**Molloy College**

**Division of Education**

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Grade 5 Content Area: Social Studies

**NYS STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)

5.3a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

5.3b Europeans encountered and interacted with Native Americans in a variety of ways

***Indicator:*** *This will be evident when students are empowered with the tools to accurately speak about whether Columbus was a hero or villain on Flipgrid.*

**ELA Standard: New York State Next Generation English Language Arts Learning Standard**

**Speaking and Listening**

Presentation of Knowledge and Ideas

5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.

***Indicator:*** *This will be evident when students report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience by  accurately speaking about whether Columbus was a hero or villain on Flipgrid.*

**NCSS C3 Inquiry Arc***.*

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 draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and present their information, portions and findings in Flipgrid*

**Social Studies Practices: Habits of Mind**

1. **Gathering, Interpreting and Using Evidence**

6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

**Indicator**:   *This will be evident when students recognize arguments on whether Columbus is a*

*hero or villain and present their finding on Flipgrid.*

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

After engaging in a practice exercise on how to use Flipgrid, students will *report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience by creating the summative essay* on Flipgrid with three accurate facts.

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

**1.MOTIVATION**

**After explaining the objective of today’s lesson, teacher will show students numerous Flipgrid videos. The teacher will explain to the students that they will be using Flipgrid to create a video to answer the summative essay question.**

2.Students will get an iPad and be prompted to log into the class Flipgrid. Teacher will instruct students on how to use Flipgrid to create meaningful videos.

*Question: Today you will express your ideas on Columbus and the credibility of sources by speaking rather than writing.Has anyone used Flipgrid before? What questions do you have about Flipgrid?*

3. Students will work on creating a practice video on a time that they *failed well* to get accustomed to using the website and creating a video on their own.

*Question: Is anyone having trouble? How are you feeling about Flipgrid so far? Students will respond to classmates to see other examples of how students presented ideas orally and to relax them.*

4.Teacher will now go over the summative essay question with students, showing them the two documents to analyze individually. Teacher will model how they can set up a piece of paper to help them gather ideas on each document.

5.Teacher will give students a piece of paper to write some short ideas on, students are only to be writing short bullet points or drawings to help them remember their ideas for their video.

6. Students will create their Flipgrid video responses to the summative essay question.

7. Teacher will ask who would like to present their ideas or video in front of the classroom.

**ASSESSMENT *(formal & informal)***

Formal

* Teacher will assess students’ video on Flipgrid.

Informal

* Teacher will assess students’ notes sheet.
* Teachers will assess students’ work and thought process throughout the whole lesson.

**REFERENCES**

ENGAGE NY. (2017). New York State Next Generation English Language Arts Learning

Standard. Retrieved from

http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf