**Molloy College**

**Division of Education**

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Grade:5 Topic: Mexico City, Montreal, New York City Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After learning how to determine if evidence is credible, students will *evaluate the credibility of the reasoning and the relevance and sufficiency of evidence* through a history mystery. Students will determine which city is the happiest between Mexico City, Montreal and New York City by *using valid reasoning and relevant and sufficient evidence*. Students must include at least 3 pieces of *relevant and sufficient* evidence from the history mystery to support their answer. Students will be graded based on a teacher designed checklist and must obtain a score of 3/4.

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

**New York State Social Studies Standards**

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 Concept: 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 compare the life of the citizens in Mexico city, New York City, and Montreal.*

**National Social Studies Standards and Themes**

**Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

 **a.** explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

*Indicator: This will be evident when students examine the evidence in the history mystery to determine who is happier, Montreal, New York City, or Mexico City.*

 **Individual Development & Identity:**Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

**e.**identify and describe ways family, groups, and community influence the individual’s daily life and personal choices

 *Indicator: This will be evident when students discuss the influences of the life of New York City, Montreal, and Mexico City.*

**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*

*history mystery to answer the compelling question.*

**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 work collaboratively to conclude their investigations from the history mystery and present their findings to the class.*

**Common Core ELA Standards**

Integration of Knowledge and Ideas

7. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.

*Indicator: This will be evident when students including the validity of the reasoning and the relevance and sufficiency of the evidence in the history mystery.*

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

 *Indicator: This will be evident when students write and support a claim*, *using valid reasoning and relevant and sufficient evidence from the history mystery.*

**Social Studies Practices: Habits of Mind**

A. 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 credible evidence in the history mystery to write arguments to support their claims.*

**INSTRUCTIONAL RESOURCES**

* SMARTboard
* Mystery PowerPoint
* 3 History Mystery Envelopes
* Poster paper(graphic organizer)
* Supporting claims handout
* Credibility cheat sheet
* Teacher grading checklist
* Tape
* Happy Homework

**MOTIVATION**

Students will hear the Pink Panther Theme Song, and be told that today we are going to be detective and our mission is to determine which country is the happiest.

**DEVELOPMENTAL PROCEDURES**

1. Students will be told they are going to be detectives while listening to the pink panther theme song.

2. The students will discuss their homework from last night

3. Students will review the historical thinking strategies they learned yesterday. (*How can you think like a historian? Why do you think it is important to think like this?)*

4. The students will discuss what it means to be credible vs. non-credible (*How can we determine if the information we are reading if real (sourcing)? Why can’t we believe everything we read (context)? Is it possible for some articles to be more credible than others (corroboration)?)*

5. The teacher will discuss the rules of the lesson with the students (*Why are rules important?)*

6. Students will participate in a history mystery where they will work in groups of 4 to determine if evidence is credible or not. (*What kind of information do you see in the envelope (close reading)? Is there any bias in this evidence (close reading and perspective)?)*

7. Students will be assigned a job responsibility while working in their groups; Distributor, organizer, leader or communicator.

8. In groups students will order the evidence from least to most credible on a provided graphic organizer. (*Is there evidence that is more credible than others (Monitoring)? How do you determine credibility of evidence (contextualizing)?)*

9. Students will create a claim determining which city is the happiest, Mexico City, Montreal, New York City, using evidence from the history mystery. (*What conclusion did the evidence lead to (inferring)? Do you agree with the evidence presented in the envelopes? Is there a reason to question your findings (monitoring)?)*

10. The teacher will ask each group a question regarding the documents they analyzed, for them to share with the class. (*What was your most credible piece of evidence? Did you have more evidence supporting Mexico or America? What is a conclusion we can make based on these documents?)*

11. The teacher will distribute and discuss the homework for the night. We will play the song that goes along with the homework so the students will have a chance to hear it. The teachers will also provide the students with the lyrics of the song in which the will have to answer 2 questions.

12. To close the lesson, the students will review the compelling question; Which City is the happiest and why. Students will share their written claims to support this question with the class. (*What were your findings from the history mystery? What did the evidence tell you? What was your most credible piece of evidence (monitoring)? How do you know this?)*

**INSTRUCTIONAL STRATEGIES**

**Collaboration**

Indicator: This will be evident when students work together to solve the history mystery.

**Discussion**

 Indicator:This will be evident when students discuss with each other the evidence presented in the history mystery.

**Mystery Strategy**

Indicator: This will be evident when students use the provided evidence to solve the mystery question, “Which City is the Happiest, New York City, Montreal, or Mexico City?”

**ADAPTATIONS**

* The student that struggles to stay focused with be seated near the teacher in the front of the room and be given silent signals when needed.
* The student who struggles socially will be able to pick which group they work in during the history mystery or will be assigned a specific group by the teacher.
* The student who struggles with writing will be given the option to write, type or record his answer to his claim.
* The struggling students will be assigned a proper role and responsibility for the History Mystery.

**DIFFERENTIATION OF INSTRUCTION**

**Auditory Learners:**

In order to adapt for the auditory learners, they will be able to listen to the class discussion before the history mystery. They will also be able to listen to their peers when working together during the history mystery.

**Visual Learners:**

The visual learners will be able to visually look at the evidence in the history mystery. The students will be able to use the given graphic organizer to organize their evidence from least to most credible.

**Kinesthetic Learners:**

The kinesthetic learners will be able to move around the classroom when working with their groups. They will have to place the evidence from the history mystery onto the graphic organizer from least to most credible.

**ASSESSMENT**

* Teacher will assess students homework from the night before.
* Teacher will assess students understanding of historical thinking strategies through discussion.
* Teacher will assess how the students interact during group work.
* Teacher will assess the presentation of the findings from the mystery based on a checklist.

**INDEPENDENT PRACTICE**

Students will listen to the song Don’t Worry, Be Happy by Bobby Mcferrin. They will pay close attention to the chorus of the song. After listening to the song they will answer the questions on their “Happy Homework”. Students will answer questions about what happiness means to them, and does happiness mean something different to Mexicans and Americans. Students will be asked to justify their answer.

**FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention

For the students who struggled during the lesson, the teacher will work with them on determining what evidence is credible and what evidence is not. The students will be given multiple opportunities to practice determining evidence credibility. The students will be given a cheat sheet for them to refer to when checking evidence credibility. This cheat sheet will walk the students for what to look for in the document. The students will then be able to read the evidence and better be able to analyze them in order to answer the compelling question.

Academic Enrichment

In order to further the lesson, for the students who excelled during the lesson, they will be challenged to find two sources credible . They will have to find a document that can be used as evidence to further support their findings from the mystery. Students will need to determine if the evidence is credible enough to be used as valid evidence to support their findings.

**REFERENCES**

