

Universal Design for Learning Lesson Plan

Teacher: Dina Discepolo **Date:** Non Specific **Subject:** Social Studies

A.) Materials Needed: There are various materials that I will need to complete this lesson. These components include:

- Computers with internet access
- Working printer
- Printer paper
- Poster paper
- Markers
- Glue
- Scissors
- Construction paper

B.) Lesson Objective(s):

- 1.) Given various resources (websites and interactive maps), students will be able to research their given topic and answer two of their topic questions on their note taking guide individually with 100% accuracy.
- 2.) When presented with a group graphic organizer, students will be able to take notes about their other group member's topic points with 95% accuracy.
- 3.) When given appropriate materials and their individual/group notes, students will be able to create a poster together on their country with 95% accuracy.

- 4.) After watching the presentations of their peers, students will be able to participate appropriately in a group discussion with 85% accuracy.

C.) Standard/Benchmark/Indicator: This lesson aligns with the New York State (EngageNY) Standards for 3rd Grade Social Studies. Here is a list of the standards and performance indicators this lesson incorporates:

1.) Development, Movement, and Interaction of Cultures

3.1- Families, schools and communities differ from place to place around the world.

3.1a-The world is divided into many nations that have their own government, languages, customs and cultures.

3.1b-Communitites around the world vary in terms of size, location, and the diversity of their members.

3.1c-The structure and activities share similarities and differences across world communities.

2.) 3.2- The American culture and cultures from around the globe share similarities and demonstrate differences in terms of their values, traditions, beliefs, holidays and lifestyles.

3.2b-All peoples have rich cultural heritages and traditions.

3.2c-Predjudices and discrimination can be obstacles to understanding other cultures.

3.) Civil Ideals and Practices

3.4- Governments in communities and countries around the world have the authority to make and enforce laws, and the role of the citizen varies across different types of governments.

3.4b-The process of selecting leaders, solving problems, and making decisions differ across governments in nations and communities around the world.

3.4c-The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries in comparisons to others.

4.) Geography, Humans, and the Environment

3.7- Geographic regions represent areas of Earth's surface that have unifying characteristics.

3.7a-Earth is comprised of continents, oceans, and other physical features, all of which help define distinct geographic regions around the world.

3.7b-The physical features of regions can be examined based on maps and globes; comparisons of these physical features can be made using charts and graphs.

5.) 3.8- Regions form and change as a result of unique physical and environmental conditions, economies, and cultures.

3.8a-Regions across the United States and around the world are defined by specific culture, economic system, political system, and physical environment unique to that area.

3.8b-The physical characteristics of a region strongly influence the culture and lifestyle of the people who live there.

6.) Time, Continuity, and Change

3.11-Each community or culture has a unique history, including heroic figures, traditions and holidays.

3.11b-People in world communities celebrate various holidays and festivals and have built monuments and memorials that serve as symbols of their communities and/or their nations.

D.) Anticipatory Set:

- To assess prior knowledge, I plan on having a brief discussion with the students in a whole class setting. I might ask: *How many students have traveled to other countries outside the US?*
- Then I plan on discussing their experiences, *what did they notice that was similar to our country? What was different?*
- Afterwards, I would ask the class to brainstorm different pieces of information that they think people should know if they ever travel to the US (some possible answers might be, our money system, our holidays, our president etc.) I would then inform them that we will be discussing all these aspects about other countries outside of our own, since one day they may travel to England, India, South Africa or Australia one day!
- It is hoped that by bringing attention to their future travels, it will help to spark some motivation for the topic. I also believe this will help to make the information more meaningful for them to make life long connections
- I also plan to inform students that they will have the opportunity to work in cooperative groups to create a group poster together! By having the chance to work together and demonstrate their understanding in such a creative way, I hope to also increase their motivation as well!

Multiple Means of Representation: The information from this lesson is represented and presented in various different forms. For example:

- Students will be using **note taking guides** individually to help them with their research and topic questions
- A **graphic organizer** is used to help them organize their notes while working in their cooperative groups. Students will be able to take what they have learned on their own and teach it to their group mates. Then, they will take notes in their graphic organizer on the other topic points of their peers.
- Students will be **working together to create a poster board** demonstrating all research on their given country. It is their decision as to how they want to include each topic on their poster; some might use timelines, pictures, drawings, etc.
- After the posters have been completed, each group will have some time to **present their posters** to their peers.
- A **group discussion** will be held to answer any questions regarding each country and the information presented by all groups.

E.) Multiple Means of Engagement: The lesson incorporates various opportunities for students to learn the material in different ways:

- Students will first be working independently to research their chosen topic about their given country. It will be their responsibility to answer two

questions out of a possible four and become “experts on it”

- Then students will work in cooperative groups to teach their other group members about their “expert topic” in regards to their given country. They will be taking notes on their group members’ topics
- Then the groups will work together to demonstrate their knowledge on a poster board. It will be their creative decision as to how they want to present the information on their group poster
- A presentation of each poster will take place
- A brief class discussion will also occur regarding each country presented

F.) Multiple Means of Expression: Students will have many ways to demonstrate their understanding of their given country, rather than just a simple test or essay.

- Students who prefer to write out their thinking will be able to complete their individual note taking guide and group graphic organizer
- Those who like to talk through their learning and work with other individuals will appreciate working in cooperative learning groups together
- Other students who are tactile/kinesthetic learners will benefit from creating a poster that will show all the research completed by their group
- Individuals who like to work alone will have a chance to do so while researching their topic questions on their own

- Visual learners will appreciate the presentation of the group posters and the class discussion that follows all the presentations