**Molloy College**

**Division of Education**

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Course: EDU 351 Date: 11/20/17

Grade: 6 Topic: Marco Polo & Ibn Battuta Content Area: Social Studies

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

After watching a video demonstrating how historians are like detectives and participating in a “Thinking Like a Historian” strategy, students will answer sourcing, close reading, close reading/perspective, and context questions in order to determine the credibility of a given document, answering 3 out of 4 questions correctly.

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

**Social Studies Standard**

**Key Idea:**

6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.

**Key Concepts:**

6.7a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.

Students will study interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He and examine why they traveled, the places visited, what was learned, and what was exchanged as a result of their travel

**Indicator:** This will be evident when students analyze documents to answer questions to determine their credibility.

**NYS Next Generation 6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects**

**Reading Standards for Literacy in History/Social Studies 6-8**

**Key Ideas and Details**

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.

**Craft and Structure**

RH 6: Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).

**Integration of Knowledge and Ideas**

RH 8: Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic.

RH 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Indicator:** This will be evident when students are able to cite evidence from given documents to support their claims and determine the credibility of the documents.

**INSTRUCTIONAL RESOURCES**

PowerPoint Presentations

*Thinking Like a Historian: Document 1*

*Thinking Like a Historian: Document 2*

*Thinking Like a Historian: Create Your Own Questions!*

Kid Snippets: "The Detective - Lost Dog" : https://www.youtube.com/watch?v=8jSttc9LXGo

**MOTIVATION *(Engaging the learner(s)\*)***

Students will watch a video that demonstrates how historians are like detectives.

**DEVELOPMENTAL PROCEDURES**

1. Students will begin by watching a video demonstrating how historians are like detectives. *What are some things that you saw in the video that detectives do? Why do you think it is important for detectives to look for clues? If a detective does not look closely at his/her clues, would he/she be able to solve the mystery? Why or why not?*
2. Teacher will explain what it means to think like a historian and the importance of historians acting as detectives in order to find credible evidence. *Do you think it is important for historians to look closely at their sources? Does that make historians similar to detectives? Why or why not? What makes a source credible? How do we know when something is credible? What clues can we look at to find whether something we are reading is credible or not?*
3. Teacher will go over the rules that are expected to be followed during the lesson, using the *CHAMPS* slide. *Who would like to volunteer to read the first rule to the class?*
4. Teacher will describe the different questions that are used when thinking like a historian, including sourcing, close reading, close reading/perspective, and context questions. Together the class will analyze a document and answer the five different question, citing evidence as needed. *Who wrote this article? What do you think was his/her reason for writing this article? Do you think there is any bias in his/her writing? Why or why not? What does the author mean by \_\_\_\_? What else is going on during this time period? How might this affect what the author is writing about or the opinion of the author?*
5. Students will be put into groups and given the *Thinking Like a Historian: Document 1*. In their groups, students will analyze the document and answer a sourcing, close reading, close reading/perspective, and context question. Students will then determine whether the document is credible based on evidence that they collected. Class will discuss their findings together. *What do we know about the author? Who is he/she? What does this tell us about his/her motivation for writing the article? Who can find evidence to support what the author means by \_\_\_\_\_? How can we use what we found/know to determine the credibility of this document?*
6. Students will be given the *Thinking Like a Historian: Document 2*. Students will analyze the document independently and answer a sourcing, close reading, close reading/perspective, and context question. Using evidence that they found, students will determine the credibility of the document. *What is the perspective of the author? How do you know? Do you think the author may be biased in some way? How do you know? What evidence from the article tells us what else is going on in the world at this time? How might that affect the tone of the article? How does this document compare to the first document we read?*
7. Teacher will review and emphasize once more the importance of acting as a detective when reading like a historian. *How can we use our detective skills to read closely and determine the credibility of a given document? How can this skill help us to gather reliable evidence? Why do you think it is important to know the credibility of something before using it in a paper or for self-knowledge?*
8. Students will be given the *Thinking Like a Historian: Create Your Own Questions!* worksheet. Students will take this home for homework and create their own sourcing, close reading, close reading/perspective, and context questions using a given document. *Can we use what we know about “Thinking Like a Historian” to create our own sourcing, close reading, close reading/perspective, and context questions?*

**INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)***

**Modeling**

**Indicator:** This will be evident when the teacher shows students how to think like a historian and answer questions on a given document.

**Scaffolding**

**Indicator:** This will be evident when students are able to create their own sourcing, close reading, close reading/perspective, and context questions using a given document.

**Cooperative Learning**

**Indicator:** This will be evident when students work in groups to answer questions on a given document accurately.

**ADAPTATIONS *(Exceptionality\*)***

* The student with ADHD who struggles to focus will be provided with frequent breaks and will be allowed to choose which group they would like to work in.
* The student with autism who struggles with transitions will be provided with a schedule for the lesson and a timer to keep track of how much time is left for each activity.

**DIFFERENTIATION OF INSTRUCTION**

Social Strengths

The student who is social will benefit from discussions when working together in groups.

Linguistic Strengths

The student that is linguistically able will benefit from reading the documents and filling out the answers to the questions.

Visual Learner

The student that is a visual learner will benefit from watching a video and having the teacher model how to answer the different questions.

**ASSESSMENT *(artifacts\* and assessment [formal & informal]\*)***

Students will answer sourcing, close reading, close reading/perspective, and context questions in order to determine the credibility of a given document, answering 3 out of 4 questions correctly.

**INDEPENDENT PRACTICE**

Students will create their own sourcing, close reading, close reading/perspective, and context questions in order to determine the credibility of a given document.

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

Direct Teacher Intervention

The teacher will work with a small group of students while the rest work independently at their desks. Each student will be provided with a document and different colored highlighters. Together, the teacher and students will work through the five different questions and highlight the information and evidence pertaining to each question.

Academic Enrichment

Students will research and find their own documents. After finding their documents they will create their own sourcing, close reading, close reading/perspective, and context questions. The next day in class, they will exchange articles with a partner and answer their partner’s questions and determine whether the document is credible or not.

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