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| **(Compelling Question)**  Grade Level: 5 Was Columbus a Hero or Villain?  Compelling Sub Questions  **How Can We Create Informed Opinions in an Age Defined By Social Media? Can we use credibility tools to determine what is true about Columbus?** |
| Narrative Background:  **Cyberbullying, Social Media Literacy and the Search for Truth About Columbus**    **This fifth grade Inquiry Design Model (IDM) curriculum allows students to explore cyberbullying and social media literacy through critical analysis of the credibility of internet postings, primary and secondary documents. Students will investigate these historical resources and undertake the compelling question, *“Was Columbus a Hero or Villain?*” By completing this IDM, students will not only begin to understand the severity of identifying credible and unreliable information that is presented to them but how important these issues are pertaining to the world today. The hope is that this unit will give students the tools that they need to combat bullying and discover what is credible on social media and in historical texts.** |

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| **Compelling Question:**  Was Columbus a Hero or Villain?  **How Can We Create Informed Opinions in an Age Defined By Social Media? Can we use credibility tools to determine what is true about Columbus?**  **Staging the Question:**  **Students will be introduced to the need for sourcing through a story, *Mr. Peabody’s Apples*. This story involves a man who finds his reputation ruined when all of his baseball players believe a rumor that is spread by one of his young players damaging his character. The “big idea” of the story is that if sources are not investigated, the outcomes can be truly damaging. This will create the brain framing that will connect the history that follows tothe students’ lives. This framing will build the foundation and rationale for analyzing sources when it comes to historical and social media information.** |
| **Standards and Practices:**  **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.**  **ELA STANDARDS**    **Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**    **Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and idea**    **Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**  **Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.** |

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| **1.. Supporting Question:**  **What is Sourcing and How Can it Help us Find Truth?**  **(Brain Framing--**  **Connecting New**  **Knowledge to Existing Knowledge)** | **Formative Tasks:**  **Your Lesson Objective**  After reading *Mr. Peabody’s Apples* as a class, students will determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas to determine the main idea of the story, exploring the question of “What is sourcing and how can it help us find truth?” by writing an alternative ending to *Mr. Peabody’s Apples* in which students find a way to correct the inaccurate sources in the story based on sound, relevant accurate alternate ending solutions. | **Sources:**  Madonna, & Long, L. (2006). *Mr. Peabody’s Apples.* London: Puffin. |

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| **2. Supporting Question:**  **Is Columbus a Hero or Villain Based on Our Textbook?**  **(Filling the Filing Cabinet)** | **Formative Tasks:**  **Your Lesson Objective**  After reading two different articles about Christopher Columbus, students will engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others by participating in a listen and retell exercise and a jigsaw exercise to discuss the information they gathered from the articles. Students will complete an exit ticket where they will write down three solid facts on whether they think today provided sound evidence of Columbus being a hero or villain. | **Sources:**  Miller, J. M. (1900). *Columbus*,  In American Anthology. 17887-1900;  Teacher Made Source on Columbus  Teacher Made Exit Ticket |

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| **3. Supporting Question:**  **Can we use credibility tools to determine what is true about Columbus?**  **(Brain Consolidation Moving from Short Term Storage to Long Term)** | **Formative Tasks:**  **Your Lesson Objective**  After students are re-introduced  to the SCIM-C strategy,  students will read and analyze  four sources on Columbus performing the SCIM-C  strategy to determine the truth  about Columbus; students will  record and share their findings from their SCIM-C activity with one student presenting the group’s SCIM-C with all five of the lettered tasks filled in  completely with two facts under each letter. | **Sources:**  SCIM-C strategy  Four sources on Columbus from midterm in the lesson plan  Sailing music:  https://www.youtube.com/watch?v=uCfu\_Yh77D4  History Detectives Worksheet  History Detectives PowerPoint |

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| **4.. Supporting Question:**  **What Would a Meeting of the Minds Reveal about the Compelling Question?**  **(Episodic Memory-Amygdala)** | **Formative Tasks:**  **Your Lesson Objective**    After conducting research  about certain historical figures  with opinions on Columbus,  students will pose and respond  to specific questions by  making comments that  contribute to the discussion  and elaborate on the remarks  of others by participating in a Meeting of the Minds  Simulation and making more  than five sound, relevant contributions to the meeting. | **Sources:**  Teacher Made Questions for Discussion  Teacher Made Research Packets  On Each Historian |

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| **5. Supporting Question:**  **How can we effectively organize and share what we know about Columbus and credibility of sources in writing?**  **(Brain Consolidation Moving from Short Term Storage to Long Term)** | **Formative Tasks:**  **Your Lesson Objective**  After engaging in a practice pre-writing exercise on whether or not Tik Tok should be banned, students will *provide logically ordered reasons that are supported by facts and details from various sources* by completing a TDFC planning sheet on their required essay on whether Columbus was a hero or a villain. Students will do this accurately filling in all the boxes of the TDFC outline. | **Sources:**  The TDFC Graphic Organizer  (Strategic Instruction Model (University of Kansas) |

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| **Summative Performance Task: (Teach Creatively--Assess Traditionally)**  **(\*Parallel Construction”--Laying the Groundwork for the Regents)**  **Students will complete a Regents-style short-answer question employing sourcing and context while investigating the essential question.**  **Link to Essay:** [**Columbus Unit Regents Based Essay (New Short Answer Format)**](https://docs.google.com/document/d/1D_qfPZzV4veVGtQF9hPlYNMQTnDi7fJWCslH6WlX-ss/edit?usp=sharing) |
| **Extension: (Students Who Are Unable to Display Competence in Traditional Ways**  **Students unable to effectively write out his analysis of the Regents style essay will be provided with a Flipgrid option that will enable the student to share his views on the credibility and the relationship of the sources.**  . |

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| **6.. Supporting Question:**  **How can Students Lacking in Writing Skills Effectively Express their Opinions and Thinking on Columbus?**  **(Brain Consolidation)** | **Formative Tasks:**  **Your Lesson Objective**  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 | **Sources:**  Flipgrid Educational App |

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| **Taking Informed Action: Lesson:**  **Students will make a connection between the historical literacy and the social media that defines their lives. Students will participate in an interactive drama that connects media literacy and cyberbullying.** |

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| **7. Supporting Question:**  **How can we determine the credibility of a Social Media Source with SPACE?**  **(Brain Consolidation Moving from Short Term Storage to Long Term)** | **Formative Tasks:**  **Your Lesson Objective**  After students are introduced to the SPACE strategy through an example, students will write arguments to support a claim and engage in collective discussion using the SPACE strategy to determine how cyberbullying could have been defeated through social media literacy by analyzing five tweets and determining their credibility. Students will correctly identify all five of the SPACE categories. | **Sources:**  Set of five Tweets,  SPACE Graphic Organizer |

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| **8.Supporting Question:**  **Can we Use Our New Knowledge of Media Literacy to Combat Cyberbullying?**  **(Episodic Memory-Amygdala)** | **Formative Tasks:**  **Your Lesson Objective**  After participating in an interactive drama about a girl from Kansas, students will *engage effectively in a range of collaborative discussions with diverse partners* completing the “*Bullying Behind Social Media”* worksheet where they are creating three actions they would have done differently to make the outcome of the skit more positive. | **Sources:**  Teacher Made Interactive Drama on Cyberbullying |