**Molloy College**

**Division of Education**

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EDU 509-01 Fall 2018

Grade: 2 Topic: Life in each type of Community Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES (s)**

After revisiting the Bus Tour, and completing the *Listen and Retells,* students will express thoughts, feelings, and ideas clearly, adapting language according to context by writing a reflection and performing a create a statue using the *Listen and Retell* documents on the lives of people living in the different types of communities. Students will get a 7 out of 9 points on the teacher created reflection checklist.

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

**New York State Social Studies Standards**

**Key Idea: 2.1 INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY:** A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.

**Key Concept: 2.1d:** Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.

*Indicator: This will be evident when students examine the document about the perspectives of people living in each type of community through the Listen and Retell which includes the activities available to them.*

**National Social Studies Standards and Themes**

**IV. Individual Development & Identity**

***Social studies programs should include experiences that provide for the study of individual development and identity, so that a learner can:***

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

*Indicator: This will be evident when students perform the Listen and Retell using the different documents on the lives of people living in each community.*

f. Explore factors that contribute to one’s personal identity such as interests, capabilities, and perceptions;

*Indicator: This will be evident when the students create and act out different scenes based on the documents that they are given, which will require them to explore that person’s point of view, perception and feelings.*

**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 explanations.

*Indicator: This will be evident when the students collaborate and create their Create A Statue scene from their document and evaluate how their person feels about their community and conclude whether that person is happy nor not.*

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 conclude their investigations into life in each type of community and present their findings through the create a statue activity and when writing their reflections.*

**Common Core ELA Standards**

**2nd grade Reading Standard:** Literary and Informational Text

**2R2:** Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)

*Indicator: This will be evident when the students do the Listen and Retell and pick out key words and details to help them summarize the text.*

**2nd grade Speaking and Listening Standard:** Presentation of Knowledge and Ideas

**2SL6:** Express thoughts, feelings, and ideas clearly, adapting language according to context.

*Indicator: This will be evident when the students collaborate in small groups to make their create a statue scene and explain why they made the choices that they did to the class after presenting.*

**2nd grade Writing Standard:** Text Types and Purposes

**2W1:** Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.

*Indicator: This will be evident when students write their reflection on their feelings about each community after the Act It Out, and which one they feel people are happiest in. They must provide evidence*

**2nd grade Speaking and Listening Standard:**Presentation of knowledge and ideas.

**2SL6:** Express thoughts, feelings, and ideas clearly, adapting language according to context.

*Indicator: This will be evident when students present their Act It Out skits and explain their reasons for what they did and why they made the choices that they made.*

**Social Studies Practices: Habits of Mind**

**A. Gathering, Interpreting, and using Evidence**

3. Identify evidence and explain content, authorship, purpose and format; identify bias; explain the role of bias and potential audience, with teacher support.

 *Indicator: This will be evident when the students gather evidence from the given documents to answer the questions above.*

**INSTRUCTIONAL RESOURCES**

SMART board

Community Happiness Power point

Writing Utensils

Charlie and the Frog

6 Documents for Listen and Retell/Create A Statue

Props

Listen and Retell rule sheet

Create a Statue Directions

Reflection question sheet

Teacher Created Reflection Checklist

Notebook

**MOTIVATION**

Students will participate in a modeled version of *Listen and Retell* using the comedic story of Charlie and the Frog. Teacher will read to the class and ask the students to write down five key words that will help them summarize the story and ask for one or two volunteers to share their words and to retell the story.

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

1. Before the motivational activity, the students will be shown a picture of a CSI and a statue and be told they are going to be community happiness detectives (*What kind of people do you see in this picture? What kind of job do you think these people perform (inferring)?*
2. Students will be introduced to the rules for the Listen and Retell.
3. After the motivational *Listen and Retell* on the Charlie the Frog story, the students will revisit the Bus Tour and be provided with a quick review of the three types of communities.
4. The students will then participate in a student ran *Listen and Retell* about the different lives of people in each type of community using their given document. Each group will be given their own unique document. Each student must get a turn to read. *(What is the perspective of the person who wrote this? What did you notice about the activities that they performed?) How do you think that person feels and why?)*
5. The students will then be introduced to/ the rules for the *Create A Statue* through PowerPoint slide and *Create A Statue* rules handout. (*Why are rules important?)*
6. The students will then perform their *Create a Statue*, where they will work in groups of 3 or 4 to demonstrate what life in that community is like using their *Listen and Retell* document. *Students will follow the Create A Statue directions/rules.*
7. After the student perform their Create a Statue, teacher will then pose follow up questions *(How does the person in your document feel about their community?) Is there any bias in their story?? Why or why not? Do you think that the person in your document is happy or not? Why?*
8. To close the lesson, students will write a short reflection piece in their journals about which type of community they would want to live in based on the *Listen and Retell* and the *Create a Statue* activities. Teacher will look for the evidence/examples. Teacher will provide handout with instructions and use the reflection checklist. If they don’t finish their reflection piece or time runs out, it will be for homework.

**INSTRUCTIONAL STRATEGIES**

**Collaboration/ Cooperative Groups**

*Indicator:* *This will be evident when students work together to analyze the documents in order to make their individual stance and when they come together to perform their act.*

**Discussion**

*Indicator: This will be evident when students discuss the evidence presented in the documents with each other and how the people of that time must have felt based on where they live.*

**Create A Statue**

*Indicator: This will be evident when students use the documents to create a Statue scene of what they think life in that community is like using evidence from the documents.*

**Independent Work**

*Indicator: This will be evident when students write their reflection entry on which community they feel people are the happiest and why using evidence and examples.*

**ADAPTATIONS**

-The student that struggles to stay focused will be seated near the teacher in the front of the room and be given non-verbal refocusing cues (*i.e. a double tap on the desk*) when needed.

-The student who struggles socially will be pulled aside to discuss their stances and will be provided the option to write out a dialogue depicting their assigned scene instead of acting in front of the class.

**DIFFERENTIATION OF INSTRUCTION**

**Auditory Learners:**

In order to adapt for the auditory learners, they will be able to listen to the teacher read the listen and retell documents. They will also be able to listen to their peers during their *Listen and Retell*.

**Visual Learners:**

The visual learners will be able to visualize these historical events through the revisiting the Bus tour along with the *Create A Statue*. The Create a Statue exercise will activate students’ episodic memory.

**Kinesthetic Learners:**

The kinesthetic learners will be able to move around the classroom when working with their groups on their *Create A Statue*

**ASSESSMENT**

-Teacher will assess students’ homework from the night before.

-Teacher will assess how the students interact during *Listen and Retell*.

-Teacher will assess the *Create A Statue* performance

-Teacher will assess the reflection entries based on a teacher created ‘Reflection Entry Checklist”.

**INDEPENDENT PRACTICE**

Students will perform a Create a Statue scene using the *Listen and Retell* documents given to them. The students will then write a reflection piece in their journals on which community they would want to live in and why using evidence and examples from the Create a Statue and *Listen and Retell* activities.

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

**Direct Teacher Intervention**

For the students who struggled during the lesson, the teacher will review the concepts of *Listen and Retell* and highlight the important information for the student. The teacher will then help the student write their reflection piece through a Q & A brainstorming exercise.

**Academic Enrichment**

The students who excelled with ease throughout the lesson will be challenged in their reflection to find at least one piece of evidence to support their claim and for extra credit, write about which community they would least want to live in and why using at least two pieces of evidence or examples from the *Listen and Retell* and Create A Statue activities.

References

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**Teacher Checklist for Student Reflections (9 points)**

1. Student used at least one piece of evidence or example in response to back up opinion. (4 points)
2. Student wrote a coherent response that is understandable (2 Points)
3. Student response correctly answered all the questions. (3 points)
4. Student wrote at least one paragraph (3 points)
5. Student attempted extra credit (0 points) + 4 points for completing checklist in extra credit.

**Charlie and the Frog**

Charlie was walking home from school one day and saw a frog on the road. The frog hopped over to Charlie and started to speak.

"If you kiss me, I'll turn into a beautiful princess," said the frog.

Charlie picked up the frog and put it in his pocket.

"Please kiss me," said the frog. "I'll love you forever!"

Charlie just looked at the frog and smiled.

The frog yelled, "If you kiss me and turn me into a princess, I'll clean your room, cook for you, do your homework, and love you forever!"

Charlie smiled at the frog, and put it back into his pocket.

"What is wrong with you?" shouted the frog. "I've told you that I'm a beautiful princess and will love you forever. Why won't you kiss me?"

"I'm just a 10-year-old school boy," said Charlie. "I don't need a princess, but a talking frog is really cool!"

Listen and Retell Document #1

Dear Diary,

My trip to work in the city was crazy yet again!! I woke up 10 minutes and had to rush. I quickly had to make food, get dressed, put makeup on and shower. Then, I had to run out towards the subway. While running, people bumped into me and pushed me just to make it on the train. Somehow, I got gum in my hair and I couldn’t get it out!! I tried pulling hit, scratching it, but it wouldn’t come off.

When I got on the train, there were no seats, so I had to grab the metal bar. While holding the bar, someone sneezed on me and another person coughed on me. I hate the subway!! When the train got to my stop, I ran for the stairs as fast as I could. While I was running someone knocked my bag over. I had to clean it up.

Finally, I was able to get work, but I had to borrow my friend Stacy’s scissors and cut my hair with gum in it!! I looked so silly and the day felt like it went on forever. Thank goodness I made it home. I can’t wait to move out of the city.

Stacy

Listen and Retell Document #2

Hi mom,

I want to let you know that I moved into my place today in the city. Man, the city is awesome!! There are so many things to do. There are restaurants and stores as far as the eye can see. I feel like there is every store imaginable near me. Also, the people that I have talked to have been helpful. They are not mean like you said, they are nice. In fact, someone helped me carry boxes.

Also, I love that I don’t have to drive or play at the same places. I can walk wherever I want and my options for places to go are endless. The city is nothing like our quiet and boring town!! It is so much better.

One other thing mom, is that there are so many people here and so much noise. There are cars beeping, people talking and a lot of people walking fast. I love how noisy and busy it is. It is so nice to have a change of scenery. I can’t wait to start my job on Monday. It is just a quick and easy 5-minute subway ride away and the subway is cheap.

I will write you again soon.

Love,

Sean

Listen and Retell Document #3

I have just moved into my boyfriend’s farm and I can’t stand it or this rural community. For starters, I have to wake up super early ever day to feed the different animals and clean their living quarters. This requires so much effort and energy, and it smells so bad because of the poop!! It smells super bad. I don’t even get to drink my coffee because there is too much to do and I get barely enough time to put my makeup on. The work never stops.

Also, everywhere I walk, people are always saying hi to me and bothering me. I can’t walk 10 feet without someone bothering me. Can’t people just leave me alone for 10 minutes? What’s worse, is that whenever I walk into the general store, all I hear is gossiping and bad rumors about people.

Don’t these people have better things to do? To make things worse, everyone knows my business too and I never hear the end of it. All I want is some peace and quiet and not to feel super rushed!!

Honestly, I don’t understand how people like living here. I have just about had it and I think I am going to jump on the next bus out of here.

Thanks for listening and sorry to vent,

Your best friend Ashley

Listen and Retell Document #4

Hello WestSide elementary,

Hi, my name is Jan and I live in a rural community as a farmer. Man, I love living here. I wake up every morning smelling fresh air and knowing that I have a lot of fun things to do. When I wake up, I get to make a nice breakfast in my big kitchen. Because I live on a farm, I can get almost all my groceries here at home and not go to the store. This means that I have lots of options. Once I am done eating, then I do chores. I get to feed the chickens and the cows, play with the cats and dogs, and I get to ride the horses. I love ridding the horses.

After, I go into town to run errands to get the stuff that I need. Whenever I walk into the general store, I am greeted by Ms. Paige, who always says hi to me and has what I need already to go. She even gives me a discount!! While I am in the store, people are saying hi to me and I say hi back. Because the community is so small, everyone knows each other which makes me feel like I belong, You can’t get this feeling anywhere else.

After I run errands, I come back to the farm to do more chores like cleaning and cropping, but I love the chores. The chores make me feel important and the results of my hard work show right away. I get to hold my perfect vegetables in my hand when they are picked, and I get plenty of love from the other farm animals too. Living here is such a treat and I will never move!! I want to live here forever.

I hope your class comes to visit soon,

Jan

Listen and Retell Document #5

Dear Diary,

I am stuck living in the suburbs for another day!! This morning, I hit rush hour yet again on the way to work. I got yelled at for my boss again for being late. Why is it that whenever I must go to work, the roads are filled with traffic? I remember that when I lived in the city, I could take the subway no problem, but now I can’t. This time, my boss said that if I am late one more time, that I am going to be fired. I don’t like my job and yet, because things are so expensive, I have no choice but to keep my job. I want to pull my hair out!!!

Also, why is it that I always have to drive to get places, and why is everything so expensive? To get my dry cleaning, I have to drive 10 minutes, to the grocery store is another 5 minutes and to get to work is an hour. The amount of money I have spent on getting gas is horrible. The dry-cleaning costs $10, to fill up my car costs $50 and the groceries cost a lot more. I can’t stand it. It is funny because when I lived in the city, I could walk everywhere, and things were much cheaper. I can’t wait for the day when I move back into the city!!

Sebastian

Listen and Retell Document #6

Hi Dad,

I just finished moving into my new house in the suburbs from the city. I can’t believe how different living in the suburbs is from the city!! For one thing, the area where I live is a lot less crowded. I mean I drove to the store from my house and I was actually able to find a spot without having to pay!! When I stepped out of the car, I was able to walk around freely and not worry about bumping into other people!!! The grocery stores are so big, and the food looks much fresher!! Also, the area is much quieter, and the roads are not that crowded.

When it comes to my house, not only is a bigger and I have more privacy, but it has a yard. Not a one-inch yard, but a real yard!! I don’t have to share my yard with anyone and there is much less trash on the ground. I can finally plant a garden and build that tree house for my son!!

Also, something nice happened. My neighbors next door came over, and they gave us a welcome to the neighborhood cake!! I have never had some stranger do this for me. When I talked to them, they told me that they have a son who is the same age as Joshua.

I can’t wait for you to see the place and the town,

Alex

 **Create A Statue Directions**

1. **Read** over the given Listen and Retell document with your group.
2. **Decide** what roles and different statue position **(pose)** each person is going to take. **Each member in their role must have a different pose.**
3. **Introduce** what community you are doing and if your document was **for or against** **that community**.
4. **Perform** your Statue positions.
5. **After performing, teacher will ask group questions about it.**

*Be prepared to explain your Create a Statue and why your group did what you did.*

**Listen and Retell Rules**

***(Groups of two or more)***

***Roles (One reader, One or more listeners)***

1. **Listen** to Student or Teacher read the document.
2. While they read the document, listen closely for **keywords** that they use and write them down. **(Write at least 2 keywords)**
3. Of the **keywords** that you chose, pick 2 or 3 that **will help you summarize what they read**.
4. Have reader guess the words you picked and tell them how many they got right. (**Optional:** Record Score) **The Reader gets a score.**
5. Switch roles and do it again. **(Optional: Record Score) The new Reader gets a score.**

**Reflection Question**

*In your Journals answer the following question in 1-2 paragraphs.*

Question: Based on your Listen and Retell and the Create a Statue activity, which community would you like to live in and why? Use **at least one example or piece of evidence** from the Create A Statue or *Listen and Retell* activity.

**For Extra Credit** (4 points): Which community would least want to live in and why? Use **at least two pieces of evidence/examples** from the *Create a Statue* or *Listen and Retell*.