a scene regarding their findings.*

**INSTRUCTIONAL RESOURCES**

SMART board

CHAMPS rules

Writing Utensils

Rufus the Robot Instructional Video

Informational Packet to record Annotations and Answers

4 Documents for Statement Strategies

4 Quotes for ‘Act it Out’

Props

Journal Entry Homework sheet

History Alive Rubric

Teacher Created Journal Checklist

**MOTIVATION**

Students will be shown an instructional video, presented by Voki character, Rufus the Robot. taking us back in time to examine documents and help students better understand how these historical events shaped Mexico as a nation today.

**DEVELOPMENTAL PROCEDURES**

1. Students will watch an instructional video presented by Voki Character, Rufus the Robot. After reviewing the CHAMPS rules the students will be divided into groups of four, each group will be assigned a specific event and time period throughout Mexican history *(Why are these rules important? How would you describe this experience if you were a Mexican during this time? What if you were Spanish, an Aztec, an American, and so on? Can you explain what is happening in the documents? What would happen if this event didn’t take place? Can you assess the value/ importance of these events from the documents provided?).*
2. **Assessment:**
3. ***Teacher will record anecdotal notes regarding the students’ understanding of the documents and historical events presented.***
4. **Differentiation:**
5. ***In order to adapt to the auditory learners, students will be able to listen to the class discussion, as well as, Rufus the Robot’s time travel instructions. Visual learners will be able to view instructions written out on paper. Kinesthetic learners will be able to walk around the room and share their ideas with other group members.***
6. The students will participate in a group, document based statement strategy with which they will either agree or disagree to a provided statement based on the document provided *(Can you make use of these facts to determine whether you agree or disagree with the statement? What examples can you provide to support your stance?).*
7. **Assessment:**
8. ***Teacher will assess students understanding of the historical events based on their stance they present during the statement strategy.***
9. **Instructional Strategy:**
10. ***Collaboration/ Cooperative Groups: This will be evident when students work together to analyze the documents in order to make their individual stance***
11. ***Statement Strategy:* *This will be evident when students use the documents to decide whether or not they agree with the provided statement.***
12. Students will share their group findings and individual stances as a class *(Do you agree or disagree with your classmates and why? Did you all come up with the same outcomes/answers? Why do you think this is? How can you rationalize an opposing viewpoint?).*
13. **Instructional Strategy:**
14. ***Discussion: This will be evident when students discuss the evidence presented in the documents with each other and how the people of that time must have felt based on where they live.***
15. The students will then participate in individual practice with a journal entry for homework *(Express from the standpoint of a character from your assigned event, how it must have felt during that time period. Do you think it was fair? Do you think Mexico became stronger because of these events? In your own words, which historical events do you believe helped shape Mexico most and why?).*
16. **Instructional Strategy:**
17. ***Independent Work: This will be evident when students write their journal entry and when they agree or disagree with the provided statement.***
18. **Adaptation:**
19. ***The student who struggles with writing will be pulled aside to orally state their claims regarding the statement strategy and will be provided the option to create a recorded flip grid instead of a journal entry.***
20. **Academic Enrichment:**
21. ***The students who excelled with ease throughout the lesson will be challenged to find two additional outside sources to support their claims, in agreement or disagreement, to the statements and to explain how these sources support their claims based on sound evidence. Enrichment students will be asked to utilize a description of these additional sources in their journal entries.***
22. **Direct Teacher Intervention:**
23. ***The students will be given a highlighter to highlight key details and reasons for determining their stance on a topic. The highlighting strategy will help the students collect data to analyze the topic and make their claims based on evidentiary support. The students will then be able to read and analyze the evidence in order to answer the compelling questions.***
24. **Assessment:**
25. ***Teacher will assess the Journal Entries based on a teacher created ‘Journal Entry Checklist”.***
26. Upon the following day, students will be asked to elaborate on these historical events with given quotes and encouraged to perform a History Alive, ‘Act it Out’ skit regarding their group findings *(How can you show your understanding of the historical event through an ‘Act it Out’ exercise? What is your motive? Who is the character you want to portray? What are the emotions your character may be feeling during this time?).*
27. **Adaptation:**
28. ***The student who struggles socially will be pulled aside to discuss their stances and will be provided the option to write out a dialogue depicting their assigned scene instead of acting in front of the class.***
29. **Differentiation:**
30. ***The kinesthetic learner will be able to move around the classroom when working with their groups on their History Alive ‘Act it Out’ performance.***
31. **Assessment:**
32. ***Teacher will assess how the students interact during their group ‘Act it Out’ performances.***
33. ***Teacher will assess the History Alive ‘Act it Out’ performance based on the ‘History Alive Rubric’.***
34. After performance and class discussion, students will be encouraged to share their journal entries. *(How did your participating classmate show their understanding of the event? How would you apply what you learned to develop your perspective on failure, hard work, and determination?)*
35. To close the lesson, students will review the compelling question: *(How did Mexico come to be Mexico? What historical events have shaped the country?).*
36. **Assessment:**
37. ***Teacher will assess the students understanding through how the students interact and perform during the Statement Strategy, ‘Act it Out’ exercises, and throughout the class discussions.***

**INSTRUCTIONAL STRATEGIES**

**Collaboration/ Cooperative Groups**

*Indicator:* *This will be evident when students work together to analyze the documents in order to make their individual stance and when they come together to perform their act.*

**Discussion**

*Indicator: This will be evident when students discuss the evidence presented in the documents with each other and how the people of that time must have felt based on where they live.*

**History Alive**

*Indicator: This will be evident when students use the documents to create a scene as a class.*

**Independent Work**

*Indicator: This will be evident when students write their journal entry and when they agree or disagree with the provided statement.*

**Statement Strategy**

*Indicator: This will be evident when students use the documents to decide whether or not they agree with the provided statement.*

**ADAPTATIONS**

-The student that struggles to stay focused will be seated near the teacher in the front of the room and be given non-verbal refocusing cues (*i.e. a double tap on the desk*) when needed.

-The student who struggles socially will be pulled aside to discuss their stances and will be provided the option to write out a dialogue depicting their assigned scene instead of acting in front of the class.

-The student who struggles with writing will be pulled aside to orally state their claims regarding the statement strategy and will be provided the option to create a recorded flip grid instead of a journal entry.

**DIFFERENTIATION OF INSTRUCTION**

**Auditory Learners:**

In order to adapt for the auditory learners, they will be able to listen to the class discussion, as well as, Rufus the Robot’s time travel instructions. They will also be able to listen to their peers when working together during the statement strategy and the ‘Act it Out’ performance exercise.

**Visual Learners:**

The visual learners will be able to visualize these historical events through the provided pictures and documents as well as through the ‘Act it Out’. The History Alive exercise will activate students’ episodic memory.

**Kinesthetic Learners:**

The kinesthetic learners will be able to move around the classroom when working with their groups on their History Alive ‘Act it Out’ performance.

**ASSESSMENT**

-Teacher will assess students’ homework from the night before.

-Teacher will assess students understanding of historical thinking strategies through discussion.

-Teacher will assess how the students interact during the Statement Strategy and ‘Act it Out’ performances.

-Teacher will record anecdotal notes regarding the students’ understanding of the documents and historical events presented.

-Teacher will assess students understanding of the historical events based on their stance they present during the statement strategy.

-Teacher will assess the History Alive ‘Act it Out’ performance based on the ‘History Alive Rubric’.

-Teacher will assess the Journal Entries based on a teacher created ‘Journal Entry Checklist”.

**INDEPENDENT PRACTICE**

Students will participate in a statement strategy. As a group, they will read and discuss the events during the assigned period, and individually, they will either agree or disagree with the provided statement. As homework, students will create a journal entry from the perspective of a person from the time period and historical event they were assigned regarding the way they must have felt and why based on the documents.

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

**Direct Teacher Intervention**

For the students who struggled during the lesson, the teacher will work with them on determining their stance, whether they disagree or agree with the statement based on the documents. The students will be given multiple opportunities to practice determining their stance. The students will be given a highlighter to highlight key details and reasons for determining their stance on a topic. The highlighting strategy will help the students collect data to analyze the topic and make their claims based on evidentiary support. The students will then be able to read and analyze the evidence in order to answer the compelling questions.

**Academic Enrichment**

The students who excelled with ease throughout the lesson will be challenged to find two additional outside sources to support their claims, in agreement or disagreement, to the statements and to explain how these sources support their claims based on sound evidence. Enrichment students will be asked to utilize a description of these additional sources in their journal entries.

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