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| Third Grade -  **Culture Around the World**  **Compelling Question** |
| Narrative Background  Through this unit students explore culture, facts versus opinions, and sourcing. It is essential to discuss culture because culture can determine one’s thoughts, patterns of interaction, ideas, and material adaptation to the world around them. In identifying how various cultures differ, students are exposed to the world around them and enhance their ability to become informed participating members of society. This unit will use sourcing to determine what is a credible source and how a statement made can be considered a fact or opinion depending upon the source. In addition, students will define what culture means to them and explore the cultural aspects of various countries. Furthermore, through media literacy we explore culture to engage students understanding of themselves and the world. |

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| **Compelling Question:**  **How do we know what we learned about cultures is true?**  **Staging the Question**  Beginning with the statement, “Fortnite is the worst game on Earth!” The teacher will be introduced to the topic of fact or opinion and sourcing. |
| **Standards and Practices:**  **NYS-CCLS / +NYS STANDARDS AND INDICATORS**  **New York State Social Studies Standards**  Key Idea: **3.5 Development, Movement, and Interaction of Cultures:** Communities share cultural similarities and differences across the world.  Key Concept: 3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.  **Common Core ELA Standards**  **Integration of Knowledge and Ideas**  8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence. |

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| 1. **Supporting Question:**   What is the difference between fact and opinion? | **Formative Tasks:**  After a read aloud on the book Red is Best, then students will determine validity of the reasoning and the relevance and sufficiency of the evidence by determining the difference between fact and opinion identifying accurately three facts and three opinions. | **Sources:**  Stinson, K. (2006). *Red is Best*. Toronto: Annick Press Ltd.  <https://www.youtube.com/watch?v=M9WFm5tKcYY> |

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| **2. Supporting Question:**  How are cultures different? | **Formative Tasks:**  Following an interactive read aloud of “A Ticket Around the World” students will actively discuss the meaning of culture identifying three facts and three opinions within the cultures portrayed, by writing an informative explanatory paragraph. | **Sources:**  Diaz, N., & Owens, M. (2015). *A Ticket around the World*. Berkley, CA: Owlkids Books. |

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| **3.** Supporting Question:  What is sourcing and why is it important to understand it? | **Formative Tasks:**  After participating in a read-aloud of the book *Arthur’s TV Trouble* students will delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence by producing a sourcing poster of their own that warns people about the inaccuracies and exaggerations that come from sourcing by using three to four relevant evidence from the story and the teachers lesson. | **Sources:**  Brown, M., (1995). *Arthur’s TV Trouble.* Boston: Little, Brown and Company    Teaching Without Frills (2018, October 25). Writing Videos for Kids: How to Evaluate Sources for Reliability. Retrieved from <https://www.youtube.com/watch?v=q1k8rcYUmbQ> |

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| **4. Supporting Question:**  **How do we know what we learn about cultures is true?** | **Formative Tasks:**  This will be evident when students are engaged in working together on the structured activity board and are assigned roles to discuss the theme of the poster board.  : This will be evident when students read the article More Evidence Fortnite Is Bad for Your Child’s Health. Then submit a paragraph stating whether this is a reliable source and explain why or why not.  Students will be assessed on whether their group put primary, secondary, reliable and non-reliable sources in the correct spots on the poster board. This allows students to acquire information through an investigation and use interpretation of clues to defend their reasoning behind their answers. | **Sources:**  **Damour, L. (2018, April 30). Parenting the Fortnite Addict. Retrieved from** [**https://www.nytimes.com/2018/04/30/well/family/parenting-the-fortnite-addict.html**](https://www.nytimes.com/2018/04/30/well/family/parenting-the-fortnite-addict.html)**. FORTNITE is for losers and geeks who don't know how to socialize in real life. (n.d.). Retrieved from** [**https://www.debate.org/debates/FORTNITE-is-for-losers-and-geeks-who-dont-know-how-to-socialize-in-real-life/1/**](https://www.debate.org/debates/FORTNITE-is-for-losers-and-geeks-who-dont-know-how-to-socialize-in-real-life/1/)**.**  **Kane, S. (2019, January 18). More Evidence Fortnite Is Bad for Your Child's Health. Retrieved from** [**https://psychcentral.com/lib/more-evidence-fortnite-is-bad-for-your-childs-health/**](https://psychcentral.com/lib/more-evidence-fortnite-is-bad-for-your-childs-health/)**. Staff, T. M. Z. (2019, November 4). Fortnite Superstar Jarvis Gets Lifetime Ban for Cheating, Gamers Are Furious! Retrieved from** [**https://www.tmz.com/2019/11/04/fortnite-superstar-jarvis-lifetime-ban-cheating-aimbots/**](https://www.tmz.com/2019/11/04/fortnite-superstar-jarvis-lifetime-ban-cheating-aimbots/)**.Tsukayama, H. (2019, April 8). Everything you need to know about Fortnite and why it's so popular. Retrieved from** [**https://www.washingtonpost.com/news/the-switch/wp/2018/04/03/everything-you-need-to-know-about-fortnite-and-why-its-so-popular/**](https://www.washingtonpost.com/news/the-switch/wp/2018/04/03/everything-you-need-to-know-about-fortnite-and-why-its-so-popular/)**.** |

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| **Summative Performance Task**  **After 3 lessons on culture, facts and opinions, sourcing and an introduction on being a detective, students will delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and relevance and sufficiency of the evidence. Look at a poster board with facts and opinions and decipher whether these are credible or non credible sources. Students will organize these documents using their knowledge of credible vs non credible sources.** |
| **Extension**  **For struggling students they will be able to use voice to text to complete any written work.**  . |
| **Taking Informed Action**    **Students will use the social media application Twitter to identify facts on American culture to help reinforce what the students learned throughout the week. With doing this, it gives the students an opportunity to get the information out to the world, so the world can better understand the material. As well as using Twitter to identify facts, students can use it to identify citing the source. Students use Twitter to tweet out credible and non-credible sources out to the world.** |

**Lesson One**

Molloy College

Division of Education

Student: Brittney Butler Professor: Dr. Kevin Sheehan

Course: EDU 5090 01 Date: December 12, 2019

Grade 3 Topic: Fact and Opinion Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVE**

After a read aloud on the book *Red is Best*, then students will determine validity of the reasoning and the relevance and sufficiency of the evidence by determining the difference between fact and opinion identifying accurately three facts and three opinions.

**STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

Key Idea**: 3.5 Development, Movement, and Interaction of Cultures**: Communities share cultural similarities and differences across the world.

Key Concept: **3.5b** Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

**Indicator:** *This will be evident when students are able to correctly identify what the difference is between fact and opinion from supporting evidence prior and after the lesson determined by their own reasoning.*

**Common Core ELA Standards**

**Integration of Knowledge and Ideas**

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.

**Indicator:** *This will be evident when the students are able to determine the difference of fact and opinion after being read the story and watching the video.*

**Social Studies Inquiry Arc Standard: Developing Questions and Planning Inquiry**

**Indicator:** *This will be evident when the students are developing their own facts and opinions based on the information the students were presented with from the lesson with their groups on a poster paper.*

**Social Studies Practice Habits of Mind: Gathering, Interrupting, and Using Evidence**

**Indicator:** *This will be evident when the students are able to gather information from the story to determine what a fact is and what an opinion is after seeing a video, through a presentation, and the story.*

**DEVELOPMENTAL PROCEDURES**

*1.* Students will first engage in a discussion with their partner about what the students know about fact and opinion before the lesson starts for five minutes. *(Do you know what fact and opinion is? (LITERAL) Have you learned about fact and opinion before class? (LITERAL) Do you like fact or opinion better and why? (INFERENTIAL) What was something you learned from your partner that you did not know before? (INFERENTIAL) Have you ever thought something was a fact but really an opinion and vice versa and why do you think that happened? (INFERENTIAL) What did you learn about what fact and opinion are that you could not learn from the story? (METACOGNTIVE).*

2. **MOTIVATION**: Students will then turn their attention to the Smart Board where the students will watch a video on fact and opinion before listening to the story the teacher will read. *(Did you find the video helpful on the topic fact and opinion? (LITERAL) Have you watched a BrainPOP video before? (LITERAL) What did you learn from the video and why did it catch your attention? (INFERENTIAL) Did the video make a difference for you to better understand what fact and opinion means? (METACOGNTIVE)*<https://www.youtube.com/watch?v=M9WFm5tKcYY>

3. Students will then have a discussion as a class about what the students discussed with their partner and about the video on fact and opinion. *(Did the discussion help you have a better understanding? (LITERAL) What did you find interesting from the class discussion that was brought to your attention and why did you choose that? (INFERENTIAL) Is there something more that was not discussed with the class that you would like to discuss to help you understand? (METACOGNTIVE)*

*4.* Once the discussion is over, students will look at a PowerPoint presentation on fact and opinion and then the teacher will then read aloud the book *Red is Best* by Kathy Stinson to the class to show the difference between fact and opinion. (*Have you ever read the book Red is Best? (LITERAL) Did you like the PowerPoint that was shown on fact and opinion? (LITERAL) Do you have a better understanding on what fact and opinion is and why do you think so? (INFERENTIAL) What changed your view after listening to the story on what the difference is between fact and opinion? (METACOGNTIVE).*

*5.* Students will then go into groups of four where the students will go and discuss what the students remember from the story and PowerPoint. *(Did you like the story? (LITERAL) What do you remember from the story and why did it stick out to you compared to everything else? (INFERENTIAL) Has working in a group to discuss what you learned beneficial or is working independently better? (METACOGNTIVE).*

6. Students will then get a poster paper from the teacher and write down three facts and three opinions on the story *Red is Best* with their group. *(Do you like using poster board? (LITERAL) Does the idea of using poster board benefit or hurt you in your group and why? (INFERENTIAL) What did you learn about fact and opinion that you could not learn from your parents? (METACOGNTIVE) Did it give you a better perceptive on how to determine what fact and opinion is after the lesson? (METACOGNTIVE)*

*7.* The poster paper will then be collected by the teacher from the groups to see if the students understand what fact and opinion is and then the poster board will be handed back with the corrected work.

**ASSESSMENT**

Informal Assessment

Teacher will assess the students work to see if they have an understanding of what fact and opinion is through questioning after watching the video on fact and opinion.

Formal Assessment

Teacher will assess students work through completing the poster board to see if their statements are correct and then the student receives an exit ticket.

**STRATEGIES**

Cooperative Learning

**Indicator:** This will be evident when the students get into groups of four to discuss what the students remembered from the story and then make a poster paper with three facts and three opinionS based on it.

Discussion

**Indicator:** This will be evident when the teacher has the students talk with their partner on what the students know about fact and opinion before starting the lesson.

Demonstration

**Indicator:** This will be evident when the teacher presents the PowerPoint presentation on what fact and opinion is before being read the story the *Red is Best*.

**INDEPENDENT WORK**

Students will go home and tell their parents what they learned about fact and opinion from class. The parents will then listen to the student while they are told four statements. The student will give the parents three facts and one opinion and the parent has to decide what statement is what. Then the student will have to complete the fact and opinion worksheet on their own and the parents have to check and sign and the student has to bring the worksheet back to class the next day.

**REFERENCES**

Stinson, K. (2006). *Red is Best*. Toronto: Annick Press Ltd.

BrainPop Jr. Video: Facts and Opinions-<https://www.youtube.com/watch?v=M9WFm5tKcYY>

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

Facts and Opinions

Three Facts from the Story:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Three Opinions from the Story

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

2. \_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson Two**

**Molloy College**

**Division of Education**

Student: Jenelle Watler Professor Kevin Sheehan

Course EDU 5090 Date: Thursday, December 12, 2019

Grade: 3 Topic: Culture Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES (s) *(Lesson Objective(s)\*)***

Following an interactive read aloud of “A Ticket Around the World” students will actively discuss the meaning of culture identifying 3 facts and 3 opinions within the cultures portrayed, by writing an informative explanatory paragraph.

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

**New York State Social Studies Standards**

Key Idea: **3.5 Development, Movement, and Interaction of Cultures:** Communities share cultural similarities and differences across the world.

Key Concept: 3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

*Indicator: This will be evident when students participate in a read aloud of “A Ticket Around the World.”*

**National Social Studies Standards and Themes**

**Global Connections:** Social studies programs should include experiences that provide for the

study of global connections and independence, so that the learner can:

A. Explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding.

*Indicator: This will be evident when students collaboratively discuss “A ticket around the world.”*

**Common Core ELA Standards**

**Key Ideas and Details**

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

*Indicator: This will be evident when students are able to identify 3 facts and 3 opinions about culture from “A ticket around the world.”*

**Text Types and Purposes**

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

*Indicator: This will be evident when students are able to write an informative paragraph about how cultures are different.*

**Social Studies Practices: Habits of Mind**

**C. Comparison and Contextualization**

2. Identify multiple perspectives by comparing and contrasting points of view in differing world communities.

*Indicator: This will be evident when students are able to compare and contrast the cultures portrayed in “A ticket around the world.”*

**NCSS C3 Inquiry Arc**

Dimension 3 of the arc features evaluating sources and using evidence. Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal events and present their information.

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

1. Students will be given a list of countries traveled while participating in an interactive read aloud of the book “A Ticket Around the World”. (*Can anyone tell me their favorite country visited in the book and why? (INFERENTIAL) Was there a popular food you would like to try?(LITERAL) Are there any languages you remember that were spoken?(LITERAL) Why is language important? (METACOGNITIVE) Is language a part of culture and why? (INFERENTIAL))*
2. Students will use the list of countries provided to make notes on the facts, as well as, the opinions of the author on each country visited. (*How many regions is Greece divided into? (LITERAL)Why does the author think people visit Greece?(LITERAL) Can you remind me which of these answers is a fact?Why? (INFERENTIAL)What is the difference between fact and opinion?(INFERENTIAL) Why do we need to know the difference between fact and opinion?(METACOGNITIVE))*
3. Students will participate in a group discussion about culture. (*What do you believe makes up the culture in Greece? (INFERENTIAL) What about China’s culture?(INFERENTIAL) What would you say is one difference between Costa Rica and Australia?(INFERENTIAL) How do these differences in culture affect your view of culture? (METACOGNITIVE))*
4. Students will be given a compelling question, “what is culture to you?” to think-pair-share their thoughts. (*How would you describe your individual culture? (INFERENTIAL)What aspects of your life would you include?(INFERENTIAL) What is something you have in common with your partner?(LITERAL) What is one thing that is different?(LITERAL) How do you think learning about someone else's culture may change the way you see your own?(METACOGNITIVE))*
5. Students will use the list of countries to identify 3 facts and 3 opinions within the cultures portrayed, by writing an informative explanatory paragraph. (*What are three facts that you learned about some of the countries in the book? (LITERAL) What are three opinions expressed by the author about some of the countries in the book? (LITERAL) What are the differences and similarities between these facts and opinions? (INFERENTIAL) How can your relate these similarities and differences to your own culture? (METACOGNITIVE))*
6. To conclude the lesson students will provide one aspect of their own culture and one from the book in small group discussions to portray their understanding of culture. (*Can you share with your group of 4, one aspect of a culture that you could relate the most to from the book? (INFERENTIAL) Why is this relatable to you?(METACOGNITIVE) Why do we need to learn about other cultures?(METACOGNITIVE))*

**INSTRUCTIONAL STRATEGIES**

**Cooperative learning**

**Indicator:** This will be evident when the students are working together in small groups discussing their individual culture and differences among themselves.

**Questioning**

**Indicator:** This will be evident as the teacher employs strategies of questioning and

follow-up questioning throughout the instructional period to further engage students, lead

them to discovery, or encourage further inquiry.

**Scaffolding**

**Indicator:** This will be evident when the teacher helps students understand cultures and how they are different.

**Thinking Routines**

**Indicator:** This will be evident as students participate in the think-pair-share activity.

**ASSESSMENT**

**Formal:**Students will use the list of countries to identify 3 facts and 3 opinions within the cultures portrayed, by writing an informative explanatory paragraph.

**Informal:** Teacher will monitor when students are constructing their informative paragraph. Formative assessment will take place throughout the lesson in the form of questioning/follow-up questioning.

**INDEPENDENT PRACTICE**

For homework, students will create a Flipgrid including three aspects of their own culture and one method that could be used to share their culture with others to create more culturally aware and informed students.

**REFERENCES**

Diaz, N., & Owens, M. (2015). *A Ticket around the World*. Berkley, CA: Owlkids Books.

NYS Education Department. (2017). NYS Next Generation English Language Arts Learning Standards. Retrieve from

<http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>

NYS Education Department. (2016). NYS Social Studies Framework. Retrieved from

<http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

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

Directions: Use the list below to write one fact and one opinion from each country as we explore, *“A Ticket Around the World.”*

Costa Rica

**Fact:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Opinion:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** India

**Fact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Opinion:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Morocco

**Fact:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Opinion:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Greece

**Fact:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Opinion:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Canada

Fact:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Opinion:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Brazil

**Fact:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Opinion:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**France

**Fact:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Opinion:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Botswana

**Fact:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Opinion:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** China

**Fact:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Lesson Three**

**Molloy College**

**Division of Education**

Student: Timothy Chelius Professor Sheehan

Course EDU 5090 Date: December 12, 2019

Grade: 3 Topic: Sourcing Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVE(S)**

After participating in a read-aloud of the book *Arthur’s TV Trouble* students will delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence by producing a sourcing poster of their own that warns people about the inaccuracies and exaggerations that come from sourcing by using three to four relevant evidence from the story and the teachers lesson.

**STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

Key Idea: **3.5 Development, Movement, and Interaction of Cultures:** Communities share cultural similarities and differences across the world.

Key Concept: 3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

**Indicator:** *This will be evident when students participate in a class discussion about several statements from different cultural backgrounds and decide if their sources can be considered reliable or unreliable by verbally stating and explaining their opinion.*

**Common Core ELA Standards**

**Integration of Knowledge and Ideas**

8. Delineate and evaluate the arguments and specific claims in a text including the validity of the reasoning and the relevance and sufficiency of the evidence.

**Indicator:** This will be evident when students verbally participate in a “Think Aloud” about the book, “Arthur’s TV Trouble,” by Marc Brown, as the teacher reads the story to the class and stops periodically to model “Think Aloud” and discuss the key aspects text.

**Revised Inquiry Arc Standards**

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing casual explanations.

**Indicator:** This will be evident when students answer in writing which teacher created statements and sources are credible or not credible, and why? or why not?

**Social Studies Practice Habits of Mind: Gathering, Interpreting and Using Evidence**

**Indicator:** This will be evident when students participate in groups to create a poster that warns people (consumers) about false advertising which they learned about from reading the Arthur story.

**DEVELOPMENTAL PROCEDURES (\*Engaging the learner)**

1. **MOTIVATION:** Teacher will post the statement “We are the best third grade class in the school!” on the board and ask the students to read it and react to it. Teacher will engage students in a class discussion about bias sources that they are exposed to all around them (TV, Internet, adult conversations, peer conversations) *Have you ever watched a commercial for a toy? (LITERAL) Have you ever asked your parents to buy you a toy you saw in a commercial? (LITERAL) Why did you want the toy you saw in the commercial? (INFERENTIAL) Was the toy you got what you expected? (METACOGNITIVE) Was it like the toy on the commercial or was it different? (METACOGNITIVE)*

2. Teacher will introduce Arthur’s TV trouble by Marc Brown and read it aloud to the class. Teacher will model Think Aloud strategies where the teacher will reflect on each page of the book, question the author (Why would the author have Arthur get involved in buying a bad product? Teacher will discuss vocabulary. Teacher will ask the students literal and inferential questions about the book? *Why does Arthur want to buy this product? (Literal) Why did Arthur have to do jobs? (Inferential) How do you think Arthur feels about his dog? What made Arthur want to buy this product?) Teacher will ask students to make personal connections to the text. (Has something like this ever happened to you or someone you know?) After modeling “Think Aloud,” the teacher will engage all students in the think aloud process throughout the story.*

3. Teacher will make a list on the board eliciting information from the students about what they learned from the story.  *“What lessons did Arthur learn about TV commercials and sourcing?” (INFERIENTIAL) “What kinds of things did the commercial say that convinced Arthur to save all his money and buy the “Treat Timer?” “What was different about the treat timer once he got it home from the store?” (LITERAL) What did you learn from this story? (METACOGNITIVE)*

*4.* Teacher will lead the students in an activity in which they will be asked to look at 6 statements and their sources to determine whether they are credible or non credible*. First, the teacher will model and teach a couple of statements and sources and answer the following questions. “What makes these sources credible or non credible? Why?” (INFERENTIAL)” What key evidence from the sources makes them credible or non credible?” (METACOGNITIVE)*

*5.* *Teacher will show short video to reinforce the credibility and reliability of sources. After the teacher models and explains sourcing, credible, and noncredible, the students will work independently on 4 more statements and answering the same questions that the teacher modeled. Teacher will circulate and guide as needed and clarify any mistakes.*

<https://www.youtube.com/watch?v=q1k8rcYUmbQ>

6. Students will work in groups of three to create a poster warning consumers (classmates) about false, persuasive, biased sourcing. The poster has to be creative and artistic. It must include three to four points of evidence from the Arthur story and the teacher’s lesson about sourcing techniques.

7. Teacher will make sure that students know all requirements for poster. The teacher will circulate while the students work in cooperative groups to make sure all students are equally working, answer student questions and give guidance as needed.

8. Each group will present their posters to the whole class. Teacher will ask questions about the poster as needed.

*9.* Students will engage in a discussion with the class about what they learned about the techniques of advertising. *How has your thinking about TV commercials changed? (METACOGNITIVE). What did you learn about sourcing? (Literal from teacher’s lesson) Why is it important to know about sourcing? (INFERENTIAL and METACOGNITIVE)*

**INSTRUCTIONAL STRATEGIES**

**Cooperative learning:** Creating a poster that warns against false or exaggerated advertising.

**Indicator:** This will be evident when each student participates in the group project.

**Questioning:** Throughout the whole lesson and during “Think Aloud.”

**Indicator:** This will be evident when student accurately answers the teacher’s questions throughout the lesson and participates in the Think Aloud activity.

**Scaffolding:** Teacher teaching and modeling the concept and impact of sourcing on our society.

**Indicator:** This will be evident when the students follow the teacher’s modeling both during the “Think Aloud” and during the written responses to the 6 statements from various sources.

**Thinking Routines: Think Aloud**

**Indicator:** This will be evident when the students verbally participates in the “Think Aloud” during the reading of the Arthur book.

**ASSESSMENT**

**Formal:** 1. Students will complete their written responses to 6 statements on biased sources after teacher models 2 of the statements.

2. The final project of creating a poster that warns people about biased advertising and present it with their group to the class.

**Informal:** 1. Students will verbally respond to teacher questioning throughout the lesson.

2. Students will participate in the “Think Aloud.”

**INDEPENDENT PRACTICE**

For Homework: Students will look on the internet to find an ad about a toy or another product that uses some false or exaggerated advertising techniques. They will print it or email it to the teacher and present it in class.

**REFERENCES**

Brown, M., (1995). *Arthur’s TV Trouble.* Boston: Little, Brown and Company

Teaching Without Frills (2018, October 25). Writing Videos for Kids: How to Evaluate Sources for Reliability. Retrieved from <https://www.youtube.com/watch?v=q1k8rcYUmbQ>

Name:

Date:

**Sourcing Statements**

Directions: Circle either reliable or unreliable under each statement.

1. “American culture is the best culture in the world.”

Source: An American citizen

Reliable or unreliable

2. “Tom Brady is the best Quarterback ever.”

Source: New England Patriots fan

Reliable or unreliable

3. “Abraham Lincoln was the most influential president in our nation’s history.”

Source: The Presidential National Achieves

Reliable or unreliable

4. “Donald Trump has accomplished more than any other president in history.”

Source: The Trump 2020 Campaign

Reliable or unreliable

5. “The Civil War was the bloodiest war in American history.”

Source: Smithsonian’s National Museum of American History

Reliable or unreliable

6. “The United Kingdom is the greatest nation on Earth.”

Source: The Prime Minister of the United Kingdom

Reliable or unreliable

Lesson Four

Michael Drankwater Dr. Sheehan

EDU 5090 December 5, 19

Grade 3 Culture Unit Plan Fortnite

**Objective:** How do we know what we learn about cultures is true?

After 3 lessons on culture, facts and opinions, sourcing and an introduction on being a detective, students will delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence. Look at a poster board with facts and opinions and decipher whether these are credible or non credible sources. Students will organize these documents using their knowledge of credible vs non credible sources.

**New York State Social Studies Standards**

Key Idea: **3.5 Development, Movement, and Interaction of Cultures:** Communities share cultural similarities and differences across the world.

Key Concept: 3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

**Common Core ELA Standards**

**Integration of Knowledge and Ideas**

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence. This will be evident when students read the article and submit a paragraph stating whether the article was credible or non-credible.

**NCSS C3 Inquiry Arc**

Dimension 1 of the arc features the developing of questions and the planning of investigations. With a robust question in mind, teachers and students determine the content. This will be evident when students are engaged in working together on the structured activity board and are assigned roles to discuss the theme of the poster board.

**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). This will be evident when students will sort 4 sources A-D about Fortnite and decide whether each source is a primary or secondary source and explain how they know.

**Developmental Procedures:**

1. After the 3 lessons on culture, fact and opinion and sourcing students will look at specific claims in the article More Evidence Fortnite Is Bad for Your Child’s Health. While handing out this article the teacher will ask the students *(By a show of hands have you ever been lied to in your life?)*

*2.* After reading the article students will submit a paragraph stating whether the article was credible or non-credible. The teacher will ask the students *(What makes a source reliable or non-reliable?)*

*3.* After submitting the article the class will be given a poster board with reliable and non- reliable documents about Fortnite and the students must determine whether these sources are credible or non-credible sources including whether they are primary or secondary sources.

*4.* Students will than gather, organize and process information to decipher whether these documents should go under each category on the poster board.

*5.* After organizing these documents students will defend their conclusions in front of an audience explain why these documents go under certain categories of reliable, non-reliable, credible and non-credible. The teacher will then ask the question *(What did you learn about how reliable primary and secondary sources are?)*

*6.* After the class shares, students will then be given their homework by sorting 4 sources A-D about Fortnite and decide whether each source is a primary or secondary source and explain how they know.

**Assessment:**

After reading the article students will submit a paragraph stating whether the article was credible or non-credible and explain how they know using their prior knowledge on primary and secondary sources.

Students will be assessed on whether their group put primary, secondary, reliable and non-reliable sources in the correct spots on the poster board. This allows students to acquire information through an investigation and use interpretation of clues to defend their reasoning behind their answers.

**Strategies:**

Discussion: This will be evident when students work on their history mystery they will engage in meaningful discussions about how these sources are primary, secondary, credible and non-credible.

Cooperative Learning: This will be evident when students are engaged in working together on the structured activity board and are assigned roles to discuss the theme of the poster board.

Direct Instruction: This will be evident when students read the article More Evidence Fortnite Is Bad for Your Child’s Health. Then submit a paragraph stating whether this is a reliable source and explain why or why not.

**Independent Practice:**

For homework students will be given their homework by sorting 4 sources A-D about Fortnite and decide whether each source is a primary or secondary source and explain how they know using prior evidence that they learned in class that day.

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