**Molloy College**

**Division of Education**

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Course: EDU 351 Date: 4/5/18

Grade: 5 Topic: Geography Content Area: Social Studies

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

After taking notes on a virtual bus tour around different regions in Puerto Rico, students will write informative/explanatory texts to examine and convey complex ideas and information clearly by writing a travel journal entry including 3 accurate, relevant reasons why they want to live there.

**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.

**Key Concept:** 5.4b The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:

▪ North America (Canada and the United States) ▪ Mesoamerica (Mexico and Central America)  
▪ Caribbean  
▪ South America

*Indicator:* This will be evident when students write a travel journal entry including three accurate, relevant reasons why they want to live there.

**National Social Studies Standard and Themes:** People, Places, and Environment

Social studies programs should include experiences that provide for the study

of people, places, and environments

*Indicator:* This will be evident when students are taking notes on the people, places and environments that they see at each city in Puerto Rico.

**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

*Indicator:* This will be evident when students analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history on the bus tour.

**Common Core** **ELA Standard:** 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 fill out their travel journal.

**Social Studies Practice: Habits of Mind:** Geographic Reasoning

*Indicator:* This will be evident when students Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate

the benefits of particular places for purposeful activities.

**INSTRUCTIONAL RESOURCES**

* Virtual bus tour
* Map Brochure
* Airplane Tickets
* Travel Journal Template
* T-Chart Homework
* Puerto Rico Presentation

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

Students will receive plane tickets and participate in a bus tour around Puerto Rico.

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

1. Students will review the lesson and homework from the night before. *(What is happiness? What makes you happy?)*
2. Students will be presented the 5 themes of geography. *(Is it important to look at these 5 themes while on our bus tour? Why do you think that?)*
3. Students will be introduced to the bus tour. *(What countries are included in the Western Hemisphere? Is someone’s happiness determined by where they live? Does anyone know were Puerto Rico is located?)*
4. The teacher will go over the rules and expectations. *(CHAMPS)*
5. Students will be given a brochure with a map of Puerto Rico and they will take notes, along with the teacher, at each city they visit. *(What do you notice about the cities we are going to visit?)*
6. Students will go through the bus tour presentation, taking notes and discussing what they see at each location. *(What do you see here? What do you think is happening? What is part of their culture? Where is this place located? What topography do you notice? Are there a lot of lakes or rivers? What are some geography themes you see?)*
7. Students will use a turn and talk to discuss the similarities and differences from things they saw. *(Were all three cities similar? How were they different? What is their location in relation to each other? How can we compare Puerto Rico to the United States?)*
8. Students will fill in their travel journal entry worksheet and write why they want to live in Puerto Rico.

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

**Cooperative Learning**

Indicator: This will be evident during the turn and talk activity.

**Guided Questioning:**

Indicator: This will be evident when the teacher is asking questions throughout the lesson.

**Modeling:**

Indicator: This will be evident when the teacher is writing down notes on a side board.

**History Alive Bus Tour:**

Indicator: This will be evident when students watch a virtual bus tour through Puerto Rico.

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

The student with visual impairments will sit closer to the board to make it easier to take notes and will have an enlarged map to see each location.

The student with ADHD will sit closer to the board.

The student with weak motor skills will be given larger pencils and lines to write their notes.

**DIFFERENTIATION OF INSTRUCTION**

The visual learners will have the lesson differentiated for them by watching the bus tour.

The kinesthetic learners will have the lesson differentiated for them by moving their seats during the plane ride.

The auditory learner will have the lesson differentiated for them by listening for the different facts.

The interpersonal learner will have the lesson differentiated for them by interacting with their peers during the turn and talk.

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

Teacher will assess students informally by questioning throughout the lesson and observing their note taking.

Students will write a travel journal entry including 3 reasons why they want to live there.

**INDEPENDENT PRACTICE**

Students will fill out a t-chart comparing Puerto Rico to the United States and write where they would be happier living.

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

Direct Teacher Intervention

Student and teacher will read a passage about the culture in Puerto Rico and fill a graphic organizer on the different places they read.

Academic Enrichment

Students will research another city in Puerto Rico and create their own bus tour.

**REFERENCES**

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