**Molloy College**

**Division of Education**

Kaila Levitt and Angelica Madrid Dr. Sheehan

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Grade: 6 Topic: Uganda Social Studies

**INSTRUCTIONAL OBJECTIVES**

After observing four primary source documents and participating in a group discussion based on Uganda’s history, students will write arguments to support a claim and engage in collective discussion using the SCIM-C method to determine if what we have learned about Uganda in previous lessons is valid. Students will conclude by viewing current media posts to determine if such posts are valid attaining an 80 out of 100 on a teacher created rubric.

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

**New York State Social Studies Standards**

Key Idea: 6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)

Key Concept: 6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.

6.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past

*Indicator: This will be evident when students read and discuss the four different documents about Uganda’s history.*

**National Social Studies Standards and Themes:**

**Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

a.explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

*Indicator: This will be evident when students the students see the different aspects of Uganda’s history in the documents. Students will see how other cultures have had influence on Ugandan culture.*

**Time, Continuity, & Change:** Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views

*Indicator: This will be evident when students view documents and see that different people may describe the same event or situation in diverse ways.*

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

g. analyze a particular event to identify reasons individuals might respond to it in different ways;

*Indicator: This will be evident when the students look at their individual development and identity in regard to happiness.*

**NCSS C3 Inquiry Arc**

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 evaluate the usefulness of evidence in the*

*SCIM-C activity and drawing conclusions about valid sources.*

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 to conclude about different events in Uganda’s history, and to see if the history they learned is valid or not.*

**Common Core ELA Standards**

Text Types and Purposes

6W1: Write arguments to support claims with clear reasons and relevant evidence.

*Indicator: This will be evident when students write a paragraph saying if they believe the document was valid or not and giving evidence.*

Comprehension and Collaboration

6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

*Indicator: This will be evident when students work in their groups and discuss about their document.*

**Social Studies Practices: Habits of Mind**

A. Gathering, Interpreting, and using Evidence

3. Identify evidence and explain content, authorship, purpose and format; identify bias; explain the role of bias and potential audience, with teacher support.

*Indicator: This will be evident when the students gather evidence to answer the question.*

C. Comparison and Contextualization

2. Categorize divergent perspectives of an individual historical event.

*Indicator: This will be evident when students look at different perspectives on the Border Wall.*

**INSTRUCTIONAL RESOURCES**

* SMARTboard
* PowerPoint
* Documents Worksheets
* Markers
* SCIM-C Boards
* Tape
* SCIM-C Cheat Sheet
* Is it Valid? worksheet

**MOTIVATION**

Teacher will tell students that sometimes the things we read are not always valid and accurate. We need to check our textbook with primary sources. Today we are going to be thinking like historians do.

**DEVELOPMENTAL PROCEDURES**

1. Students will be asked to sit in the groups they were placed in for the lesson prior “Act It Out” activity
2. A brief review of the CHAMPS model will be shown.
3. Teacher will present a PowerPoint presentation on SCIM-C and how it can help us determine if the history we are learning is valid or not. *(Why do you believe we should think like historians would? Do you think this could help us in determining what is true and what isn’t? What is a summary? Why do you think it is important to contextualize? What is a bias? What are we looking for when we contextualize? What can we get from a document without the author directly telling us? Since we are thinking like a historian, why do you believe it is important to look at what could be missing from the document? Do you think it is important to look at two different documents and see how they are similar and how they are different? How does corroborating help us determine if the history we are learning is valid or not?)*
4. Students will break up into their previously assigned groups. Each member will be assigned a document. Students will use the SCIM-C model to analyze the document. Students will receive a SCIM-C Cheat Sheet. *(What is this document telling us about the history of Uganda? Is it a primary or secondary source? What can you infer about this document? Why are you monitoring the document? Who wrote this source, does that give us any information?)*
5. After 10 minutes, students will be assigned a new group to start the Jigsaw activity. Within these groups, there will be one “expert” and three “learners”. The expert will briefly discuss what their group’s document was about. Students will get two minutes per poster. After two minutes groups will rotate and the process will start again until all groups have seen all posters. *(What was the document about? Was your document valid and accurate? How do you know? What was one thing you learned after anazlying the document using this method?)*
6. Students will go back to their seats and have three minutes to have a class discussion about the documents and corroboration between the documents. *(How does corroborating help us determine if what we learned is valid or not?)*
7. Students will work independently to choose one document and write a paragraph stating if the history we learned about yesterday is true or not using at least three facts from the document. Students will receive “Is it Valid?” worksheet. *(How did SCIM-C help you determine if this document is valid or not? Do you believe this document is valid? Why or why not?)*
8. Students will be given their homework for tonight.

**INSTRUCTIONAL STRATEGIES**

**Collaboration**

Indicator: This will be evident when students work together in their SCIM-C groups on their document.

**Discussion**

Indicator: This will be evident when the teacher and student discuss about SCIM-C and about their documents.

**Modeling**

Indicator: This will be evident when the teacher models the types of questions for each SCIM-C section.

**ADAPTATIONS**

* The student who struggles to stay focused will be given nonverbal cues and the teacher will redirect them when needed.
* The student who wears glasses will sit near the board during instruction.
* Dyslexic students will have their group members help with reading and writing difficulties.

**DIFFERENTIATION OF INSTRUCTION**

Visual Learners- They will be able to see the PowerPoint about SCIM-C and the documents. The documents will be given to them, so they will be able to look at them and read them on their own.

Kinesthetic Learners-The writing section on the SCIM-C board will be given to each group.

Auditory Learners- They will be able to listen to the discussion, PowerPoint presentation, and documents.

Struggling Students

Students will receive a SCIM-C board with the questions required for each category. Students will receive the “*Is it Valid”* worksheet with sentence starters.

Average Students

Students will receive a SCIM-C board with a SCIM-C “cheat sheet,” a handout defining the necessary information for each category.

Higher level

Students will receive a blank poster and will be asked to write the appropriate SCIM-C categories. Students will be asked to analyze the document utilizing the SCIM-C method.

**ASSESSMENT**

* Students will choose one document and write a paragraph stating if the history we learned about Uganda is true or not using at least three facts from the document. Students will attain \_\_\_ out of \_\_\_ on a teacher created rubric.
* Teacher will assess the understanding of SCIM-C through questioning and observing.
* Teacher will walk around while students are in their SCIM-C groups and observe and ask questions.

**INDEPENDENT PRACTICE**

Students will complete their own SCIM-C model at home where they will pick a topic and online document of their choice and analyze the sources validity.

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

Direct Teacher Intervention

For students who struggled during the lesson, the teacher will help them directly. The teacher will focus on the SCIM-C questions and explain them further in detail. The teacher will use the SMART Board and a matching game. The teacher will then have a document where they will go over SCIM-C questions about the document together.

Academic Enrichment

For the students who excel in the lesson they will have to find a document on their own. They will then answer SCIM-C questions.

**REFERENCES**

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SCIM-C Cheat Sheet!

These are the questions you will see for each letter!

Summarizing

What type of historical document is the source?

What specific information, details, and/or perspectives does the source provide?

What is the subject, audience, and/or purpose of the source?

Who was the author and/or audience of the source?

Contextualizing

When and where was the source produced?

Why was the source produced?

What was happening within the immediate and broader context at the time this source was produced?

What summarizing information can place the sources in time, space, and place?

Inferring

What is suggested by the source?

What interpretations may be drawn from the source?

What perspectives are indicated in the source?

What inferences may be drawn from absences or omissions in the source?

Monitoring

What additional evidence beyond the source is necessary?

What ideas, images, or terms need further defining from the source?

How useful or significant is the source for its intended purpose in answering the historical question?

What questions from the previous stages need revisiting in order to analyze the source successfully?

Corroborating

What similarities and differences between the sources exist?

What factors could account for the similarities and differences?

What conclusions can be drawn from the accumulated interpretations?

What additional information or sources are necessary to answer more fully the guiding historical question?

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

Is it Valid?

Directions: Choose one document that we discussed today **beside** the one your group worked on and write a paragraph with **at least** **three facts** about why you believe the document is valid or not. Use SCIM-C as a reference.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_