

**Molloy College**

**Division of Education**

**Lesson Plan Template**

**Heading for Coursework**

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Course EDU 351

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Grade 6 Topic Informed action

Content Area Social Studies

### **INSTRUCTIONAL OBJECTIVES**

After a video on Uganda 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 Uganda (specifically Reagan) and will fill out an exit ticket, answering at least 3 out of the 4 questions on informed action correctly.

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

### **New York State Social Studies Standards**

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)

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 study and review the history of Uganda and learn about Reagan.

### **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 the poverty in Uganda and the impact it has on the people who live their lives and Reagan's, and their own ability to create positive change for people who live in Eastern 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 Uganda and Reagan, and then present on those completed projects.

### **Common Core ELA Standards**

#### CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

#### CCSS.ELA-LITERACY.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**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 poverty affecting the people of Uganda and explaining concrete ways to help.

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style 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 times 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**

1. SMART-Board
2. Pencils
3. Poster paper
4. Construction paper
5. Crayones
6. laptop/tablet
7. Global Goals Worksheets
8. Exit Ticket
9. Google Slides

## **MOTIVATION**

To begin the lesson, teacher will play a video that shows the lifestyle of young adults from Uganda. 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 the people who live their. Students can refer to this notetaking guide when they are planning in their taking informed action groups.

## **DEVELOPMENTAL PROCEDURES**

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 Uganda and Reagan 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 Uganda. (*What do you think informed action is? How do you think you can take informed action?*)
3. Students will receive the Global Goal Heart worksheet and will independently draw their heart to 3 goals and will discuss as a class.
4. Students with their peers will fill out the 4 Ways to Help worksheet and will discuss some of their ideas.
5. Teacher will separate students into four different groups in order to plan for the informed action and will fill out the Steps to My Project worksheet. One group will make informative flyers and posters displaying the poor living conditions in Uganda and how to bring Reagan to America. One group will plan a fundraiser to raise money and supplies to help the people of Uganda and Reagan. This group will also organize sending the money and supplies to Uganda. One group will create either a Twitter, Instagram, or Facebook account to display the poverty in Uganda and why Reagan deserves to come to America. The last group will make an informational video about the poverty in Uganda

and Reagan. 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 living situation occurred in your town?)*

6. 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?)*
7. Students will come together as a class to engage in a discussion about happiness in general. Teacher will pose questions about what truly makes people happy based on what students learned throughout the unit. *(What was the biggest take away from the unit? What was the most important thing you learned? How will you incorporate gratitude and hope into your everyday life?)*
8. 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 Uganda and Reagan?)*



## INSTRUCTIONAL 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 Uganda and Reagan.

### 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.

## DIFFERENTIATION OF INSTRUCTION

- Visual learners will have the lesson differentiated for them by the YouTube video on Uganda
- Kinesthetic learners will have the lesson differentiated for them by creating the plan of informed action to help the people in Uganda and Reagan.
- 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**

- 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 complete the Global Goals Heart worksheet. Drawing a heart to the goals that they find of interest. Students will then explain to the class why they chose those goals.

## **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 completion 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 low income area in America affected by poverty. Students will create a plan of informed action, describing how they would create a positive change for their fellow citizens.

## REFERENCES

Africa, C. (2018, January 23). Survey: Sharp hike in number of Ugandans living in poverty.

Retrieved November 20, 2018, from <https://www.youtube.com/watch?v=LIKFOV2QMhw>

The Global Goals. (2015). Retrieved November 12, 2018, from <https://www.globalgoals.org/>

Name \_\_\_\_\_

### Notetaking Guide

**Directions: Write 4 facts pertaining to the video about the living situation in Uganda. Then write a way you could help the people who live there.**

1.

2.

3.

4.

### Time to Brainstorm!

**How can you help the people who live in Uganda? How can we bring Reagan to America? (a boy who lives in Uganda and wants to come to America to play lacrosse)**

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Discussion: How Can I Make a Difference?

Tell students that, now that they've decided what



Draw an arrow connecting your heart to your goal



Choose one of the SDGs (or Uganda issues) and have students brainstorm ways they could help using the four ways worksheet. They choose to work together to complete the Ways Worksheet

You could give your time and volunteer to help a local doctor, hospital, or clinic.



# 4 Ways to Help

I am going to help  
Sustainable Development Goal

**THE GLOBAL GOALS**  
For Sustainable Development



\*Looking to learn more about raising awareness, making a budget, recruiting volunteers, and other project steps? Want to read about projects completed by other Blue Capes and Global Game Changers just like you? Check out [www.globalgamechangers.org](http://www.globalgamechangers.org)



Name \_\_\_\_\_

## 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 Uganda who are affected by poverty?

1.

2.

3.

# Steps To My Project



I am going to help Sustainable Development Goal \_\_\_\_\_

My Project is this: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THE GLOBAL GOALS**  
For Sustainable Development

Steps to My Goal	Resources Needed

## Reflection:

- Are you optimistic about achieving the Goals if everyone works together and does their part?  
\_\_\_\_\_
- Have you ever felt apartly while working on a project?  
\_\_\_\_\_
- How can you help others to help you?  
\_\_\_\_\_