**Molloy College**

**Division of Education**

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**Course EDU**: 351-01 **Date**: Fall 2018

**Grade:** 6 **Topic:** Uganda **Content Area:** Social Studies

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

After reading three different articles about what events shaped Uganda’s history, students will participate in a read and retell exercise and then participate in a jigsaw exercise to discuss the information they read in the articles. At the conclusion of the lesson, students will complete an exit ticket where they will write down three things that they learned.

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

**New York State Social Studies Standards**

6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)

6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.

6.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.

**Indicator**: *This will be evident when the students read and discuss the different articles about events that shaped Uganda’s history.*

**National Social Studies Standards and Themes**

**II. Time, Continuity. & Change**

Social Studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

1. demonstrateanunderstandingthatdifferentpeoplemaydescribethesameeventorsituationindiverse ways, citing reasons for the differences in views;

**Indicator:** *This will be evident when students analyze the articles and collaborate in a jigsaw read and retell of the different events that shaped Ugandan history.*

**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 articles to make a gain an understanding of events that shaped Ugandan History.*

**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 read each article and explain their assigned event to their other classmates*.

**Social Studies Practices: Habits of Mind**

**B. Chronological Reasoning**

1. Explain how events are related chronologically to one another in time.

**Indicator**: *This will be evident when students collaboratively work together to discuss the different events that shaped Ugandan history and how these specific events coincided to shaped Uganda.*

**Common Core ELA Standards**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Indicator**: *This will be evident when students closely examine the different events in Uganda's history and cite specific evidence to draw a conclusion about how these events made Uganda, Uganda.*

**INSTRUCTIONAL RESOURCES**

* SMART board
* Writing Utensils
* Image on a town in Uganda
* 3 Articles for Read and Retell Strategy
* Assessment Paper

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

Students will be shown an image of a town in Uganda now versus back in 1890, and asked how they think the people felt then compared to now.



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**DEVELOPMENTAL PROCEDURES**

1. The students will be divided into groups of three, each group will be assigned a specific about specific events that shaped Ugandan history. (Why are these events important? How would you describe these experience if you were a Ugandan during this time? Can you explain what is happening in the documents? Can you assess the value/ importance of these events from the documents provided?).
2. The students will participate in a group, article based read and retell strategy with which they will read the document in their group and discuss what happened. (Can you make use of these facts to determine the importance of the specific event? What examples can you provide to support your findings?).
3. Students will be jigsawed into different groups to discuss what happened in their specific article. (Do you understand your classmates article? Were you able to describe to your classmates your article?).
4. The students will then go back into their original groups and explain what happened in the other groups articles to their group? Do you think Uganda became stronger because of these events? In your own words, which historical events do you believe shaped Uganda the most and why?).
5. After the group discussions the class will participate into a class discussion. Students will be encouraged to share the event that was in their article. (How did your classmate show their understanding of the event? How would you apply what you learned to develop your perspective on failure, hard work, and determination?)
6. To close the lesson, students will be asked to write down the three main events that shaped Ugandan history and using evidence to describe why. (How did Uganda come to be Uganda? What specific historical events have shaped the country?).

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

* Collaboration/ Cooperative Groups
  + Indicator: This will be evident when students work together to analyze the documents in order to make their individual stance on who is happier, people in the United States or Uganda.
* Discussion
  + Indicator: This will be evident when students discuss the evidence presented in the documents with each other using the jigsaw method.
* Statement Strategy
  + Indicator: This will be evident when students use the documents to decide whether or not they agree with the provided statement.

**DIFFERENTIATION OF INSTRUCTION**

* Auditory Learners:  
  The auditory learners will be able to listen to the class discussion with both their peers and the teachers.
* Visual Learners:  
  The visual learners will be able to visualize these historical events through the provided documents and activities.
* Kinesthetic Learners:  
  The kinesthetic learners will be able to move around the classroom when working with their groups using the jigsaw strategy.

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

The teacher will assess students understanding of historical thinking strategies through discussion and how the students interact during the Read and Retell. The teacher will also assess students understanding of the historical events based on the students exit ticket.

**INDEPENDENT PRACTICE**

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 to determine whether they understand the event their group was assigned. The students will be given multiple opportunities to develop their knowledge on happiness in the United States and Uganda. 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 participate in the class discussion.
* Academic Enrichment  
  The students who grasped the lesson will be challenged to find two additional outside sources based on events that shaped Uganda history 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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