**Molloy College**

**Division of Education**

**Lesson Plan**

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Course: EDU 351 01 Date: 10/31/2018

Grade: 6 Topic: Uganda Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES (s)**

After the students learn about European colonization, independence and the nation of Uganda and Uganda today in a literacy activity, students will *engage effectively in a range of collaborative discussions with diverse partners and express ideas clearly and persuasively* by understanding what events shaped being a Ugandan today. Each group will create an act it out attaining a minimum score of 3 out of 4 on a teacher-created rubric.

**NYS STANDARDS AND INDICATORS**

**Social Studies Standard:**

Domain: The Eastern Hemisphere

Cluster: 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)

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

Standard 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 display their knowledge about Uganda through an act it out activity.*

**National Social Studies Standards and Themes**

III, People, Places, & Environments

g.describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like

IV. Individual Development & Identity

e.identify and describe ways family, groups, and community influence the individual’s daily life and personal choices;

Indicator: *This will be evident when the students are evaluating their geography and its impact on happiness.*

**English Language Arts Standard: Next Generation English Language Arts Learning Standards**

Domain: Speaking and Listening

Cluster: Comprehension and Collaboration: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of

Standard: 6LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Indicator: *This will be evident when students plan an act to display their knowledge about Uganda and include a quote and three facts.*

**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 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 work collaboratively to present their information to their classmates.*

**Social Studies Practices: Habits of Mind**

C. Comparison and Contextualization

1. Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.

Indicator: *This will be evident when the students identifying a region and describe what makes them happy in their regions*

**INSTRUCTIONAL RESOURCES**

-Props: hat, mustache, ties, wigs

-Rubric

-Quote from each article that they must use in their scene

- “We tricked the Ugandans and have taken over their natural resources!”-The British

- “We want independence and we will get our independence!” -Benedicto Kiwanuka

- “Uganda is under my control and I have the power!” -Yoweri Museveni

-Worksheet to plan the “act-it-out” activity

- Google Slide that explains the lesson in a presentation

**MOTIVATION**

Students will have the freedom to display their own knowledge by working in small groups collaboratively. They will use their prior knowledge and display creativity by having the freedom to create their own skit. They will be responsible for their own learning and teaching their classmates about their assigned topic.

**DEVELOPMENTAL PROCEDURES**

1.Students will see a Google Slide based on the lesson of the day and what is expected from them. Students will do an act-it-out meeting of the minds. They will be organized into groups based on the topics they are given. Students will be presented with a question, which event has most shaped Uganda today? (*What is an act-it-out? What knowledge do you have from the pervious lessons about Uganda?)*

2. Students will be given a quote based on their topic that they must include in their act. *(A question you should be asking yourselves is where should we incorporate our quote? What do we think the importance of this quote is?)*

3. Students will be given one period to plan their act and will be given a worksheet to help them plan their ideas and organize their knowledge.

4. Students will perform their act-it-out and be graded on a teacher-made rubric and should score at least a 3 out of 4.

5. Students will come together as a class after all the acts are completed and form a discussion. *(After seeing the three acts, which event do we think most shaped Uganda today?)*

**INSTRUCTIONAL STRATEGIES**

**Strategy**

Direct Instruction

*Indicator: This will be evident when the students listen to the teacher giving directions.*

Small groups

*Indicator: This will be evident when the students are in their groups planning and acting out their skit.*

Act-It-Out

*Indicator: This will be evident when students are performing meeting of the minds.*

Questioning

*Indicator: Students will be presented questions throughout the entire lesson to form their own ideas and be responsible for their own learning.*

**DIFFERENTIATION OF INSTRUCTION**

Kinesthetic Students- Kinesthetic students will benefit from being hands-on with the given information and using their bodies and minds to act it out.

Linguistic Students- Linguistic students will benefit from participating in conversations with small groups.

Visual Students- Visual students will benefit from the Google Slide and the planning worksheet.

Social interaction -Students that work best by social interactions will benefit from working in small groups and acting it out in front of the entire class.

**ASSESSMENT**

Informal Assessment

-Teacher will walk around while the planning process is taking place and ask questions about their plan to check for understanding.

-The discussion at the end will allow the students to display their knowledge to the teacher and analyze their own acts.

Formal Assessment

The students will perform an Act-It-Out and will be graded by a teacher-made rubric.

**INDEPENDENT PRACTICE**

For homework the students will find three pictures based on the three topics (European colonization, independence and the nation of Uganda and Uganda today ) and write a paragraph if they believe Ugandans are happier than Americans based on the pictures they found.

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

Direct Teacher Intervention

For the students who did not meet the objectives of the lesson, the teacher will use pictures of each region. The students will figure out who is happy in their region depending on the picture.

Academic Enrichment

Students will use one of their pictures from their homework and write a short story on what they believe is happening in the picture. The student will hand in their story and earn 2 extra points on their quiz.

**REFERENCES**

Next Generation Learning Standards. (n.d.). Retrieved April 25, 2018, from bbbbbbbbbhttp://www.nysed.gov/next-generation-learning-standards

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| **Act-it-Out Rubric** | **4**  **Exceeding Standard** | **3**  **Meeting**  **Standard** | **2**  **Approaching**  **Standard** | **1**  **Not Meeting Standard** |
| **Comprehension** | The student regularly shows a clear understanding of the scene, characters, and story elements. | Provides some understanding of the scene, characters, and story elements. | Provides partial understanding of scene, characters, and story elements. | Rarely shows understanding of the scene, characters, and story elements. |
| **Communication** | Regularly initiates or responds to communication efforts between team members. | Often initiates or responds to communication efforts between team members. | Sometimes initiates or responds to communication efforts between team members. | Rarely initiates or responds to communication efforts between team members. |
| **Attitude** | Regularly demonstrates solely a positive attitude and interest in team members and the sessions. | Regularly demonstrates a neutral or positive attitude and interest in team members and the sessions. | Periodically demonstrates a negative attitude or disinterest in team members and the sessions. | Regularly demonstrates a negative attitude or disinterest in the team members and the sessions. |
| **Focus** | Remains entirely focused during sessions. | Generally remains focused on sessions. | Periodically does not stay focused during sessions. | Generally does not stay focused sessions. |
| **Creativity/ Innovation** | Provides several creative or innovative ideas and incorporates the ideas of others | Provides several creative or innovative ideas. | Provides some creative or innovative ideas. | Does not contribute creative or innovative ideas. |

**Our Group’s plan for Act It Out!** 

**Question:**

**Which event has most shaped most shaped Uganda today?**

|  |  |
| --- | --- |
| **Brief description of the event:** |  |
| **What quote are we including in our act?** |  |
| **Three details/facts we are including to prove we understand the material:** | 1.      2.      3. |
| **What role will each group member play?** | Name: \_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Name: \_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Name: \_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Name: \_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name: \_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Name: \_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Act It Out Checklist** | *  Our group understands the event. *  Our group knows how we are going to include the quote. *  We have three details/facts that we are including in our act. *  Each member in our group has a role. *  Our act is well planned and organized. *  Our group knows what props we are going to use. *  We are ready to have fun and get into character! |