**Molloy College**

**Division of Education**

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Grade: 3 Topic | Melbourne Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES (s)**

After participating in time travel/visual discovery presentation through the history of Melbourne, Australia, students will effectively engage in a range of conversations and collaborations throughouta read and retell exercise discussing what they see, think and hear. Students will perform a History Alive: “Act it out” skit, reflecting the events in history and write a reflective journal entry based the historical documents given, as to what history shaped Melbourne today? Students will score at least a 2/3 based on the teacher created Rubric.

**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 Concept:** 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 students review, discuss and act out based on the information given through the visual discovery exercise.*

**National Social Studies Standards and Themes**

**Culture:** *Social studies programs should include experiences that provide for the study of culture and cultural diversity.*

* Human beings create, learn, share, and adapt to culture.
* Cultures are dynamic and change over time.
* Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.
* In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

*Indicator: This will be evident when students analyze the documents and perform a read and retell representing the history of Melbourne throughout time and describe the historical events that shaped the country.*

**Individual Development & Identity:** Social studies programs should include experiences that provide for the study of individual development and identity.

* Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.
* Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are.
* The study of individual development and identity will help students to describe factors important to the development of personal identity.

*Indicator: This will be evident when students write their journal entries and act as a person from Melbourne of a specific time period and historical event they studied. This will help students to identify the factors that shaped the people of Melbourne, Australia throughout history.*

***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.

*Indicator: This will be evident when students perform the mini read and retell activity about how Australia was founded and how it was established as a penal colony by England.*

***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 students analyze the given documents to make a stance in agreement or in disagreement with a given statement.*

***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 and individually to perform a read and retell and write their journal entries, describing the historical events of the given time periods. They will then reflect on history and how it shaped Melbourne, Australia today.*

**Common Core Anchor Standards for Social Studies**

**3rd Grade Writing Standard:** Text types and Purposes

**3W1:** Write arguments to support claims in an analysis of substantive topics or

texts, using valid reasoning and relevant and sufficient evidence.

*Indicator: This will be evident when students write in their journals, which event mostly shaped Melbourne today.*

**3rd Grade Speaking and Listening Standard: Comprehension and Collaboration**

**3SL1:** 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 take the information given and perform a act it out activity while applying visual, auditory, and speaking skills.*

**Social Studies Practice: Habits of Minds Skills**

A. Gathering, Interpreting, and using Evidence

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

*Indicator: This will be evident when students utilize information, quotes, maps, and pictures to analyze the sentiment of the time to develop a position and perform a scene regarding their findings.*

**INSTRUCTIONAL RESOURCES**

SMART board

Writing Utensils

Journal Worksheet

Journal Entry Homework sheet

**MOTIVATION**

Students will be shown a variety of Time Travel machines to choose from, taking us back in time to examine documents and help students better understand how these historical events shaped Melbourne, Australia today.

**DEVELOPMENTAL PROCEDURES**

1. Students will engage in a read and retell presentation, reviewing the history of Melbourne, Australia. Student will collaborate and discuss what they see, think and hear in each picture related to an important event in history. *(Who are the Aborigines? How would you describe this experience if you were an Aborigine during this time? What if you were from Britain in Melbourne Australia at this time? What effect did the Penal colony have on Australian Natives? How did the British treat the Aborigines? Can you assess the value/ importance of these events from the documents provided?).*
2. **Assessment:**
3. ***Teacher will record anecdotal notes regarding the students’ understanding of the documents and historical events presented.***
4. **Differentiation:**
5. ***In order to adapt to the auditory learners, students will be able to listen to the class discussion, as well as, teacher’s direction instruction. Visual learners will be able to view instructions written out on paper. Kinesthetic learners will be able to walk around the room and share their ideas with other group members.***
6. The students will participate in groups, acting out each event/picture provided in the presentation as if they were playing the roles of the Aborigines and or British during that time period. *(What props will I need? What statements/ actions can I say or do to interpret the skit to relate to the event?).*
7. **Assessment:**
8. ***Teacher will assess students understanding of the historical events based on their “act it out” skit.***
9. **Instructional Strategy:**
10. ***Collaboration/ Cooperative Groups: This will be evident when students work together to analyze the documents in order to make their individual stance***
11. ***Indirect Instruction:*** 
    1. ***This will be evident when students come up with their act it out skits.***
12. Students will write a journal entry to write their perspective on what history has shaped Melbourne, Australia. *(Express from the standpoint of a character from your assigned event, how it must have felt during that time period. Do you think it was fair? Do you think Mexico became stronger because of these events? In your own words, which historical events do you believe helped shape Mexico most and why?).*
    * 1. **Instructional Strategy:**
13. ***Independent Instruction: This will be evident when students work independently to complete their journal entries.***
14. The students will then participate in individual practice with a journal entry for homework *(Express from the standpoint of a character from your assigned event, how it must have felt during that time period. Do you think it was fair? Do you think Mexico became stronger because of these events? In your own words, which historical events do you believe helped shape Mexico most and why?).*
15. **Instructional Strategy:**
16. ***Independent Work: This will be evident when students write their journal entry and when they agree or disagree with the provided statement.***
17. **Adaptation:**
18. ***The student who struggles with writing will be pulled aside to orally state their claims regarding the statement strategy and will be provided the option to create a recorded flip grid instead of a journal entry.***
19. **Academic Enrichment:**
20. ***The students who excelled with ease throughout the lesson will be challenged to find two additional outside sources to support their claims, in agreement or disagreement, to the statements and to explain how these sources support their claims based on sound evidence. Enrichment students will be asked to utilize a description of these additional sources in their journal entries.***
21. **Direct Teacher Intervention:**
22. ***The students will be given a highlighter to highlight key details and reasons for determining their stance on a topic. The highlighting strategy will help the students collect data to analyze the topic and make their claims based on evidentiary support. The students will then be able to read and analyze the evidence in order to answer the compelling questions.***
23. **Assessment:**
24. ***Teacher will assess the Journal Entries based on a teacher created ‘Journal Entry Checklist”.***
25. Upon the following day, students will be asked to elaborate on these historical events with given quotes and encouraged to perform a History Alive, ‘Act it Out’ skit regarding their group findings *(How can you show your understanding of the historical event through an ‘Act it Out’ exercise? What is your motive? Who is the character you want to portray? What are the emotions your character may be feeling during this time?).*
26. **Adaptation:**
27. ***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.***
28. **Differentiation:**
29. ***The kinesthetic learner will be able to move around the classroom when working with their groups on their History Alive ‘Act it Out’ performance.***
30. **Assessment:**
31. ***Teacher will assess how the students interact during their group ‘Act it Out’ performances.***
32. ***Teacher will assess the History Alive ‘Act it Out’ performance based on the ‘History Alive Rubric’.***
33. After performance and class discussion, students will be encouraged to share their journal entries. *(How did your participating classmate show their understanding of the event? How would you apply what you learned to develop your perspective on failure, hard work, and determination?)*
34. To close the lesson, students will review the compelling question: *(How did Melbourne come to be Melbourne? What historical events have shaped the country?).*
35. **Assessment:**
36. ***Teacher will assess the students understanding through how the students interact and perform during the Statement Strategy, ‘Act it Out’ exercises, and throughout the class discussions.***

**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.*

**History Alive**

*Indicator: This will be evident when students use the documents to create a scene as a class.*

**Independent Work**

*Indicator: This will be evident when students write their journal entry and when they agree or disagree with the provided statement.*

**Statement Strategy**

*Indicator: This will be evident when students use the documents to decide whether or not they agree with the provided statement.*

**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.

-The student who struggles with writing will be pulled aside to orally state their claims regarding the statement strategy and will be provided the option to create a recorded flip grid instead of a journal entry.

**DIFFERENTIATION OF INSTRUCTION**

**Auditory Learners:**

In order to adapt for the auditory learners, they will be able to listen to the class discussion, as well as, Rufus the Robot’s time travel instructions. They will also be able to listen to their peers when working together during the statement strategy and the ‘Act it Out’ performance exercise.

**Visual Learners:**

The visual learners will be able to visualize these historical events through the provided pictures and documents as well as through the ‘Act it Out’. The History Alive 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 History Alive ‘Act it Out’ performance.

**ASSESSMENT**

-Teacher will assess students understanding of historical thinking strategies through discussion.

-Teacher will assess the Journal Entries based on a teacher created ‘Journal Entry Checklist”.

**INDEPENDENT PRACTICE**

Students will create journal entries. As homework, students will create a journal entry from the perspective of a person from the time period and historical event they were assigned regarding the way they must have felt and why based on the lesson from class.

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

**Direct Teacher Intervention**

For the students who struggled during the lesson, the teacher will work with them on going over the history and interpreting the feelings of each the Aborgines and British during the time period. The students will be given multiple opportunities to practice determining their stance. The students will be given a highlighter to highlight key details and reasons for determining their stance on a topic. The highlighting strategy will help the students collect data to analyze the topic and make their claims based on evidentiary support. The students will then be able to read and analyze the evidence in order to answer the compelling questions.

**Academic Enrichment**

The students who excelled with ease throughout the lesson will be challenged to find two additional outside sources to support their claims, in agreement or disagreement, to the statements and to explain how these sources support their claims based on sound evidence. Enrichment students will be asked to utilize a description of these additional sources in their journal entries.

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

**Journal Entry**

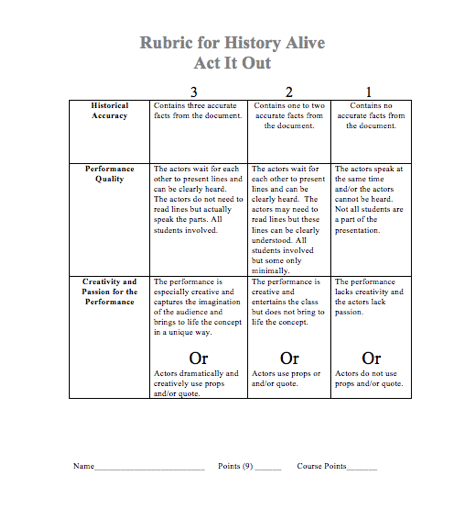
Directions: After reviewing the history of Melbourne, Australia during the time periods. Do you think what happened was fair? Do you think Melbourne became stronger? What event do you think was most important in the history of Melbourne?

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History Alive

“Act it Out”

* Get into groups.
* Analyze chosen event picture and discuss ideas with your group.
* You will perform the scene from the document, incorporating creative quotes and actions.
* You are encouraged to use props.
* Get into character and help everyone to feel the emotions of the character that the actors are playing.



Homework

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

**Journal Entry**

Directions: Pretend you are an Aborigine writing in a diary during the time of the events discussed and acted out in class. Write 4-5 sentences on what you are seeing, feeling and thinking.

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