**Molloy College**

**Division of Education**

William Bushell Professor Sheehan

Course EDU351 Date: 4/10/2018

Grade: 5 Topic: Taking Informed Action Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After viewing pictures on school and community problems and watching short video showing students they have the ability to change the world as well as engaging students in a discussion about taking informed action, *students will work in small collaborative teams to develop plans of informed action that will help the solve a school or community problem identified by the class.* Students will be given an exit ticket and will write down what taking an informed action means as well as giving an example why it is important to take informed action.

**NYS-CCLS / +NYS 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:**

3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.

Indicator: Indicator: *This will be evident when students take action to protect their environment.*

**National Social Studies Standards and Themes**

X. Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic

**Indicator:** *This will be evident when students recognize and interpret how the “common good” can be strengthened through various forms of citizen action.*

**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 will draw on knowledge and skills to work individually and collaboratively to conclude a discussion on how to help their school and community.*

**Common Core ELA Standards**

**CCSS.ELA-LITERACTY.SL.3.1**  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**Indicator:** *This will be evident when students work in small collaborative groups to take an informed action and use their own ideas to help their school and community.*

**[CCSS.ELA-LITERACY.SL.3.1.D](http://www.corestandards.org/ELA-Literacy/SL/3/1/d/)**  
Explain their own ideas and understanding in light of the discussion.

**Indicator:** *This will be evident when students explain their own ideas and understanding in light of the regarding their school and community and the idea about how to take an informed action to help their school and community.*

**[CCSS.ELA-LITERACY.SL.3.1.B](http://www.corestandards.org/ELA-Literacy/SL/3/1/b/)**  
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**Indicator:** *This will be evident when students follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*

**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.

**Indicator:** *This will also be evident when the students demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint*

**INSTRUCTIONAL RESOURCES**

* Four pictures that represent issues or concerns that affect our school and community
* “Brainstorming Informed Action For Our School and Community”
* “Informed Action Jourmal”
* White Board and erasable markers
* Smart Board
* “Change The World In 5 Minutes” Video https://www.youtube.com/watch?v=oROsbaxWH0M

**MOTIVATION**

The teacher will show students four pictures that represent issues or concerns that affect our school and community. The teacher will then explain and discuss the four pictures shown on the Smart Board and guide a discussion asking students to give an examples how we can take informed action. The teacher will also define what informed action means and use the pictures to motivate students to take informed action.

**DEVELOPMENTAL PROCEDURES**

1. To begin the lesson, the teacher will introduce the behavior expectations for (CHAMPS).
2. The teacher will then show students a You Tube video (“Change The World In 5 Minutes”). The teacher will ask the students to share their thoughts about the video. As the teacher is beginning to start the video students will be ask to begin to think about concerns or issues they see in the community.
3. The students will then be split into teams to brainstorm ideas and given a graphic organizer to list their ideas. The teacher will model the task for students by giving two examples of ideas that could be used for taking informed action in the school and community.
4. Each team will come up with two ideas for both school and community and list them on their graphic organizer. Students may use the You Tube video for ideas and urged to discuss their ideas with their teammates.
5. One student from each team will go to the white board and list their team’s ideas. The class will then discuss each of the team’s ideas and discuss if certain ones are possible.
6. Each team will then choose one of their ideas and will plan how they can take action. The teacher will float from group to group to answer any questions as well as guide each team to make their decision.
7. Students will be given 40 minutes once a week for 3 weeks to take informed action. Students will be given a journal to document their progress, thoughts, or shortcomings during their time working on the project.
8. Each student will be given an exit slip and will write what taking an informed action means as well as give an example why it is important to take informed action.

**INSTRUCTIONAL STRATEGIES**

**Cooperative Learning**

Indicator: This will be evident when students participate in small collaborative teams, brainstorm as a team, and create and work on their informed action projects to help the school or community.

**Discussion**

Indicator: This will be evident when the students and the teacher discuss the four pictures shown by the teacher, discuss *Change The World In 5 Minutes* You Tube video, and discuss the ideas that each team came out with.

**ADAPTATIONS**

* The student who struggles to focus and attend will be re-focused and re-directed through the use of specific non-verbal cues.
* The student who struggles to understand directions will have directions repeated orally multiple times.
* The student with a visual impairment will sit close to the Smart Board.
* The English Language Learner will be paired with a peer buddy during the brainstorming and planning of their informed action projects.

**DIFFERENTIATION OF INSTRUCTION**

* Interpersonal students will interact with their peers during brainstorming and planning their informed action projects.
* The visual learner will watch a video clip about taking an informed action.
* The kinesthetic learner will raise money and gather school supplies in order to accomplish their teams informed action project.

**ASSESSMENT**

Teacher will observe students as they work in small collaborative teams.

Teacher will review student’s journals as they are doing their informed action project.

Teacher will review the students exit tickets.

**INDEPENDENT PRACTICE**

Students will create an illustration depicting the aftermath of their informed action project for homework.

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

**Direct Teacher Intervention**

The teacher will provide multiple examples of what it means to take informed action, in a one-to-one discussion. The teacher will then give the student a range of circumstances and see if they are able to come up with a way that they would take informed action in the given the situation.

**Academic Enrichment**

The teacher will present to students a national disaster and students will work in small collaborative teams to brainstorm informed action ideas. Students will work together to plan and execute.

**REFERENCES**

New York State K-12 Social Studies Framework. (n.d.). Retrieved April 07, 2017, from <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

The Global Goals. (n.d.). Retrieved April 08, 2018, from https://www.globalgoals.org/

“Change The World In 5 Minutes” (2008, March 17). Retrieved April 10, 2018, from <https://www.youtube.com/watch?v=oROsbaxWH0M>









**Brainstorming Informed Action**

**School and Community Graphic Organizer**

Directions: Brainstorm with your teammates problems or concerns that you see in your school and community and list them on the graphic organizer.

Taking Action at School!

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Taking Action in our Community!

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**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_**

1. **What is taking informed action?**

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**Give one example why you think it is important to take informed action?**

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