**Molloy College**

**Division of Education**

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Grade: 3rd Topic: Communities around the world Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After students are presented with the question, “Are people happier in Rockville Centre or Montreal?,” students will engage effectively in a range of collaborative discussions with partners building on others’ ideas and expressing their own clearly to analyze documents with historical thinking strategy WHAM. Students will be able to fill out three of the four questions on the WHAM chart.

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

**Social Studies Standards**

**New York State Social Studies Standards**

**Key Idea: 3.5 COMMUNITIES SHARE CULTURAL SIMILARITIES AND DIFFERENCES ACROSS THA WORLD.**

**Key Concepts:** 3.5a The structure and activities of families and schools share similarities and differences across world communities.

**Indicator:** *This will be evident when students answer WHAM questions on documents about the pictures posted on a large sheet of writing paper.*

**Key Idea: 3.3 GEOGRAPHIC FACTORS OFTEN INFLUENCE WHERE PEOPLE SETTLE AND FORM COMMUNITIES. PEOPLE ADAPT AND MODIFY THEIR ENVIORMENT IN DIFFERENT WAYS TO MEET THEIR NEEDS.**

**Key Concepts:** 3.3a Geographic actors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

**Indicator:** *This will be evident when students answer WHAM questions on pictures given to them of Rockville Centre New York and Montreal Canada*

**National Social Studies Standards and Themes**

**I. Culture**

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

1. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
2. *Indicator: This will be evident when students engage in a discussion explore and describe similarities and differences in the ways groups, societies, and culture.*

**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 evident when students collect evidence and evaluating its usefulness in developing casual explanations using the WHAM method.*

**Social Studies Practices: Habits of Mind**

 Gathering Information

*Indicator: This will be evident when students gather information on what makes society happy.*

**English Language Arts Standards**

**NYS CCLS: SL.3.1**

**Domain:** Speaking and Listening; Comprehension and Collaboration

**Standard:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

*Indicator: This will be evident when students collaborate together to discuss the WHAM method and pictures.*

**INSTRUCTIONAL RESOURCES**

· SMARTBOARD

· Poster paper with pictures

· Markers

· Pens/Pencils

 - WHAM worksheets

· Homework

**MOTIVATION**

To engage students, they will be given an activity thinking like a detective where they have to search for their answers and collaborate with their group to fill out the WHAM chart. The teacher will play a video to show students how they should be thinking like detectives.

**DEVELOPMENTAL PROCEDURES**

1. Students will review the homework given yesterday. *(Does anyone have any questions on the homework?)*
2. Students will be informed that they are going to act like detectives for the day. Students will watch a video that outlines the job of a detective. Students will review CHAMPS before engaging in the lesson. *(Does anyone know what a detective does?)*
3. Students will be given the WHAM sheet to observe. Teacher will model the WHAM method’s questions and examples of how we could answer them. Students will participate in a class discussion on what the categories general significance in terms of looking at documents. *(What do you think is important to analyze in all of these pictures when observing them?)*
4. Students will be directed to observe the four documents displayed around the classroom on poster boards. Students will be strategically placed into groups and given a role to complete in each group. Roles are assigned by the color that corresponds to a part of the WHAM method that was discussed. (If a student gets the color blue, students will be W. Green, students will be H. Purple, students will be A. Red, students will be M). *(What kind of documents do you think are hung around the classroom? How can we observe and analyze these documents?)*
5. Each group will be given a different picture of Rockville Centre and Montreal to analyze. Students will participate in responding to the document by completing the WHAM method with their group. (*What do you notice about the documents? Can we respond to the documents using the WHAM model? What is this document telling us about life in Rockville Centre and Canada? )*
6. Students will return to their seats to engage in a class discussion about the documents examined today. One person from each group will present their groups thoughts.*(Did the pictures answer our question of who is happier?)*
7. Students will independently complete the Exit Ticket worksheet to review what they have learned about life in Rockville Centre and Montreal during the document analysis. *(How do we know what we have learned about Canada is true?)*

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

* Discussion

**Indicator**: This is evident when students work as a class to compare the picture documents

* Modeling

**Indicator**: This is evident when students watch teacher demonstrate how to utilize the WHAM method.

* Demonstration

**Indicator**: This is evident when teacher shows and explains to students think like detective and effectively use the WHAM method to analyze four documents.

**ADAPTATIONS *(Exceptionality\*)***

* The student that struggles to stay focused will be seated near the teacher in the front of the room
* The student who struggles to write will be given the job as the presenter.
* The student who are ESL will be paired with a student who can speak both English and their language.
* The student who wears glasses will sit near the board during instruction.

**DIFFERENTIATION OF INSTRUCTION**

* The visual and kinesthetic learners will be accommodated during this lesson. Visual learners will enjoy being able to read the documents in a larger text displayed on a poster hanging up in the classroom. These learners will also benefit from the motivation of the lesson when watching the video on being a detective. Kinesthetic learners will benefit from being able to move around the classroom during the document analysis. Having these students up and moving maintains their interest and engagement greatly.

* Students learn at different levels (struggling, average, and advanced) and are accommodated at these levels during the WHAM document analysis when students are strategically placed into groups. The four documents differ from one another in terms of content. Struggling students will be given the Document 1 that has a clear image with supporting text explanation, average students will be given Documents 2 or 3 that have text and supporting text explanations, and advanced students will be given Document 4 that is a text excerpt with no supporting explanation.

**ASSESSMENT**

· Teacher will assess students’ knowledge on the concept of “happiness”.

· Teacher will assess students understanding of happiness through comprehensive thinking strategies with the WHAM method.

· Teacher will assess the homework that is assigned to the students.

**INDEPENDENT PRACTICE**

Following the lesson on analyzing picture documents using the WHAM method, students will complete a worksheet for homework that further reviews analyzing a document using the WHAM method.

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

**Activating Prior Knowledge**

Indicator: This will be evident when students are able to recall memories of times when they felt the most happiest. Students will compare and contrast these memories with their peers and begin the discussion on their definition of true happiness and whether they believe people in Montreal or Rockville Centre are happier.

**Direct Instruction**

After the students are assessed, students who did not meet the criterion will work with the teacher to review further. These students will be pulled aside during ‘morning work’ to go over what was misunderstood. Students will complete the Match It Up! Worksheet with jumbled WHAM questions on it. Students will rewrite the questions in the correct category box of W,H,A and M.

**Academic Enrichment**

Teacher will challenge students who met the criterion by assigning ‘morning work’ that encompasses higher level thinking. During this time, students will work independently to create their own questions based on the WHAM model.

**REFERENCES**

Next Generation English Language Arts Learning Standards.

http://www.nysed.gov/curriculum-instruction/teachers/new-york-state-next-generation-english-language-arts-learning

Next Generation Social Studies Learning Standards.

http://www.nysed.gov/curriculum-instruction/teachers/new-york-state-next-generation-socialstudies-learning-standards