**Molloy College**

**Division of Education**

Student: Ashlee Yearwood, Kelly Cassidy Professor: Dr. Sheehan

Course EDU 351-01 Date: April 10th 2019

Grade: 5th Topic: Geography of Mexico Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After students take a virtual plane and bus ride to Mexico City while writing a travel journal, the students will complete a Venn Diagram comparing Montreal and New York City to Mexico city. Students will have at least three similarities and three differences between the three cities for mastery.

**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.

(Standard: 3, Theme: GEO)

**Key Concepts:**

5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.

**Indicator:** *This will be evident when the students take a virtual tour of Mexico**City**and complete a venn diagram including facts of where they visited during the tour.*

**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.

**I. Culture**

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

**Indicator:** *This will be evident when students take a virtual bus tour to Mexico City and complete travel journals along the way, including information they are learning about the geography and culture of Mexico.*

**NCSS 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.

**Dimension 3:**

Students will work towards conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanation.

**Indicator:** *This will be evident when after the virtual bus tour in Mexico, students will use the information they learned to draw conclusions is if they would be happy living in Mexico compared to New York.*

**New York State Next Generation English Language Arts Learning Standard**

**Writing Standards**

**Text Types and Purposes**

**5W2**

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 complete the venn diagram comparing the three cities they have learned about using real facts.*

**Social Studies Practices: Habit of Mind:**

**D. Geographic Reasoning**

4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.

**Indicator:** *This will be evident when students learn about the characteristics of Mexico through the five themes of geography.*

**INSTRUCTIONAL RESOURCES**

● Google Slides Presentation

● Travel Journal Packets

● Plane/Bus Ticket

● Venn Diagram worksheet

**MOTIVATION**

Students will be told they are taking a plane to Mexico and then bus tour to Mexico City, located in Mexico. Students will be given boarding passes and bus tickets for the ride. The seats will then be moved into rows to form a model of seating on an actual bus.

**DEVELOPMENTAL PROCEDURES**

1. Teacher will review the homework from the day before. Teacher will review what happiness is and go over some of the examples from Montreal and New York City. Teacher will write student responses on the front board as a word splash, to refer back to during today’s lesson. *(What was yesterday’s lesson about? Can someone explain to me what Ms. McPhillips meant by when she said: Is where you live determined by your personal happiness? What are three things that make you happy by living in New York? How did you choose these items?)*
2. Teacher will then inform the students they are going on a virtual plane ride and bus tour to Mexico City to learn about geography and culture of Mexico.
3. After the students have boarded the plane, students will briefly be introduced to the question they are to think about during today’s lesson. *(How does the geography of life in Mexico affect life there? What can you interpret from this question?)*
4. Students will assess prior knowledge of what they know about geography. The five themes of geography will briefly be mentioned by the teacher as a guide. *(Looking at this map of Mexico, what do think geography is? What do you know about geography already? Do you know what the hemispheres are? What hemisphere do we live in? What hemisphere is Mexico located in? What does the boxed key tell us about the map we have shown here?)*
5. Teacher will go over the itinerary of today’s traveling through Mexico and show students another map of Mexico City. *(Has anyone used a map before? What do maps tell us? What is the point of an itinerary?)*
6. Teacher will hand out the student’s travel journals they will be asked to take notes in during the lesson, and personal plane/bus ticket for today’s tour. *(What do you think travel journals are used for? Has anyone traveled by plane or toured another city before?)*
7. Students will partner with the person next to them and begin going to the coordinates indicated by the travel journal. They will collaborate and answer questions regarding each place they go to.
8. After viewing Mexico City, students will be asked to turn and talk to their row about some of the facts they wrote down in their travel journals. Students will be called on to share their notes with the class.
9. Teacher will repeatedly ask the question: “*Would you be happier if you lived in Mexico City?”* (*What factors are determining your happiness? (Referring back to the happiness lesson))*
10. After the bus tour is concluded, and the class has landed back in JFK. Students will review some of the main points they learned today. *(What is geography? Did you learn anything new today? What did you already know? What do you think now: does where you live determines your happiness? Why?)*
11. Students will participate in a think pair share and be asked the question:*Would you rather live in Mexico City or stay in New York? Why?”* Some pairs will share their responses with the class.
12. To wrap up the lesson, students will be given direction to put their seats back into their original spots and be given a Venn Diagram worksheet.
13. Students will complete the Venn Diagram and answer the question at the bottom “Which city would you be happier in? Why?
14. When students are done completing their Venn Diagram worksheets, students will be offered a snack popular to the culture of Mexico.

**INSTRUCTIONAL STRATEGIES**

**Cooperative Learning**

**Turn and Talk**

**Indicator:** *This will be evident when students turn and talk to their partners about what notes they are writing down in their travel journals during the bus tour.*

**Think, Pair, Share**

**Indicator:** *This will be evident when students are asked the question “Would I be happy if I lived Mexico City? Why?” Students will write down their responses and then share with a partner next to them.*

**Direct Instruction**

**Indicator:** *This will be evident when the teacher is instructing a bus tour through Mexico City and giving the students geography and culture facts.*

**ADAPTATIONS**

● Students with ADHD will be sat in the front of the bus and monitored during the bus tour. These students will be allowed breaks during the tour if they become tired of staying in one chair the whole time.

● Students with visual impairments will sit closer to the front, so they can view the pictures during the bus tour.

● Students with hearing impairments will be placed where they can see the words on the bus tour clearly.

**DIFFERENTIATION OF INSTRUCTION**

● The visual learners will benefit from the pictures being shown during the bus tour.

● The kinesthetic learners will benefit from holding an actual ticket from the bus and being seated in rows to represent sitting on a bus, also utilizing the computers and google earth to visit each of the places with their partner

● The auditory learners will benefit from the students who are chosen to share the notes they have been taken during the tour, and the teacher giving the bus tour, and the conversation with their partners.

● The interpersonal learners will benefit during the tour because students are going to participate in a think pair share.

● The linguistic learners will benefit by taking notes during bus tour in their personal travel journals.

**ASSESSMENT**

● Teacher will assess students by writing down who participates during the lesson.

● Teacher will assess students by how engaged students are during the tour.

● Teacher will assess students who actively take notes during the bus tour or collaborate with a partner to write down any notes they missed.

● Teacher will assess students who complete their Venn Diagram worksheet.

**INDEPENDENT PRACTICE**

● Students will complete a Homework Sheet, including filling in a postcard to a friend about their “trip” to Mexico City.

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

Direct Teacher Intervention

● Teacher will print out the powerpoint and go over the slides one by one with the students. Students will walk through each slide with the teacher and communicate back facts from Mexico City they are learning from the slides.

● The pictures on the slides can help the student grasp where they are on the map or vise versa.

Academic Enrichment

● Students will create their own bus tour of the United States of America. Students will think of five locations that show the culture and geography of the USA and write a few facts about each location. Students are to include pictures and a map clearly representing where the bus is traveling during the journey.

**REFERENCES**

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Mexico city: Coordinates [19°26′N 99°8′W](https://tools.wmflabs.org/geohack/geohack.php?pagename=Mexico_City&params=19_26_N_99_8_W_type:adm1st_region:MX-CMX)

Museo Nacional de Antropología (National Museum of Anthropology): [19.426°N 99.186°W](https://tools.wmflabs.org/geohack/geohack.php?pagename=National_Museum_of_Anthropology_(Mexico)&params=19.426_N_99.186_W_type:landmark)

Palacio de Bellas Artes (Palace of Fine Arts): [19°26′8.3″N99°8′28.6″W](https://tools.wmflabs.org/geohack/geohack.php?pagename=Palacio_de_Bellas_Artes&params=19_26_8.3_N_99_8_28.6_W_type:landmark)

[Castillo de Chapultepec (Chapultepec Castle):](https://tools.wmflabs.org/geohack/geohack.php?pagename=Palacio_de_Bellas_Artes&params=19_26_8.3_N_99_8_28.6_W_type:landmark) [19°25′14″N99°10′54″W](https://tools.wmflabs.org/geohack/geohack.php?pagename=Chapultepec_Castle&params=19_25_14_N_99_10_54_W_type:landmark)

Palacio Nacional (National Palace): [19°25′57″N 99°7′52″W](https://tools.wmflabs.org/geohack/geohack.php?pagename=National_Palace_(Mexico)&params=19_25_57_N_99_7_52_W_region:MX_type:landmark)

Basílica de Nuestra Señora de Guadalupe *(*Basilica of Our Lady of Guadalupe): [19°29′2.4″N99°7′1.2″W](https://tools.wmflabs.org/geohack/geohack.php?pagename=Basilica_of_Our_Lady_of_Guadalupe&params=19_29_2.4_N_99_7_1.2_W_region:MX_type:landmark)

Catedral Metropolitana *(*Metropolitan Cathedral): [19°26′4″N99°7′59″W](https://tools.wmflabs.org/geohack/geohack.php?pagename=Mexico_City_Metropolitan_Cathedral&params=19_26_4_N_99_7_59_W_type:landmark)

Museo Soumaya: [19.440806°N 99.204583°W](https://tools.wmflabs.org/geohack/geohack.php?pagename=Museo_Soumaya&params=19.440806_N_99.204583_W_type:landmark)

Pyramid of the Sun: 19° 41′ 34.8″ N, 98° 50′ 38.4″ W

Plaza de las Tres Culturas (Square of the Three Cultures): 19° 27′ 4″ N, 99° 8′ 14″ W

Desierto de los Leones (Desert of the Lions National Park): [19.31264°N 99.30628°W](https://tools.wmflabs.org/geohack/geohack.php?pagename=Desierto_de_los_Leones_National_Park&params=19.31264_N_99.30628_W_region:MX_type:landmark)

Travel Journal to Mexico City

5th Grade



Our First Stop: Coordinates: [19.426°N 99.186°W](https://tools.wmflabs.org/geohack/geohack.php?pagename=National_Museum_of_Anthropology_(Mexico)&params=19.426_N_99.186_W_type:landmark)

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2) Would you like to visit this place? Why or why not?

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3) Do you think this place would make you happy? Do you think it makes the locals happy?

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Our Eighth Stop: Coordinates: 19° 27′ 4″ N, 99° 8′ 14″ W

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Our Ninth Stop: Coordinates: [19.31264°N 99.30628°W](https://tools.wmflabs.org/geohack/geohack.php?pagename=Desierto_de_los_Leones_National_Park&params=19.31264_N_99.30628_W_region:MX_type:landmark)

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Our Tenth Stop: Coordinates: [19°26′4″N99°7′59″W](https://tools.wmflabs.org/geohack/geohack.php?pagename=Mexico_City_Metropolitan_Cathedral&params=19_26_4_N_99_7_59_W_type:landmark)

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Directions: For homework, please write your friend a letter from Mexico City. Mention your favorite place, your least favorite place, and whether or not you would be happy there.

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