**Molloy College**

**Division of Education**

Nora Miller and Amanda Reyes Dr. Sheehan

EDU 351 01 Date: 3/27/20

Grade: 5 Topic: The SPACE Strategy Social Studies

**INSTRUCTIONAL OBJECTIVES**

After students are introduced to the SPACE strategy through a teacher-created example, students will write arguments to support a claim and engage in collective discussion using the SPACE method to determine how cyberbullying could have been defeated through social media literacy by analyzing four tweets and determining their credibility. Students will correctly identify the credibility of 3 out of 4 sources.

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

**New York State Social Studies Standards**

5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards: 1, 2; Themes: ID, MOV, SOC)

5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

*Indicator: This will be evident when students utilize the SPACE strategy to accurately evaluate the credibility of multiple tweets.*

**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*

*SPACE activity and drawing conclusions about credible 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 stud*ents *present their information, portions and* *findings sharing whether the facts presented in the social media posts are credible or not.*

**Common Core ELA Standards**

Comprehension and Collaboration

5SL1: 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 express ideas clearly and persuasively, and build on those of others discussing the credibility of the social media posts.*

**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 determine credibility.*

C. Comparison and Contextualization

2. Categorize divergent perspectives of an individual historical event.

*Indicator: This will be evident when students gather, interpret, and use evidence to look at different perspectives on cyberbullying.*

**MOTIVATION**

The two teachers will have a “conversation,” talking about something that they heard on the Internet social media that was ridiculous. Students will then be drawn into the discussion explaining to the teachers that you cannot believe everything on social media.

**DEVELOPMENTAL PROCEDURES**

1. As a class, students will review the interactive drama and discuss what happened to the boy from Kansas. *(Do you think everything that was said about the boy from Kansas was necessarily true? If so, how do you know? Do you think there’s a strategy that could help us in determining what is true and what isn’t?)*
2. The teacher will present a PowerPoint presentation on SPACE and how it can help us determine if the history we are learning is valid or not. *(Why do you think it is important to evaluate credibility? What is a bias? How does corroborating help us determine if the material we are reading is valid or not?)*
3. After being introduced to the SPACE strategy, students will go over an example of how to correctly use the strategy with the teacher. (*What is the point of view in this tweet? Who do you think the desired audience for this tweet is? What can we get from a document/tweet without the author directly telling us?)*
4. Students will be broken up into groups of four. Each member will be assigned a specific role, one student being the time keeper, one the writer, on the presenter and one the master of ceremonies (leader calling on other group members). Students will receive a SPACE Cheat Sheet.
5. Each group will get a different tweet, working together to determine whether their tweet is credible or not using the SPACE Strategy template. *(Is this tweet credible? Is it a primary or secondary source? What can you evaluate about this tweet? What is the purpose of this tweet? Who wrote this source, does that give us any information?)*
6. Students will go back to their seats and have a class discussion about the documents with each group presenting their document to the class and discussing the corroboration between the documents. *(How does corroborating help us determine if what we learned is valid or not?)*
7. The lesson will end with a quick review on SPACE. *(Why is it important to check for credibility? How could we use what we learned today, to help the boy from Kansas?)*

**ASSESSMENT**

* Students will write arguments to support a claim and engage in collective discussion using the SPACE method to determine how cyberbullying could have been defeated through social media literacy by analyzing four tweets and determining their credibility. Students will correctly identify the credibility of 3 out of 4 sources.
* The teacher will assess the understanding of SPACE through questioning and observing.
* The teacher will walk around while students are in their SPACE groups and observe and ask questions.

**REFERENCES**

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realDonaldTrump. (2020, March 25). The LameStream Media is the dominant force in trying to get me to keep our Country closed as long as possible in the hope that it will be detrimental to my election success. The real people want to get back to work ASAP. We will be stronger than ever before! [Tweet]. Retrieved from <https://twitter.com/realDonaldTrump/status/1242905328209080331>

RealSkipBayless. (2020, March 27). Now LeBron says this forced layoff is a bad thing bc it broke his momentum. Obviously it was a very good thing for him bc at 35 he can rest his body after playing 209 more minutes than any other Laker. BUT HE’S BUILDING IN AN EXCUSE IN CASE HE FAILS IN WHATEVER PLAYOFFS WE HAVE. [Tweet]. Retrieved from <https://twitter.com/RealSkipBayless/status/1243631254550876160>

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**SPACE Strategy Cheat Sheet**

**Use these questions to help guide you in filling out each letter on the SPACE strategy worksheet!**

**SOURCING: This is the "S"**

1. Who wrote this article?

2. When was it written?

3. Is the author a credible source about what (s)he is writing about? (Is the author known for what is (s)he is writing about and does (s)he have experience about what is being written about?)

4. Is the author a reliable source in general? (Does the author tend to be truthful, can you trust the author?)

5. Is the information presented by the author biased or unbiased? Where is the bias?

6. Is the author anonymous? (Name withheld)

**PURPOSE AND POINT OF VIEW: This is the "P"**

1. What is the author's purpose in writing? (Inform/Explain, Persuade, Entertain)

2. What is the author's perspective on the issue? Does the author's presentation favor one side or the other?

3. Does the author present one point of view or is the presentation balanced?

4. Are points of view missing from the article?

**AUDIENCE: This is the "A"**

1. Who is the desired audience for the author? Is the audience general or specific?

2. Why might the author be writing this piece to this audience? (purpose-goal)

3. Has an event happening in the world inspired the author to write this piece? (context)

4. What does the author want the audience to think after reading this piece?

**CORROBORATION: This is the "C"**

1. Is the information presented fact or opinion? (Opinions are much harder to corroborate but this can be done by checking the facts that the opinion is based on.)

2. Can the information presented be corroborated in other sources?

3. Where could you go to corroborate the information in the article? (What sources on the Internet might enable you to do this quickly and easily?)

4. Do you need primary sources to corroborate this account? Which sources might help corroborate this account, even if not accessible? What is missing?)

5. Have you tried to corroborate this source? What did you find?

**EVALUATION OF CREDIBILITY AND RELIABILITY: This is the "E"**

1. When you review all of the questions above, does the information seem credible (believable) ? Which concept (letter) was most powerful in leading you to that conclusion?

2. When you review all of the questions above, is the information incredible ( not believable) ? Which concept (letter) was most powerful in leading you to that conclusion??

3. When you review all of the questions above, is the information reliable (trustworthy) ? Which concept (letter) was most powerful in leading you to that conclusion?

4. When you review all of the questions above, is the information unreliable (not trustworthy) ? Which concept (letter) was most powerful in leading you to that conclusion?

5. Are you unable to determine reliability and credibility based on the information provided? What other sources are available that could check, confirm, or oppose the evidence currently marshaled?







