Molloy College

Division of Education

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Course Edu 351 Date: October 29, 2018

Grade 6 Topic: Uganda Bus Tour Content Area: Social Studies

**Instructional Objective**

After students take a virtual plane and bus ride to many cities in Uganda while writing a travel itinerary, the students will write detailed and explanatory answers to questions to relate the geography of Uganda to the happiness of people living there. Students will include a number of sentences explaining their answers and will have to successfully answer three out of four questions on the writing section of the *Uganda Trip Itinerary* and complete the travel picture document.

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

**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.**

**Key Concept**

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

**Indicator:** *This will be evident when the students take a virtual bus tour of many cities in Uganda and complete the Uganda Trip Itinerary Packet.*

**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 of cities in Uganda and complete travel itinerary along the way, including information they are learning about the geography and culture of Uganda.*

**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 Uganda, students will use the information they learned to draw conclusions is if they would be happy living in Uganda compared to the United States.*

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

**Writing Standard**

**Text Types and Purposes**

**WHST2:** Write informative/explanatory text focused on discipline-specific content.

**WHST2b:** Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.

**Indicator:** *This will be evident when students write informative/explanatory text focused on discipline-specific content when they write about relevant facts they learned about during their trip to Uganda and relate it to whether or not the people living there are happy.*

**Instructional Resources**

* Uganda Trip Itinerary Packet
* Hats
* Name Tags
* Bus Tour of Uganda PowerPoint
* Google Maps
* Polaroid
* Tape
* Raffle Tickets

**Motivation**

Students will reflect on their own travel experiences that they have had in the past. Students will turn and talk with a partner about how they traveled, how far they traveled, where they traveled to etc.

**Developmental Procedures**

1. Students will discuss what they completed for homework from the prior lesson taught by Ms. Marissa Marinaccio and Ms. Jenna Kavaler. *(What is happiness? What makes people happy?)*
2. Students will engage in discussion with a partner about their own travel experiences that they have had. *(Have you ever traveled before? Have you been on a tour before? How far have you travelled? What is the longest flight you have ever been on? How did you get around?)*
3. Students will participate in the guessing game. Students will be asked questions about travel, history, and geography of Uganda. *(Where is Uganda located? How long will it take to get to Uganda? How many people live in Uganda? What time is it in Uganda right now?)*
4. Students will receive *Uganda Trip Itinerary Packet* which will be used to take notes about the places students will be learning about.
5. Students will fill out a plane ticket and receive a bus ticket with details regarding the trip.
6. Students will go over Bus Safety procedures with the teachers and review classroom discipline.
7. Students will be introduced to the districts of Uganda and be able to view the travel itinerary for the day. Students will be traveling and learning about the Central district of Uganda in the lesson.
8. Students will engage in interactive bus tour throughout the Central district of Uganda, traveling to Entebbe, Kampala, the Kasubi Tombs, and the Queen Elizabeth National Park using visuals and details from images and Google Maps. *(What is a characteristic of this location? How is it similar to where you live? How is it different? Would you like to visit/live here? Would you be happy living here?)*
9. Students will complete the writing section of the *Uganda Trip Itinerary* packet in which they will write an interesting fact about the places we traveled, one difference between Uganda and the United States, if geography affects happiness and if the people living in Uganda are happy? *(What did we learn about Uganda? What is happiness and how could geography affect happiness? How is Uganda different from where you live?)*

**Instructional Strategies**

* **Direct Teacher Instruction**

**Indicator:** This will be evident when the teachers explain some important details about places in Uganda.

* **Discussion**

**Indicator:** This will be evident when students engage in a class discussion about happiness and how geography could affect a person’s happiness.

* **Scaffolding**

**Indicator:** This will be evident when the teacher helps students understand the geography of Uganda and how it is similar and different from the United States.

**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.
* The auditory learners will benefit from verbal explanations from the teachers about the places we are travelling to on our bus tour.
* The linguistic learners will benefit by taking notes during the bus tour.

**Assessment**

Students will write informative/explanatory answers to questions to relate the geography of Uganda to the happiness of people living there. Students will include a number of sentences explaining their answers and will have to successfully answer three out of four questions as well as the travel picture document.

**Independent Practice**

Students will finish completing the travel itinerary packet at home, if not finished in class.

Students will draw a picture to demonstrate the difference of happiness of people in Uganda and the United States.

**Follow Up Activities:**

**Direct Teacher Intervention**

* Teacher will translate to student sheets from English to Spanish.
* Students will create a venn diagram to compare and contrast the geography of the United States so that they can visually see differences and similarities between the two countries.

**Academic Enrichment**

* Students will create a bus tour of Uganda using a PowerPoint presentation. Students should include relevant facts and pictures and be able to explain the places within the United States that they are traveling to during the bus tour.

**References**

New York State Education Department. (2017) *New York State K-12 Social Studies Framework.* Retrieved from <http://www.p12.nysed.gov/ciai/socst/documents/ss-framework-k-8a2.pdf>

*Queen Elizabeth National Park*. Retrieved from <https://www.queenelizabethnationalpark.com/>

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