**Molloy College**

**Division of Education**

Student: Taylor Keteltas Professor: Dr. Sheehan

Course: EDU 351 Date: April 5, 2018

Grade: 5th Topic: Taking Informed Action Content Area: Social Studies

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

After viewing a video showing the devastation on Puerto Rico from Hurricane Maria and a discussion on informed action, *students will work in small groups to create a plan of informed action that will help the people of Puerto Rico* and will fill out an exit ticket, answering at least 3 of the 4 questions on informed action correctly.

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

New York State Social Studies Standards

**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:**

5.4b The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, economic, or cultural features. Regions within the Western Hemisphere include North America (Canada and the United States), Mesoamerica (Mexico and Central America), The Caribbean, South America.

**Indicator:** This will be evident when the students study the negative impacts Hurricane Maria had on the people of Puerto Rico, and develop plans of informed action to help their fellow citizens.

**National Social Studies Standards and Themes**

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

* explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
* give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
* compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
* give examples and describe the importance of cultural unity and diversity within and across groups.

**Indicator:** This will be evident when the students learn about the impact Hurricane Maria had on American citizens in Puerto Rico, and their own ability to create positive change for people who live in another part of the Western Hemisphere.

**NCSS C3 Inquiry Arc**

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 engage with each other in small groups to create plans of informed action to help the people of Puerto Rico, and then present on those completed projects.

**Common Core ELA Standards**

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**Indicator:** This will be evident when the students work collaboratively in small groups, sharing their own ideas and listening to the ideas of peers.

CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Indicator:** This will be evident when all groups complete graphic organizers related to their individual projects. In addition, it will be evident when students work in groups to create projects (a video, fliers/posters, plan a fundraiser, and create a social media account) detailing the issues affecting the people of Puerto Rico and explaining concrete ways to help.

CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Indicator:** This will be evident when the students’ complete graphic organizers for their group’s project. It will also be evident in the creation of group products that include an informational video, fliers/posters, the organization of a fundraiser, and a social media account.

**Social Studies Practices: Habits of Mind**

**F. Civic Participation**

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion with teacher support.

2. Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.

4. Identify opportunities for and the role of the individual in social and political participation at various terms and in various locations in the Western Hemisphere outside the United States.

6. Identify situations with a global focus in which social actions are required and suggest solutions.

8. Identify rights and responsibilities of citizens within societies in the Western Hemisphere.

9. Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere. Indicator: This will be evident when the students work in groups to create projects (an informational video, fliers/posters to spread information, plan a fundraiser, or create a social media account) of informed action to assist the people of Puerto Rico. This will also be evident when the students come together to share their group projects.

**INSTRUCTIONAL RESOURCES**

* SMART Board
* Google Slides Presentation
* Pencil
* Informed Action Worksheet of jobs for the groups
* Exit Ticket
* “Return to Puerto Rico: How Puerto Ricans continue to struggle 6 months later” YouTube video (https://www.youtube.com/watch?v=B8KdfmVVmcc)

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

To begin the lesson, teacher will play a video that shows the devastation on Puerto Rico from Hurricane Maria. Students will receive a notetaking guide, where they will write down four facts from the video and one way that they could help the people affected by the hurricane. Students can refer to this notetaking guide when they are planning in their taking informed action groups.

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

1. After the video, students will turn and talk with a partner to discuss the notes that they took and the important points that they noted while they watched the video. *(What did you notice about the video? What did you observe about Puerto Rico in the video?)*
2. Teacher will facilitate a discussion on informed action and what it means to take informed action. After providing examples of how to take informed action, teacher will tell students how they will take informed action to help the people of Puerto Rico who were affected by Hurricane Maria. *(What do you think informed action is? How do you think you can take informed action?)*
3. Teacher will separate students into four different groups in order to plan for the informed action. One group will make informative flyers and posters displaying the devastation in Puerto Rico due to Hurricane Maria and the resources the people of Puerto Rico are in need of. One group will plan a fundraiser to raise money and supplies to send to the people in Puerto Rico. This group will also organize sending the money and supplies to Puerto Rico. One group will create either a Twitter, Instagram, or Facebook account to display the devastation in Puerto Rico from Hurricane Maria. The purpose of this is to inform people of the devastation and to show that Puerto Rico and the people that live there need as much help as possible. And one group will make an informational video about the devastation in Puerto Rico caused by Hurricane Maria. Students will complete the informed action worksheet, identifying who will do each job for the plan of informed action. *(How can you describe your plan of informed action? What would happen if this devastation occurred in your town?)*
4. After students work in their groups, teacher will tell students that for the next several weeks, they will have a genius hour every Friday. During the genius hour, students will rejoin their groups and continue to plan their informed action project. *(What can you continue to do to plan for your informed action project? How can you begin to put your plan into action?)*
5. To finish the lesson, students will fill out an exit ticket. The exit ticket will ask a few questions pertaining to informed action. *(What is informed action? How can you take informed action to help the people in Puerto Rico affected by Hurricane Maria?)*

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

**Group Work**

**Indicator:** This will be evident when students work in groups to plan how they will take informed action to help the people of Puerto Rico affected by Hurricane Maria.

**Direct Instruction**

**Indicator:** This will be evident when teacher facilitates a discussion on informed action and introduces the students to their taking informed action projects.

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

The student who struggles to focus and attend will be re-focused and re-directed through the use of specific non-verbal cues.

The student who struggles to understand directions will have directions repeated orally multiple times.

**DIFFERENTIATION OF INSTRUCTION**

Visual learners will have the lesson differentiated for them by the YouTube video on Hurricane Maria in Puerto Rico.

Kinesthetic learners will have the lesson differentiated for them by creating the plan of informed action to help the people in Puerto Rico affected by Hurricane Maria.

Auditory learners will have the lesson differentiated for them by the discussion on informed action.

Interpersonal learners will have the lesson differentiated for them by interacting with their peers during the planning of their informed action project.

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

Teacher will observe students as they work in small groups to create the plans of informed action.

Students will fill out an exit ticket, answering at least 3 of the 4 questions on informed action correctly.

**INDEPENDENT PRACTICE**

For independent practice, students will record a Flipgrid addressed to students in Puerto Rico. Students should tell students in Puerto Rico about the plan of informed action they are developing to help them.

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

Direct Teacher Intervention: Students who did not meet the lesson objective will, with the teacher, go over the meaning and purpose of informed action. A discussion with the teacher and the competition of an additional graphic organizer, related to informed action, will help the student develop a better understanding of the topic and meet the lesson objective.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to develop another plan of informed action. This plan will be developed based on a recent natural disaster in America that affected the citizens. Students will create a plan of informed action, describing how they would create a positive change for their fellow citizens.

**REFERENCES**

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**Notetaking Guide**

Directions: Write 4 facts pertaining to the video about Hurricane Maria in Puerto Rico. Then write a way you could help the people who were affected by the hurricane.

1.

2.

3.

4.

Time to Brainstorm!

How can you help the people who were affected in Puerto Rico from Hurricane Maria?

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**Exit Ticket**

Directions: Fill out the exit ticket pertaining to our class discussion on informed action.



1. What is informed action?
2. List 3 ways that you could take informed action to help the people in Puerto Rico who were affected by Hurricane Maria.

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**Taking Informed Action: Group One**

Directions: Your group will make informative flyers and posters displaying the needs of the people in Puerto Rico. Assign people to informed action jobs.

What kind of images/information will be featured on the flyers and posters? Where will the flyers and posters be posted?

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Informed Action Jobs

Researcher(s):

Content Creator(s):

Artistic Committee:

Editor(s):

Reporters (report back to class): All group members

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Taking Informed Action: Group Two**

Directions: Your group will plan a fundraiser to raise money and supplies to send to the people in Puerto Rico. Assign people to informed action jobs.

What type of fundraiser (bake sale, car wash, etc.) should be planned to help people of Puerto Rico? What supplies do people need the most of?

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Informed Action Jobs

Researcher(s):

Treasurer (in charge of money):

Secretary (in charge of supplies):

Publicist(s):

Reporters (report back to class): All group members

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Taking Informed Action: Group Three**

Directions: Your group will create a social media account (Twitter, Instagram, Facebook, etc.) and post pictures and facts about Puerto Rico and the devastation caused by Hurricane Maria. Assign people to informed action jobs.

What social media account will be created to inform people of the devastation in Puerto Rico caused by the hurricane and what will you post on it?

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Informed Action Jobs

Researcher(s):

Content Creator(s):

Publicist(s):

Editor(s):

Reporters (report back to class): All group members.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Taking Informed Action: Group Four**

Directions: Your group will create an informational video about the devastation in Puerto Rico caused by Hurricane Maria. Assign people to informed action jobs.

What type of video will be created and how will it inform people of the devastation caused by Hurricane Maria?

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Informed Action Jobs

Researcher(s):

Presenter(s):

Camera Operator(s):

Video Editor(s):

Reporters (report back to class): All group members