Student: Caileigh Berry and Brooke Gardner Professor: Kevin Sheehan

Course: EDU 351 Social Studies Date: 26 November 2018

Grade: 6 Topic: Happiness- Bucket Filling Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES (s)**

After students read “How Full is your Bucket? For Kids”, by Tom Rath and Mary Reckmeyer, they will explore the compelling question of “What is Eudemonic Happiness and what truly makes you happy?”, and write about a time when they filled someone's bucket, and when their bucket was emptied, scoring at least 15 out of 20 on a teacher graded rubric.

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

**Social Studies Standard**

**Key Idea:**

6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)

**Key Concepts:**

6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.

6.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.

**Indicator:** This will be evident when students explore what influences people's happiness in the Eastern Hemisphere.

**COMMON CORE ELA ANCHOR STANDARDS FOR SOCIAL STUDIES**

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Indicator:** This will be evident when students participate in a class discussion on happiness.

**NCSS C3 SOCIAL STUDIES 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

 **Indicator:** This will be evident when students analyze what truly makes people happy.

**NCSS NATIONAL THEMES**

**III, People, Places, & Environments**

Social studies programs should include experiences that provide for the study *of people, places, and environments*.

**Indicator:** This will be evident when students are provided experiences to study people’s happiness.

**IV. Individual Development & Identity**

Social studies programs should include experiences that provide for the study of *individual development and identit*y.

 **Indicator:** This will be evident when students explore individuals happiness.

**INSTRUCTIONAL RESOURCES**

1. Powerpoint lesson created by the teachers
2. Book, “How Full Is Your Bucket? For kids” by Tom Rath and Mary Reckmeyer
3. “What fills and empties your bucket?” raindrops (2)
4. Two buckets
5. Happiness Interview Worksheet
6. Teacher-created rubric
7. Bucket filler notes
8. Mini-buckets
9. Markers

**MOTIVATION**

Students will be shown two pictures, one of a women shopping and one of boy helping a blind man cross the street. Students will vote on who they think is happier and discuss why.

**DEVELOPMENTAL PROCEDURES**

1. Students will explore the essential question for the lesson, “What is Eudemonic Happiness? What makes us happy?”.
2. Students will discuss the expectations and rules for the class throughout the lesson.
3. Students will be shown two pictures, one of a women shopping and one of a young boy helping a blind man cross the street. (*Who is happier? Why do you think they are happier?)*
4. Students will listen to the teacher as she reads “How Full Is Your Bucket? For kids”, and participate in a whole-class discussion. *(What happens when someone is mean/nice to felix? What does Eudemonic Happiness mean? How is it shown in this book? How does it make us feel when our bucket is empty? How do we feel when we help others?)*
5. Students will complete an activity, writing two sentences. One sentence on a time their bucket was filled, and one sentence on a time their bucket was emptied. Students will drop their raindrop into the corresponding bucket.
6. To close the lesson, students will write a bucket filling sentence to two classmates using the Bucket filler notes.

**INSTRUCTIONAL STRATEGIES**

**Discussion** (engaging in meaningful discussions about the content)

**Indicator:** This will be evident when students are discussing the book “How Full Is Your Bucket?” and what is means to fill and empty someone’s bucket.

**Modeling** (showing rather than telling by acting out desired behaviors)

**Indicator:** This will be evident when the teacher model how to fill their neighbors bucket.

**Cooperative Learning** (engaging groups of students in working together on a structured

activity)

**Indicator:** This will be evident when students write notes to each other to fill their classmates buckets.

**DIFFERENTIATION OF INSTRUCTION**

* **Kinesthetic:** Kinesthetic learners will benefit from this lesson by physically filling their neighbors bucket.
* **Auditory:** Auditory learners will benefit from this lesson by listening to the book “How Full is Your Bucket? For kids” and participating to in a discussion on what truly makes us happy.
* **Visual:** Visual learners will benefit from this lesson by being able to see how our actions affect others, as well as how they affect our own happiness. Students will see that helping others makes us happier then getting possessions.

**ASSESSMENT**

Students will complete a formal writing assessment by writing two sentences on cut out raindrops. One sentence on a time they filled someone's bucket, and one sentence on a time their bucket was emptied. Students will drop their raindrop into the corresponding bucket. This assessment will be graded by a teacher-created rubric. Students must score a 15 out of 20.

**INDEPENDENT PRACTICE**

Students will complete the “Happiness Interview” worksheet where they will interview someone on a time they helped someone else and how it made them feel.

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

**Direct Teacher Intervention:**

For students who did not grasp this concept, we will show them the video “How to be Happy- The Science of Happiness”. After we will have a discussion on what was explained in the video. The child and the teacher will discuss what truly makes us happy: Helping others or receiving items.

**Academic Enrichment:**

Students will compare and contrast Eudemonic and hedonic happiness.

**REFERENCES**

K-12 Social Studies Framework. (n.d.). Retrieved from vvvvvvhttp://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework

Rath, T., Reckmeyer, M., & Manning, M. (2013). *How full is your bucket?: For kids*. New York, xxxxxxNY: Scholastic.

Sheehan, K., & Ryan, J. (2017). *Growing a growth mindset: Unlocking character strengths xxxxxxthrough childrens literature*. Lanham, MD: Rowman & Littlefield Education.

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

 **Happiness Interview**

* Interview someone and have them talk about a time that they helped someone else and how it made them feel.

I am interviewing... \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A time they helped someone else was when they... \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This made them feel… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Because… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



