

**Molloy College
Division of Education**

Heading for Coursework

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Course EDU 351-01

Date: November 20th 2017

Grade: 4th Lesson: 2 Topic: Geography of New York State Content Area: Social Studies

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

After students complete a virtual bus tour of the five regions of New York State, students will be able to interpret and comprehend the regions of New York State through a Statement Strategy. Students will accurately answer 2 out of 3 statements in order to fully understand the lesson objective.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

Key Idea:

4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography.

Various maps can be used to represent and examine the geography of New York State.

Key Concepts:

4.1a Physical and thematic maps can be used to explore New York State's diverse geography.

Indicator: *This will be evident when students participate in a virtual bus tour of the five regions of New York State.*

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

1. Culture

Indicator: This will be evident when the students complete a virtual bus tour to discover the five different regions of New York State and the different living environments throughout the five regions.

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.

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 apply scenarios written in the statement strategy to discover the different geographical features of the five regions of New York State.*

New York State Next Generation English Language Arts Learning Standard

Reading Standards (Literary and Informational Text)

Key Ideas and Details

4R3

In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

***Indicator:** This will be evident when students complete the statement strategy by using evidence from the text to support their answers.*

INSTRUCTIONAL RESOURCES

- Google Docs Presentation
- Virtual Bus Tour Presentation on the five regions of New York State
- Main Idea/ Attractions Worksheet for the five regions
- Statement Strategy Worksheet
- MetroCard
- Exit Ticket
- SMART Board

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

Students will each receive a MetroCard that they will use to board the bud on their virtual field trip. Students will begin to gain an understanding about the geography of New York State by

traveling in a Virtual Bus Tour of the five geographical regions of New York State. By traveling in the Virtual Bus Tour of the five regions, students will discover important attractions and elements of the region that are highlighted.

DEVELOPMENTAL PROCEDURES

1. Teacher will review the homework given by Miss. Carbone from the previous lesson.
2. Teacher will review the concept of happiness discussed from the previous lesson. Students will participate in a Think-Puzzle-Explore thinking routine to assess prior knowledge of geography and New York State (*What is happiness? What is geography? What do you know about New York State? How is happiness similar to New York State?*)
3. Teacher will explain to the class that they will be participating in a Virtual Bus Tour of New York state and the five regions of the state.
4. Students will be instructed to organize their chairs into rows of three to mimic a bus.
5. Students will each receive a printed out PowerPoint presentation while the teacher explains each region of New York State. The PowerPoint presentation will have room for students to take notes while the teacher is explaining the different regions of New York State (*What do you know about New York? Do you know that there is more to New York than just the NYC and Long Island?*).
6. Teacher will present the virtual field trip of the five regions of New York State (*How is geography of New York City different from the other areas of New York State? (slide 1 and 2) What do you think the geography of the Finger Lakes look like? (slide 5) According to the geography of each region, which two are the most similar? If you had the option to live in any region, which one would you want to live in? Why?*)
7. Students will be given an example of a question from the statement strategy and work with the teacher to find the answer on the PowerPoint. The teacher will write a sentence on the board to model using evidence from the text. This slide will remain up as students work on their statement strategies. (*Can someone read the statement on the board? Do we agree or disagree with this statement? Why do you disagree? Can you find evidence in your PowerPoint notes to support your decision? Can someone come up and write a sentence responding to this statement using evidence from your notes? "When you complete the statement strategy you will agree or disagree with the statement and then use evidence in the text to support your thinking."*)
8. Students will be instructed to work with partners on the first two statement strategies and complete the last one independently
9. Along with the teacher, students will review their answers to the statement strategy as a class. (*Who would like to share their response to the first statement? Do we agree as a class? What evidence was used to support your decision? Did anyone use different evidence to support their answer? Who would like to share their response to the second statement? Do we agree as a class? Did anyone use different evidence to support their answer? Who would like to share their response to the third statement? Does anyone have a different answer? How do you think happiness connects to New York State geography? Using what we learned, are you happy where you live?*)

10. The teacher will present the homework to the class.

INSTRUCTIONAL STRATEGIES (Learning Strategies*)

Modeling

Indicator: *This will be evident when the teacher works with the class to complete an example statement strategy based on the PowerPoint before students work on their own statement strategies with a partner and independently.*

Direct Instruction

Indicator: *This will be evident when the teacher is discussing the five geographical regions of New York State during the virtual field trip.*

Cooperative Learning

Indicator: *This will be evident when students work with a partner to answer their statement strategy.*

ADAPTATIONS (*Exceptionality)**

- Students who have trouble focusing will be placed in the front of the bus tour so that the teacher can easily redirect them with the use of nonverbal cues
- Students with medical needs will be able to use the bathroom when needed
- The student with ADHD will be allowed to use a break card and receive a 2 minute break before the independent practice of the statement strategy.

DIFFERENTIATION OF INSTRUCTION

- The visual learners will benefit from the pictures of the events and people involved.
- The auditory learners will benefit from the cooperative learning and class discussions.
- The kinesthetic learners will benefit from the virtual field trip and being able to sit in the rows of a bus.
- The linguistic learner will benefit from the statement strategy and being able to write down their ideas.
- The intrapersonal learner will benefit from working independently and answering their own statement strategy question.

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

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*edTPA academic language

Students will answer a statement strategy question, working independently to accurately answer with evidence from the text and accurate reasoning.

INDEPENDENT PRACTICE

Students will watch a brief video summarizing main points of New York State. Students will then complete a Kahoot Quiz following the video with a partner. Students will write a paragraph summary of one region of New York State for homework.

<https://www.youtube.com/watch?v=0-oU8cbQOxA>

<https://play.kahoot.it/#/intro?quizId=52100eeb-3c71-4e39-993e-dbeefda686f5>

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention

Students, under direct intervention with the teacher, will each receive a bulleted list of the different regions of New York State. Together with the teacher, students will compare and contrast the different regions with the use of a graphic organizer.

Academic Enrichment

Students will be able to choose one of the five geographic regions. Students will search more in depth the region of their choosing and write a short argumentative essay explaining why their region is the best out of the five. Students will be allowed to create an illustration to go along with their argumentative essay.

REFERENCES

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W. (2016, May 21). Two Minute Tour of New York: 50 States for Kids - FreeSchool. Retrieved November 14, 2017, from <https://www.youtube.com/watch?v=0-oU8cbQOxA>

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The New York Times

Name_____

Date_____

STATEMENT STRATEGY

New York City, also known as "the city that never sleeps" or the "Big Apple" is sometimes called the greatest city in the world. Before the arrival of Europeans on North Atlantic shores, the area was home to the Algonquian tribes who lived off the land's rich bounty and hunted and fished in the local rivers. The Lenape Native Americans called the land Manhattan. Present day NYC is made up of five Boroughs: Manhattan, Staten Island, Queens, Brooklyn and the Bronx. With a population of more than 8 million residents, it is the most populous city in North America.

Statement: The Cherokee Tribe called the land Manhattan.

Agree_____

Disagree_____

Evidence:

New York is bordered by Canada and Lake Ontario in the north; Pennsylvania, New Jersey, and the Atlantic Ocean in the south; Lake Erie in the west; and Connecticut, Massachusetts, and Vermont in the east. The St. Lawrence-Champlain Lowland runs along the edge of the Adirondack Mountains and the Canadian border. In this hilly area, you can see Lake Champlain and Thousand Islands, a collection of small islands that sit between New York and Canada.

The Adirondack Upland, known for the Appalachian Mountains and its forests, waterfalls, and lakes includes New York's highest peak, Mount Marcy. Lake Erie is along the border with Pennsylvania, includes the 11 Finger Lakes and the forested Catskill Mountains.

New York State is known for the sugar maple tree, the eastern bluebird and the state animal which is the beaver. In New York, there are 750,000 gallons of water crashing down every second over Niagara Falls, which borders New York and Canada. You can even sail close enough to get soaked on a boat tour.

New York City is the most populous city in the United States, with around 8.5 million residents. You can look down from the 86th floor of the Empire State Building, climb 377 steps to the Statue of Liberty's crown, and tour Ellis Island, where over 12 million immigrants entered the United States between 1892 and 1924.

Famous New York residents include U.S. presidents Theodore Roosevelt, Franklin D. Roosevelt, and John F. Kennedy.

New York is the only state that borders both the Atlantic Ocean and the Great Lakes.

Statement: Niagara Falls is located in two different countries.

Agree _____ **Disagree** _____

Evidence:

Statement: In New York, you will find that the city population is very low.

Agree _____ **Disagree** _____

Evidence:

Statement: If someone asked about New York State, I would tell them that the whole state is very similar.

Agree _____ **Disagree** _____

Evidence:
