**Student:** Michelle Cronolly **Professor:** Dr. Sheehan
**Course EDU:** 5090 **Date:** 11/29/2018
**Grade:** 2nd **Topic:** Urban, Suburban and Rural Communities **Content Area**: Social Studies

**INSTRUCTIONAL OBJECTIVE (s)**

After learning how to determine if evidence is a fact or opinion, how to determine if evidence is credible, and participating in a history mystery, students will evaluate the validity of reasons and the relevance of sufficiency of evidence and write arguments to support the claim “Which community is happiest: urban, rural, or suburban” in a worksheet. Students must include two pieces of supporting evidence from the history mystery to support their claim. Students will be graded on a teacher designed checklist and obtain a score of ¾.

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

**New York State Social Studies Standards**

**Individual Development and Cultural Identity**

**Key Idea: 2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities**.

Key Concept: 2.1a An urban community, or city, is characterized by a dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.

 *Indicator: This will be evident when the students examine, compare, and contrast the evidence in the history mystery that describes the population of urban communities through primary sources, documents and pictures.*

2.1b Suburban communities are on the outskirts of cities, where the human population is less dense, and buildings and homes are spaced farther apart.

 *Indicator: This will be evident when the students examine, compare, and contrast the evidence in the history mystery that describes that the human population is less dense in suburban communities.*

 2.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.

 *Indicator: This will be evident when students examine both the physical and visual evidence in the history mystery that describes and portrays rural communities as large expanses of open lands.*

2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.

 Indicator: This will be evident when students compare and contrast the evidence from urban, suburban, and rural communities in the history mystery.

**National Social Studies Standard and Themes**

**Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

1. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

*Indicator: This will be evident when students work together to solve the history mystery by exploring and describing different facts and opinions about rural, suburban, and urban communities to solve the compelling question of “What community is happiest: rural, suburban or urban”?*

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

**E.** identify and describe ways family, groups, and community influence the individual’s daily life and personal choices

*Indicator: This will be evident when the students present their claim to the class and use evidence to describe why they selected the community they chose, and why they believe it to be the happiest. They will identify and describe how the community influences an individual’s happiness.*

**Common Core ELA Standards**

**Text Types and Purposes**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

*Indicator: This will be evident when students solve the mystery and write a claim to argue their decision using valid reasoning, and relevant and sufficient evidence from the history mystery.*

**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 recognize and effectively select different forms of evidence to help them solve the history mystery.*

**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 work toward conclusions about societal issues and trends by evaluating evidence and its usefulness in the history mystery.*

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 draw on knowledge and skills to work individually and collaboratively solve and conclude their investigations.*

**INSTRUCTIONAL RESOURCES**

1. SmartBoard
2. History Mystery PowerPoint
3. Mystery Envelopes (4)
4. History Mystery Packet with Worksheets
5. Clues
6. Markers
7. Tape
8. Chart Paper
9. Hat
10. Happy Despicable Me YouTube Video: <https://www.youtube.com/watch?v=Q2E5RSJhDHI>

**MOTIVATION**

Classroom Mystery “Guess What Makes Me Happy”

All students are to write down one thing that makes them happy on an index card. Once they have written what makes them happy on an index card, they are to put it in the hat. Once all students have placed their index in the card, then the teacher mixes up the cards and has each student pull a different card out of the hat. The students then acting as detectives are to try and find out which student wrote the card they pulled out of the hat.

In Background – Play Despicable Me – Happy Song:

<https://www.youtube.com/watch?v=Q2E5RSJhDHI>

**DEVELOPMENTAL PROCEDURES**

1. After playing the “Guess What Makes Me Happy” Classroom Mystery Game, students will review the term ‘happiness’ and participate in a classroom discussion on what happiness means to them. *(What does the word ‘happiness’ mean to you? What makes you happy? What in your community makes you happy?)*
2. The students will discuss their homework from last night.
3. Students will review the difference between a fact an opinion *(What is a Fact? What is an opinion? Can you give me an example of a fact and an example of an opinion?)*
4. The teacher will introduce the concept of a ‘History Mystery’ and introduce the students to what is a mystery, what is evidence, and strategies on how to be a super detective through a PowerPoint via direct instruction and a classroom discussion. *(What is a mystery? What is evidence? What makes evidence good or bad? Why do you think the evidence is important in a mystery? What other tips can you think of to help make you and your students good detectives?)*
5. The teacher will discuss what it means for evidence to be credible and non-credible. *(Do you think facts or opinions are more credible, why or why not? Can we believe everything we see or read? How can you tell if evidence is credible or not credible?)*
6. The teacher will introduce the ‘History Mystery’ by reading a letter from Shaggy and Scooby requesting the students help to solve their next happiness mystery and review the ‘Clues’ strategy to help students solve the mystery. *(Why is it important to read ALL the evidence? Why do we need to make sure the evidence is credible? Why is it important to work together?)*
7. The teacher will discuss the rules of the lesson with the students. *(Why are rules important?)*
8. The teacher will discuss and review ‘CHAMPS’ with the class.
9. The teacher will divide the class into groups of previously decided groups and previously selected roles: Shaggy, Scooby Doo, Daphne, Fred and Velma. The teacher will hand out the History Mystery Envelopes, chart paper, markers, and tape to all groups*. (What are our class rules for working in groups? Why is it important to respect our group members? Why is it important to listen to everyone’s opinions?*
10. Students will participate in a History Mystery in groups and classify evidence from most powerful to least powerful in a graphic organizer chart which contains three columns: Urban, suburban, and Rural. *(How did you determine that this evidence was most powerful? Why did you choose this evidence to my non-credible? In your opinion, what community is happiest based on the evidence in the mystery packets?)*
11. After students as a group determine based off evidence in the mystery packet what community is happiest, they will write a claim using two pieces of evidence to support their claim about what community is happiest. Additionally, they will draw a picture of the community they chose and use evidence to draw the happy community.
12. To close the lesson, once students complete their claims worksheet, each group will present their findings and their claim to the class. *(What was your solution to the mystery? What was your most powerful evidence that led to your decision? What was your evidence that was least credible that affected your decision?)*
13. The teacher will discuss their homework for the night and collect the History Mystery Packets as an exit ticket.

**INSTRUCTIONAL STRATEGIES**

1. Classroom Discussion

*Indicator: This will be evident when the students participate in a classroom discussion about what is a mystery, what is the difference between a fact and opinion, and what is the difference between credible and non-credible evidence.*

1. Cooperative Learning

*Indicator: This will be evident when students work together to solve the history mystery.*

1. History Mystery Strategy

*Indicator: This will be evident when students participate in the history mystery to solve the mystery question “Which community is happiest: Urban, Rural or Suburban?”.*

1. Direct Instruction

*Indicator: This will be evident when the teacher instructs the students about what is a mystery, what is evidence, and what is the difference between a fact/opinion and credible/non-credible evidence.*

**ADAPTATIONS**

1. The student who is an English language learner will be provided content vocabulary words with picture of key terms before the lesson.

2. The student with communication disabilities will use text readers, such as word talk, to communicate with other students in their group and to present their observations to the class.

3. The student(s) who struggle with reading and/or writing will be placed strategically in a group with higher level students.

**DIFFERENTIATION OF INSTRUCTION**

**Auditory Learners:** In order to adapt for the auditory learners, the students will be able to listen to the classroom discussion of the history mystery. Additionally, they will be able to listen to their group members, and classmates’ discussions before, during and after the history mystery.

**Visual Learners:** In order to adapt for the visual learners, they will be able to look at all the evidence. Additionally, they will be able to see all the evidence organized from most credible to least credible on a giant graphic organizer.

**Kinesthetic Learners:**  In order to adapt for the kinesthetic learners, the students will be allowed to move around the classroom in groups, sit anywhere, and act it out as a Mystery, Inc detective to solve the mystery. They will be allowed to touch the evidence, and tape it onto the graphic organizer.

**ASSESSMENT**

1. The teacher will assess the students’ groups presentations for understanding and accuracy of happiness, fact/onion, and credible/non-credible evidence on a teacher-created checklist.
2. The teacher will assess the student’s independent understanding of happiness, fact/opinion, and credible/non-credible evidence by informally assessing the student’s history mystery claims worksheet for accuracy.
3. The teacher will assess the students’ ability to work both independently and cooperatively.
4. The teacher will assess the students’ understanding of the concepts learned in class, by informally assess the students’ FlipGrid videos for homework.

Teacher Grading Checklist

|  |  |  |
| --- | --- | --- |
| Students create a claim stating whether Urban, suburban or Rural communities are happier. | YES | NO |
| Students included at least 2 pieces of evidence to support their answer. | YES | NO |
| Students use relevant and valid documents to support their answer. | YES | NO |
| Students worked cooperatively in groups.  | YES | NO |

**INDEPENDENT PRACTICE**

For Homework, the students will be asked to create a FlipGrid and explain one fact and one opinion about their community that makes them happy. Additionally, students will have to respond to at least two of their classmates’ FlipGrids.

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

* **Direct Teacher Intervention:**

For the students who need extra support and/or struggled during the lesson, the teacher will work with the student(s) directly to complete the history mystery and to review and check their understanding of the primary concepts of the lesson.

* **Academic Enrichment:**

For students who met the learning objective, they will be encouraged to create and design a history mystery between their community and a different community, for their classmates to play and solve.

**REFERENCES**

<https://www.timeout.com/chicago>

https://wiki.kidzsearch.com/wiki/Los\_Angeles

<https://wiki.kidzsearch.com/wiki/New_York_City>

<https://fayranches.com/property/the-preserve-at-bridger-creek-ranch-montana/>

<http://montanakids.com/facts_and_figures/climate/Climate_Information.htm>

<http://citadel.sjfc.edu/students/rnr00577/e-port/msti260/rural.htm>

**Documents/ Materials/ Clues Used in Lesson (Teacher Tool-Kit)**

**Clues for History Mystery:**

Urban Communities:

* 1. A Post Card (Picture of Urban City) from a 10-year-old boy who lives in New York City to his pen pal in Galway, Ireland.

Dear Rory,

New York City is the best place to live in the whole wide world. You MUST come visit. We have super big buildings, a huge park, and great pizza. I hope to see you soon. What is Ireland like?

Your Pen Pal,

Michael

* 1. A Picture of Chicago

* 1. In Los Angeles, California the weather is usually warm and dry during the summer and windy and rainy during the winter.
	2. In Los Angeles, there are many beaches.
	3. In New York City, over 8 million people live there!

Rural Communities:

* 1. A Post Card (Picture of Irish Farm) from a 10-year-old boy who lives on a rural farm in Galway, Ireland.

Dear Michael,

Ireland is incredibly rainy. We have not seen the sun in over 8 days. I live on a farm with pigs, sheep, and cows. I also have a dog named Timmy, who is my best friend. My friends and I play on the farm all day and explore and have many adventures. We eat a lot of potatoes. Have you petted a cow before?

Your Pen Pal,

Rory

* 1. A Picture of a Montana Farm

* 1. Every Season in Montana Holds Surprises.
	2. Rural communities are the farthest from urban communities.
	3. Rural communities have a lot of animals and farms.

Suburban Communities:

* 1. A Post Card (Suburban Community) from a 10-year-old girl to her pen pal in Montana.

Dear Melissa,

I live in Long Beach, New York. I can walk to get food, to go to the beach, or go to the playground. I can also drive these places as well. I can walk to school, and the closest shop is only five minutes away from me. I live in a big house, with a big backyard, and lots of room to play. What is your house like?

Your Pen Pal,

Jenny

* 1. A Chart of Long Beach, NY Temperatures

* 1. Long Beach is a ‘Great Place to Live’ – Comment by Paul on Trip Advisor.Com



* 1. A screenshot of a video from a Long Beach concerned citizens FaceBook profile, of a person dressed up in a Grinch stealing packages from people’s front porch.

History Mystery Packet (Letter & Worksheet)

Students We Need Your Help!

Daphne, Velma, and Fred have come down with the flu, and are unable to help us solve the mystery of happiness in communities. Ms. Cronolly’s class we need your help, as we heard that you all are excellent at solving mysteries!

Our next mystery is to investigate what type of community is the happiest: Urban, Suburban, or Rural. We need students like you investigate and ‘WHAM’ the evidence, to discover which community is the happiest!

Are you ready?

If so, open your envelopes with your group and arrange your evidence between Urban, Suburban and Rural Communities, and decide as a group what evidence is the most powerful and least powerful as a group.

Once you and your group have finished put your evidence on your graphic organizer and solved the mystery: write and draw it on your Top-Secret Mystery: Solved worksheet and put it in an envelope and give it to Ms. Cronolly to send to us!

Don’t forget to share your chart as a group with your classmates and see what they discovered from their clues!

We thank you for all your help, and welcome you to Mystery, Inc!



Your Friends,

 Shaggy and Scooby

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_



**TOP SECRET: Mystery Solved!**

**What Community Is the Happiest: Urban, Rural or Suburban?**

Directions: After solving the mystery with your group members, write your answer using three pieces of evidence that help support your answer, and draw a picture of what community you believe is the happiest using your new-found knowledge of communities.

**What Community Is the Happiest: Urban, Suburban, or Rural?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Supporting Evidence:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A Picture of the Happiest Community:**