Molloy College

Division of Education

Lesson Plan

Student: Olivia Banulski   Professor Sheehan

Course: EDU 351-01   November 12, 2017

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

Instructional Objective

After watching a short video and having a discussion on different types of thinking, students will determine point of view to find specific evidence using the thinking like a historian activity accurately creating three out of four questions.

New York State Next Generation Social Studies Standard

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 answer Thinking like a Historian questions based on documents.*

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 explore documents based on different living scenarios on happiness.*

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 explanation.

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 read scenarios written in different documents to develop questions and plan an investigation during their Thinking like a Historian activity.*

New York State Next Generation English Language Arts Learning Standard.

Reading Standards (Literary and Informational Text)

Craft and Structure

4R4

Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI & RL)

Indicator: *This will be evident when students read documents to interpret words and phrases to determine how specific word choices shape meaning or tone.*

4R6

In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. (RL) In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)

Indicator: *This will be evident when students read primary sources and notice the differences between them.*

Instructional Resources

- Google Docs Presentation
- SMART Board
- YouTube Video, The Case of the Broken Vase
  https://www.youtube.com/watch?v=m-zgsuwshIU
- Document 1
- Document 2
- Document 3
- Pencils

Motivation

The students will watch a short video on how Evan looks closely at clues to solve a mystery. Students will begin to gain an understanding about how a person looks closely at evidence to solve a mystery. This will create critical thinking and student engagement on the topic before it's taught in detail.

Developmental Procedure

1. Students will share their prior knowledge on the lesson about New York regions given by Ms. Meittinis.
2. Students will watch a short video on a boy named Evan who solves a case about a broken vase and how he looks at clues to solve the mystery. *(What are clues? What are some ways to solve a mystery? Why is it important to take your time looking at specific words in a text? How does this video relate to thinking and reading like a historian?)*
3. Students will review the CHAMPS slide about the rules required for the lesson.

4. Students will be taught the types of Thinking like a Historian questions, which include sourcing, contextualizing, close-reading, close-reading perspective and corroboration. *(Why would we want to think and read like a historian? How can being a detective help us come to a conclusion about the author? Can we identify if an article is credible or not?)*

5. Students will read Document 1 by Kenneth R. Rosen as a class and answer the questions involving sourcing, close-reading, close-reading perspective, and context. *(Who said this quote? Do you believe Kenneth R. Rosen would have any bias? What are his motives? What evidence tells you about his motives? How does this document connect to happiness? Can happiness be affected based on where you live? How do you know?)*

6. Students will read Document 2 with a partner and answer the same questions listed above. *(How is this document different than the first document? Are both documents credible? What are some examples to show that they are credible? Is there a specific place that makes you happy? Are you happy with where you live right now?)*

7. Students will share the answers they came up with as a class.

8. Students will be given Document 3 and start working on it in class independently. In this document, the students have to come up with the questions instead of giving the answers. They will take it home to finish for homework. *(How did you come up with your own questions based on the reading? Did you include questions that would really give clues about the author and the primary source? What are some questions you can ask?)*

Instructional Strategies

Modeling

Indicator: This will be evident when the teacher works with the class to complete Document 1 based on Thinking like a Historian and answering questions before students work in partners and independently.

Cooperative Learning

Indicator: This will be evident when the students are working together and completing Document 2.

Independent Study

Indicator: This will be evident when the students start Document 3, then complete the rest for homework.

Group Discussion

Indicator: This will be evident when the students work as a class on Document 1 and go over it together.

ADAPTATIONS

- Students who have difficult focusing will be seated in front of the class before the video and lesson start so that the teacher can easily redirect them with the use of nonverbal cues.
- Students who are visually impaired will be able to move up closer to the board and have the Google Slides in front of them.

DIFFERENTIATION OF INSTRUCTION

- Visual learners will benefit from the video played at the beginning of class to get a sense of what is about to be taught.
- The auditory learners will benefit from the cooperative learning and group discussions.
- The kinesthetic learners will benefit from writing down answers and being able to Think like a Historian.
- The intrapersonal learners will benefit from working independently to come up with their own questions based off of Document 3.

ASSESSMENT

Students will be formally assessed by working on Document 3 independently, coming up with their own questions, and finishing it up as homework.

Students will be informally assessed as the teacher goes around, asking questions while they work independently.

INDEPENDENT PRACTICE

Students will be given Document 3 as a homework assignment and finish coming up with their own questions based on how to Think like a Historian based on what they read.

FOLLOW-UP DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention:

The students, under direct intervention with the teacher, will meet with the teacher the following morning for extra help, reviewing the articles and helping them break down the questions and answers with direction.

Academic Enrichment:

Students will research and find their own document by searching the web based on where they live and answer the questions followed by Thinking like a Historian.

References

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Document 1
Historical Thinking/Reading Questions

Directions: Read the following document and answer the questions below!

"My sister and I grew up quickly, never learning what it meant to relax but rather to always keep moving. It did, however, offer certain benefits. We were exposed to vastly different ethnic customs and languages. We tasted new cuisines each week, and Broadway shows and museums were routine family outings."
Kenneth R. Rosen
"Growing up in, and Outgoing Manhattan" Written on May 5th, 2017

1. (Sourcing): Who wrote this article and why? Do you think their might be bias by the author and in what way?

_____
_____
_____

2. (Close Reading): Did the author mean "My sister and I grew up quickly. . ." in the first sentence? What evidence tells you that where they grew up affected their happiness? (Provide evidence)

_____
_____
_____

2. (Close Reading: Perspective): Does the author support living in Manhattan and show happiness? (Provide evidence)

_____
_____
_____
4. (Context): What is happening in Manhattan that may change the way a person feels?

_____
_____
_____

Name: _____

Document 2
Historical Thinking/Reading Questions

Directions: Read the following document and answer the questions below to think like a historian!

 "I live on Route 9W in Grand View, New York. Route 9W is between a mountain and a river. I go up on the mountain or down by the river alone, and I like it. I think it's the most beautiful place in the world. I wish you had a mountain to sit on, I love it up here."
Hannah Diamond
Love from your Friend, Hannah **by, Mindy Warshaw Skolsky**

1. (Sourcing): Who wrote this article and why? Do you think their might be bias by the author and in what way?

_____
_____
_____

2. (Close Reading): What did the author mean by, "I wish you had a mountain to sit on" in the last sentence? What evidence tells you this? Does this show whether or not the author is happy? (Provide evidence)

_____
_____
_____

2. (Close Reading: Perspective): Does the author support living in Manhattan and show happiness? (Provide evidence)

_____

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_____

4. (Corroboration): How does this document compare to the first document about Kenneth in Manhattan?

_____

_____

_____

Name: _____

Create Your Own Questions!

Directions: Read the following document and write your own questions, thinking like a Historian!

"In recent years, homelessness in New York City has reached the highest levels since the Great Depression of the 1930s. Each night thousands of unsheltered homeless people sleep on New York City streets, in the subway system, and in other public spaces."
"Basic Facts about Homelessness: New York City" (2017)

1. Sourcing question:

_____

_____

_____

_____

2. Close Reading question:

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_____

3. Close Reading: Perspective question:

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4. Corroboration question:

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