**Molloy College**

**Division of Education**

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Grade: 5th Topic: Setting the Stage and Sourcing Content Area: Social Studies

**STANDARDS AND INDICATORS**

**New York State Social Studies Standard**

**Key Idea:**

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.

**Key Concepts:**

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

Indicator: *This will be evident while students read and discuss the power of sourcing in discovering the*

*what are credible sources pertaining to Mexico’s history.*

**Common Core ELA Anchor Standards for Social Studies**

**Key Ideas and Details**

1. 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.

*Indicator: This will be evident when students read closely to determine what the text says explicitly when writing their claim for whether Mr. Peabody’s Apples is a credible source or not a credible source.*

**NCSS Inquiry Standards**

**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 to determine if Mr. Peabody’s Apples is a credible source or not a credible source.*

**Social Studies Habits of Mind**

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

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

*Indicator: This will be evident when students recognize and effectively select different forms of evidence to determine if Mr. Peabody’s Apples is credible or not credible.*

**INSTRUCTIONAL OBJECTIVE(S)**

After the listening to specific pages from *Mr. Peabody’s Apples*, students will read closely to determine what the text says explicitly and to make logical inferences from it by writing an alternate ending to *Mr. Peabody’s Apples,* including different reactions between any two characters attaining at least a 4 out of 5 on a teacher created checklist.

**DEVELOPMENTAL PROCEDURES (\*Engaging the learner)**

1. **MOTIVATION:** Students will participate in a Zoom activity, where they will be given two zoomed in pictures based on one picture as a whole. Students will determine what the message of the whole picture is based on the zoomed in examples. Then students will decide if the picture is a credible source based on the sourcing questions. *(Who published this photograph? What is the photographer's perspective? What is the photographer's purpose? Why was it taken? When was it taken?)* [7 minutes]
2. After participating in the Zoom activity, students will be instructed on what sourcing is through a PowerPoint presentation. *(What does sourcing mean? What do you think reliable means? Why is it important to source the information given to us?).* [5 minutes]
3. The teachers will transition by reading specific pages from *Mr. Peabody’s Apples*. Students will listen and think of important words that help them to understand the story. As a class, we will brainstorm the different words to assure each of their understanding. *(What words do you feel were important in the story? After listening to the specific pages from the story, do you believe Tommy was a reliable person?)* [10 minutes]
4. Students will work with a partner to complete and answer the sourcing questions in the “Sourcing Mr. Peabody’s Apples” activity. *(When was this story written? Who wrote this story? What was the author’s purpose? What was the author’s perspective in writing Mr. Peabody’s Apples? Is Mr. Peabody’s Apples a credible source?)* [10 minutes]

THE BIG IDEA

To close the lesson, the teachers will go over the “Sourcing Mr. Peabody’s Apples” activity with the class. The teachers will begin a discussion on the moral of *Mr. Peabody’s Apples.* This will lead the class into discovering the definition of credibility of a source. [8 minutes]

Key Questions

*Who wrote Mr. Peabody’s Apples?*

*When was Mr. Peabody’s Apples written?*

*What was the purpose of the story?*

*What was the author’s perspective in writing this story?*

*Do you think this story is a reliable source?*

*Do you think this story is a credible source? Why or why not?*

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

Informal Assessment

Teachers will monitor the students working in pairs when completing the “Sourcing Mr. Peabody’s Apples” activity by walking around the room, engaging with the students with follow up questions.

Formal Assessment

Students will write an alternate ending to *Mr. Peabody’s Apples,* including different reactions between any two characters attaining at least a 4 out of 5 on a teacher created checklist.

**INSTRUCTIONAL RESOURCES AND MATERIALS**

* Smart Board
* Pencils
* “Sourcing Mr. Peabody’s Apples” activity
* “Mr. Peabody’s Apples” exit ticket
* “Mr. Peabody’s Apples: Alternate Ending” checklist

**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











