**Molloy College**

**Division of Education**

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Course: EDU 5090-01 Date: 3/31/2020

Grade: 5th Topic: Sourcing Content Area: Social Studies

**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 set the stage for this unit by discovering the power of sourcing in the credibility of evidence.*

**Common Core ELA Standards**

**Key Ideas and Details**

2. Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.

***Indicator:*** *This will be evident when students determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas to recognize the importance of sourcing and finding truth after reading* Mr. Peabody’s Apples.

**NCSS Inquiry Standard:**

**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* *work toward conclusions by collecting evidence and evaluating its usefulness in developing causal explanations to evaluate the importance of sourcing after evaluating various advertisements shown to the class.*

 **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 students collaboratively identity evidence and explain content to know if a source is believable or not.*

**INSTRUCTIONAL OBJECTIVE(S)**

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.

**DEVELOPMENTAL PROCEDURES**

**MOTIVATION**

1. Students will be invited to play a game of “Telephone.” The teacher will start by whispering a message to one student to be passed along to every student in the classroom. The final student will be responsible for repeating the message they heard. This exercise is an introduction to the book *Mr. Peabody’s Apples,* which focuses on the importance of credible information and sources, and how the messages we are presented are not always the truth. *(What was the original message? What was the message we ended up with? Can we consider the final message as the truth?)*

2. After the “Telephone” game, students will popcorn read *Mr. Peabody’s Apples* by Madonna. The class will discuss the conflict and moral of the story and who in the story caused the conflict. *(What is the main idea of this story? What was the problem? Who was responsible for this problem? Should the people in the story have believed the boy?)*

3. The class will then have a discussion on how the game of “Telephone” relates to the main idea of the book. *(What did our game of “Telephone” have to do with the story? Could we have done anything differently to make sure that our starting message stayed the same until the end?)*

4. Students will then be broken into groups of four and asked to write an alternate ending to *Mr. Peabody’s Apples* where all inaccurate sources in the story are identified and solved. The students will share their alternate endings with the class and discuss the importance of identifying credible sources. *(After rewriting the ending to the story, can you think of any times in your own lives that you believed an incredible source? How can you stop rumors from spreading going forward?)*

5. To close the lesson, students will complete an exit ticket that asks the importance of analyzing the source of Tweets. *(Why is it important to recognize a credible source on Twitter?)*

**ASSESSMENT**

Informal assessment

Students will be assessed informally throughout this lesson based on the responses the students give, their ability to work collaboratively, and their creation of an alternate ending to the story.

Formal assessment

Students will be assessed formally by completing the “Sourcing” exit ticket worksheet. Students will be asked to explain why it is important to analyze and recognize credible sources of Tweets.

 **REFERENCES**

Madonna, & Long, L. (2006). *Mr. Peabody’s Apples.* London: Puffin.

New York State K-12 Social Studies Framework. Retrieved from

 https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework

Storytime with Miss Jeannie (2019, March 27). Mr. Peabody’s Apples by Madonna Read Aloud.

[Video file]. Retrieved from <https://www.youtube.com/watch?v=0mLYMrPj1TY>