**Molloy College**

**Division of Education**

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Course: EDU 509 Date: April 25, 2018

Grade: 3 Topic: Montreal

Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After students participate in a bus tour of Montreal they will be able to determine whether they would be happier living in Montreal or their home town citing three pieces of supporting evidence with 90% accuracy.

**STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

**Key Idea:**

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

**Key Concepts:**

3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

**Indicator:** *This will be evident when the students can teach their partners the five themes of geography.*

**Key Idea:**

3.5 Communities share cultural similarities and differences across the world.

**Key Concepts:**

3.5a The structure and activities of families and schools share similarities and differences across world communities.

**Indicator:** *This will be evident when the students complete a Venn Diagram depicting life in Montreal versus life in their hometown.*

**National Social Studies Standards and Themes**

III. People, Places and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments so that the learner can:

* describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;
* examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;

**Indicator:** *This will be evident when students create a poster showing the benefits of living in their hometown by identifying key landmarks.*

**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 to explain the landmarks of both Montreal and their hometown and why they are similar and different to determine where they would be happier.*

**Common Core ELA Standards**

CCSS.ELA-LITERACY.SL.3.1

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 work collaboratively sharing their own ideas and listening to the ideas of peers.*

CCSS.ELA-LITERACY.SL.3.2

Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

**Indicator:** *This will be evident when students create their hometown presentations.*

**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 students are able to compare life in Montreal versus their hometown on a Venn Diagram to determine where they would be happier.*

**INSTRUCTIONAL RESOURCES**

* Themes of geography video
* Bus tickets
* Map of Montreal
* Venn Diagram
* Google slide presentation
* Bus tour handout
* Smiley face stickers

**MOTIVATION**

Students will watch a video on the five themes of geography.

**DEVELOPMENTAL PROCEDURES**

1. Students will watch a video on the five themes of geography.
2. Students will participate in a bus tour of the city of Montreal. They will put happy or sad faces on their handout of pictures to show how the picture makes them feel and write down any notes.
3. Students will be placed in groups of five and each student will be given one theme of geography to explain to their group with an example from their hometown.
4. Students will reflect on the similarities and differences between Montreal and their hometown and complete a Venn diagram.
5. Students will respond to the question: What do these landmarks say about the culture of Montreal?
6. Students will explain where they will be happier citing evidence to support their choice.

**INSTRUCTIONAL STRATEGIES**

**Demonstration:** This will be evident when then teacher guides the students on the bus tour and students complete the handout.

**Cooperative Learning:** This will be evident when students work in groups to re-explain the five themes of geography with hometown examples.

**ADAPTATIONS**

Impulsive students will be monitored through a Behavior Intervention Plan.

Students with Autism will be able to take breaks when they feel overwhelmed.

Students who struggle to attend will be provided with manipulatives to help then focus.

Visually impaired students will be given a front row seat on the bus tour to view the slideshow.

**DIFFERENTIATION OF INSTRUCTION**

The students with technological strengths will have the opportunity to create a PowerPoint instead of a poster.

Students with writing strengths will have the opportunity to write short promotional advertisements for their hometown landmarks.

**ASSESSMENT**

Students will complete an exit ticket identifying their favorite Montreal landmark and their favorite hometown landmark briefly explaining why they chose these places.

**INDEPENDENT PRACTICE**

After participating in the bus tour lesson, students will create a poster depicting key landmarks in their hometown that help support their happiness.

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

Direct Teacher Intervention: The teacher and students will, together, work on identifying landmarks on both Montreal and their hometown that would make them happy.

Academic Enrichment: Students will create a bus tour of their hometown, showcasing four landmarks, with the route depicted on a local map.

**REFERENCES**

Five Themes of Geography. (2009, September 08). Retrieved April 15, 2018, from

 https://www.youtube.com/watch?v=AIqC79WrpKg

Montreal. (2018, April 15). Retrieved April 15, 2018, from

 https://en.wikipedia.org/wiki/Montreal