

Grade 3

Communities in different cultures

Can the skills of credibility and reliability help us determine what's true about communities in different cultures?



Narrative Background

This Inquiry Design Unit will help students determine fact, opinion and credibility of sources. Students will explore communities of different cultures and determine what is similar and different about each culture.

Compelling Question:

Communities in different cultures
Can the skills of credibility and reliability help us determine what's true about communities in different cultures?

Staging the Question (Brain Framing):

Did you ever buy a toy that was not what the commercial on television suggested? What did you think when you received that toy?

Standards and Practices:

Social Studies Standard: New York State Next Generation Social Studies Learning Standard.

Geography, Humans and the Environment

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make location more suitable for settlement, while others act as deterrents.

Students will examine the geographic factors of each selected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations. Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors.

English Standard

Key Ideas and Details

3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.

Inquiry Standards

1. Questions - Raise questions
2. Eye of discipline
3. Gather information
4. Present information

Skills

1. Gather information
2. Compare and contrast
3. Chronological order
4. Geographic
5. Economic reasoning
6. Civics

<p>1. Supporting Question:</p> <p>How can we tell the difference between fact and opinion?</p>	<p>Formative Tasks:</p> <p>After students read the story Arthur's TV Trouble, students will develop and answer questions to locate relevant and specific details in a text to support an answer determining fact or opinion by telling fact or opinion on several teacher made statements with receiving at least 80% correct.</p>	<p>Sources:</p> <p>Arthur's TV Trouble Teacher made fact and opinion slips</p>
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<p>2. Supporting Question:</p> <p>How can we tell what is credible and what is not a credible source?</p> <p>(I think it will be more effective to include two skills rather than one in the unit plan. It can create deeper understanding)</p>	<p>Formative Tasks:</p> <p>After a shared reading of “Mr. Peabody’s Apples”, students will explain the credibility or incredibility of a text or video, based on relevant sound evidence, this will be evident when students explain a WHIM diagram accurately.</p>	<p>Sources:</p> <p>“Mr. Peabody’s Apples”</p>
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<p>3. Supporting Question:</p> <p>How are communities in different cultures alike and different?</p>	<p>Formative Tasks:</p> <p>After students learn about fact, opinion and reliability, students will explore communities of different cultures and discover some similarities and differences by traveling to different countries in the classroom to learn about culture. Students will answer 3 out of 4 questions correctly.</p>	<p>Sources:</p> <p>Teacher created culture cut-outs</p>
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<p>4. Supporting Question:</p> <p>Can the skills of credibility and reliability help us determine what's true about communities in different cultures through reliable and unreliable documents?</p>	<p>Formative Tasks:</p> <p>After students learn about communities and how they relate to fact, opinion, and reliability, they will do a history mystery that will test their judgment on how reliable they think a document is and how much it supports what community is best to live in</p>	<p>Sources:</p> <p>Teacher created documents</p>
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Summative Performance Task:

The Summative Performance Task is a History Mystery. This shows that the students achieved their goals by seeing how different sources can be reliable and unreliable and can judge them for themselves. They will answer the compelling question by seeing how different sources support and don't support different cultures and communities. This would be an effective summative performance task because it's a good way of wrapping everything up and bringing everything together. At this point, students have been learning about fact and opinion, reliability and credibility, and a history mystery is an effective way to bring all of those ideas back around and having students use documents to support their final answers. These documents can range from being a fact or an opinion, and can be reliable or unreliable, so all of the ideas that students learned about are brought back around in an engaging activity.

Extension:

If a student doesn't get the idea of the history mystery as well as other students, then an alternative can be that student watching videos on actual news reports about these different cultures, and they can range from positive to negative. Rather than having documents at first, videos are a good way of engaging a student if they're not engaged with regular documents to begin with. The student can watch videos that they can deem either reliable or unreliable about different cultures, and then move on to physical documents.

Taking Informed Action:

To take informed action after this Inquiry Design Unit, students can research different figureheads from different cultures. It is important for students to learn what is a fact about some cultures and what is an opinion. Social media contains a lot of biased opinions about all types of subjects including culture. Students will take informed action by Tweeting about their culture and some similarities it has with other cultures around the world. It is important for our students to realize they can have an affect on the world.

LESSON 1

Danielle Ciervo
EDU 3510-01
Grade 3 Topic Fact or opinion

Professor Sheehan
12/2/19
Social Studies

INSTRUCTIONAL OBJECTIVE

After students read the story Arthur's TV Trouble, students will develop and answer questions to locate relevant and specific details in a text to support an answer determining fact or opinion by telling fact or opinion on several teacher made statements with receiving at least 80% correct.

STANDARDS AND INDICATORS

Key concept

Gathering and Interpreting

Evidence

Key idea

Identify and explain creation/authorship, purpose, and format for evidence. Where appropriate, identify point of view and bias.

Indicator: This will be evident when students discuss their findings of fact or opinion on teacher made statements.

English

Key Ideas and Details

3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.

Indicator: This will be evident when students use evidence from Arthur's TV Trouble to detect fact or opinion.

Social Studies Standard: New York State Next Generation Social Studies Learning Standard.

Geography, Humans and the Environment

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

Students will examine the geographic factors of each selected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations. Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors.

INQUIRY STANDARDS

1. Questions - raise questions
2. Eye of discipline
3. Gather information
4. Present information

SKILLS

1. Gathering info
2. Compare and contrast
3. Chronological reasoning
4. Geographic
5. Economic reasoning
6. Civics

DEVELOPMENTAL PROCEDURES

1. **Motivation:** Teacher will read to students the book Arthur's TV trouble and ask students to do a think pair share on what they think this book will be about. (*What do you think Arthur's trouble is going to be?(METACOGNITIVE) Do you think there will be a solution to Arthur's trouble? (METACOGNITIVE) Have any of you ever bought something off of TV and it wasn't what you expected (LITERAL))* [8 minutes]
2. The teacher will then transition into an introduction of the terms fact and opinion going over various examples on the board. (*Who can tell me what a fact is?(LITERAL) Who can tell me what an opinion is?(LITERAL) How do you know if something is a fact or opinion? (LITERAL))* [8 minutes]
3. The teacher will then ask the students if they noticed anything in Arthur's TV Trouble that can be a fact or opinion from the TV commercial ad. (*Did you notice anything in the commercial ad that was a fact or opinion, if so, what? (METACOGNITIVE) What was Arthur trying to buy? (LITERAL) Was the item presented in the commercial as a fact or opinion? (LITERAL))*[5 minutes]
4. After the discussion about Arthur's TV Trouble, the teacher will then show the students examples of the facts or opinions in the book. (*Is this a fact or opinion? (LITERAL) How do you know this is fact?(METACOGNITIVE) How do you know this is an opinion? (METACOGNITIVE))*[5 minutes]
5. The teacher will tell the students to create 2 fact and 2 opinion sentences in their notebooks. The teacher will circulate around the room checking for clarification and understanding of the assignment given (*Who can remind us what a fact is? (LITERAL) Who can remind us what an opinion is?(LITERAL))*[5 minutes]
6. After students create their own sentences the teacher will then ask the students who wants to share their fact or opinion sentences. (*Who can share one of their fact sentences? (INFERENTIAL) Who can share one of their opinion sentences? (INFERENTIAL))* [2 minutes]
7. **Closure:** The teacher will then close the lesson by assigning the students an exit ticket which will be to complete several teachers made sentences where the students will have to determine if it is a fact or opinion. (*Do any of you have questions on what a fact or opinion is? (LITERAL))* [7 minutes]

INSTRUCTIONAL STRATEGIES

Scaffolding (providing support and moving students toward greater independence)

Indicator: This will be evident when the teacher helps students understand the definition of fact and opinion.

Discussion (engaging in meaningful discussions about the content)

Indicator: This will be evident when students are discussing during their think pair share on what they think will happen in Arthur's TV Trouble.

ASSESSMENT

Informal Assessment

Students will be informally assessed when the teacher circulates around the room checking for clarification and understanding of the fact or opinion sentences they created.

Formal Assessment

Students will be formally assessed through an exit ticket attaining a score of at least 80% correct.

INDEPENDENT PRACTICE

Following the lesson on fact or opinion, students will create a story in their workbooks of how they could've helped Arthur out during his TV Trouble.

REFERENCES

English Language Arts Learning Standards. (n.d.). Retrieved from

<http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>.

Teaching Resources & Lesson Plans. (n.d.). Retrieved from

<https://www.teacherspayteachers.com/>.

Teacher created fact or opinion sentences EXIT TICKET

Name: _____ Date: _____



DIRECTIONS: Read each statement carefully. Write **opinion** on the line, if the sentence is an opinion. Write **fact** on the line, if the sentence is a fact.

1. $96 \times 85 = 8,160$ _____
2. That cat is the cutest kitty I have ever seen! _____
3. School is boring. _____
4. Soccer is played using a white and black ball. _____
5. A week has seven days. _____
6. Country music is awful. _____
7. The United States is in North America. _____
8. Alaska is a state. _____
9. Word searches are fun to do. _____
10. Pepsi is a type of soda. _____
11. People eat food. _____
12. A tree is a living thing. _____
13. Barbie dolls are fun to play with. _____
14. Dogs are animals that have fur. _____
15. Running is very easy. _____
16. Wednesday is a day of the week. _____
17. Doctors help sick people. _____
18. Toy Story is a movie with fictional characters. _____
19. Reading is the best subject in school. _____
20. A carrot is a type of vegetable. _____

Answer key

Name: _____ Date: _____

FACT OR OPINION

DIRECTIONS: Read each statement carefully. Write **opinion** on the line, if the sentence is an opinion. Write **fact** on the line, if the sentence is a fact.

1. $96 \times 85 = 8,160$ **fact**
1. That cat is the cutest kitty I have ever seen! **opinion**
2. School is boring. **opinion**
3. Soccer is played using a white and black ball. **fact**
4. A week has seven days. **fact**
5. Country music is awful. **opinion**
6. The United States is in North America. **fact**
7. Alaska is a state. **fact**
8. Word searches are fun to do. **opinion**
9. Pepsi is a type of soda. **fact**
10. People eat food. **fact**
11. A tree is a living thing. **fact**
12. Barbie dolls are fun to play with. **opinion**
13. Dogs are animals that have fur. **fact**
14. Running is very easy. **opinion**
15. Wednesday is a day of the week. **fact**
16. Doctors help sick people. **fact**
17. Toy Story is a movie with fictional characters. **fact**
18. Reading is the best subject in school. **opinion**
19. A carrot is a type of vegetable. **fact**

Lesson 2

Travis Cooksey

Professor Sheehan

EDU 3510-01

12/2/19

Grade 3 Topic: How can we tell what is and what is not a credible source? Content Area: SS

INSTRUCTIONAL OBJECTIVE

After a shared reading of “Mr. Peabody’s Apples”, students will explain the credibility of a text or video, based on relevant sound evidence, this will be evident when students explain a WHIM diagram accurately.

STANDARDS AND INDICATORS

New York State English Standards

3rd Grade Reading Standards

Integration of Knowledge and Ideas

3R8: Explain how claims in a text are supported by relevant reasons and evidence.

Indicator: This will be evident when students explain whether or not claims are relevant based on sound evidence.

INQUIRY STANDARDS

1. Questions - raise questions
2. Eye of discipline
3. Gather information
4. Present information

SKILLS

- Gathering Information
- Comparing and contrasting
- Interpreting information

DEVELOPMENTAL PROCEDURES

1. Students will be read Mr. Peabody's Apples aloud by the teacher. (*What happened when the boy started telling people about the apples? How did people's mindsets change about Mr. Peabody? Was any of it true? How come people believed the boy?*)
2. Students will then be introduced to the WHIM model. The teacher will explain each portion. (*Are there any questions? Be sure to be careful with facts or opinions.*)
3. Students and the teacher will then do a model WHIM together with article 1.
4. Following this, the students will be given out a variety of articles or videos of advertisements and will be asked to construct their own WHIM independently.
5. When finished students with the same article or video will group together and share their WHIM's with each other. One summative WHIM will be made per group on big paper.
6. After they share together and make the summative WHIM each group will share with the class.

INSTRUCTIONAL STRATEGIES

- Teacher modeling
 - This will be evident when the teacher models a WHIM diagram.
- Group work
 - This will be evident when the students group up and share ideas to make a summative WHIM.

ASSESSMENT

Formal: Individual WHIM's will be collected for a grade.

INDEPENDENT PRACTICE

For homework, students will be sent home with a different article or video than what they worked on in class and will be asked to create a WHIM for the new article.

REFERENCES

<https://www.gangreenation.com/2019/12/1/20989300/jets-vs-bengals-five-bold-prediction>

[s](#)

<https://www.youtube.com/watch?v=3DZbSlkFoSU>

<https://www.nationalgeographic.com/animals/2019/12/ancient-shark-like-predator-had-jaw-like-buzz-saw-blade/>

W.H.I.M.

W- Who wrote it?

H- How come it was written?

I- Is it a fact or an opinion?

M- Mean to me? (What does it?)

LESSON 3

Molloy College Division of Education

Student Kevin Pastier

Professor Sheehan

Course EDU 3510 Date 11/24/19

Grade 3

Topic Communities and Geography

Content Area Social Studies

INSTRUCTIONAL OBJECTIVE(S)

After students learn about fact, opinion and reliability, students will explore communities of different cultures and discover some similarities and differences by traveling to different countries in the classroom to learn about culture. Students will answer 3 out of 4 questions correctly.

STANDARDS AND INDICATORS

Social Studies Standard: New York State Next Generation Social Studies Learning Standard.

Geography, Humans and the Environment

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

Students will examine the geographic factors of each selected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations.

Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors.

Indicator: This will be evident when students are deciding which culture they would prefer to move their community.

English

Key Ideas and Details

3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.

Inquiry Standards

1. Questions - Raise questions
2. Eye of discipline
3. Gather information
4. Present information

Skills

1. Gather information
2. Compare and contrast
3. Chronological order
4. Geographic
5. Economic reasoning
6. Civics

DEVELOPMENTAL PROCEDURES (*Engaging the learner)

1. **MOTIVATION** Students will be engaged when watching the, “Cultures Around the World” video that speaks about some traditions celebrated in different cultures.
2. After watching the video, students will perform a Turn and Talk with a partner and discuss some similarities their culture shares with one of the cultures in the video. (*What are some similarities and differences between cultures?*)
3. Students will then be presented with objects that are representative of cultures from around the world. (*What culture are these objects from? How do we know this? What can we infer about these cultures?*)
4. Students will then be split into 4 groups and, “Travel the World” which will be the classroom that is separated into 4 quadrants with each corner containing pictures from different cultures. (*What are some of the key features from each culture?*)
5. Each group will be asked to determine which culture and geographic location they would like to move their community. The different locations and cultures are Mexico, India, Japan and Italy.
6. Students will create a Venn Diagram to compare and contrast two of the cultures we just explored. (*Which two cultures have the most similarities and differences?*)
7. Students will have to defend their decision in front of the class by using sound evidence and examples from their culture of choice. (*What evidence can you use to support your argument?*)
8. Students will be shown 4 different objects and they will have to be able to identify what culture 3 of the 4 objects represent.

ASSESSMENT (*formal & informal*)

Informal assessment

Teacher will informally assess students by questioning and walking around the class monitoring student progress by checking for understanding as they complete class activities.

Formal assessment

Students will be shown 4 different objects and they will have to be able to identify what culture 3 of the 4 objects represent.

INSTRUCTIONAL STRATEGIES

Cooperative Learning: (engaging groups of students working together on a structured activity)

Indicator: This will be evident when students are working with their groups to, “Travel the World” and decide on a culture.

Direct Instruction (explicit presentation of information)

Indicator: This will be evident when the teacher is displaying objects from different cultures and explaining their significance.

Discussion (engaging in meaningful discussions about the content)

Indicator: This will be evident when students are explaining their decision on what culture they picked.

Modeling (demonstrating different strategies and procedures)

Indicator: This will be evident when the teacher is modeling how to pick a culture and geographic location.

INDEPENDENT PRACTICE

Students will be asked to bring in an object that is representative of their culture.

REFERENCES

Cultures from around the world video retrieved from

<https://www.youtube.com/watch?v=hTxKv5n5M2Y>

English Language Arts Learning Standards. (n.d.). Retrieved from

<http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>.

Teaching Resources & Lesson Plans. (n.d.). Retrieved from

<https://www.teacherspayteachers.com/>.









Lesson 4

Molloy College
Division of Education

Lesson Plan

Student: James Bergamine

Course: EDU 3510 01

Grade: 3

Topic: Communities
Studies

Professor: Kevin Sheehan

Date: 11/29/19

Content Area: Social

Standards

Social Studies Standard: New York State Next Generation Social Studies

Learning Standard:

Geography, Humans, and the Environment

3.3

Standard: Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

3.3a

Standard: Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

Students will examine the geographic factors of each selected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations. Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors

Indicator: this will be evident when students realize that geographic factors often influence where people settle and form communities and people adapt to and modify their environment in different ways to meet their needs.

ELA Standard: New York State Next Generation ELA Standard:

Key Ideas and Details

3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.

Indicator: This will be evident when students develop and answer questions to locate relevant and specific details in a text to support an answer or inference

Instructional Objective

After learning about different communities, students will complete a history mystery, in which they will work in groups to judge which documents are reliable and not reliable on which community is best to live in. They will then listen to each other's opinions on which community is best to live in.

Inquiry Standards

1. Questions- Raise questions
2. Eyes of Discipline
3. Gather information
4. Present Information

Skills

1. Gathering Info
2. Compare and Contrast
3. Chronological Reasoning

4. Geographic

Developmental Procedures

- 1. Motivation:** Students will review what they learned about reliability and fact and opinion (*What does everybody remember about what reliability mean?*)
2. The students will each receive an envelope full of documents that support different communities and civilizations and which one is the best to live in, based on Mexico, Japan, India, and Italy (*What do you notice about the documents? How are they different and similar?*)
3. The students will do a history mystery in which they will take the documents and organize them into which ones are most and least reliable by posting them on a giant piece of construction paper. They will also organize the documents to show which ones support a certain civilization as the best to live in (*Why do you think this piece of evidence is reliable or unreliable? What do you notice about it that stands out to you?*)
4. After they finish organizing their documents, the students will go over their own history mystery and explain which community is best to live in based on their own evidence (*Based on your evidence, which civilization is the best to live in and why?*)

5. The students will hear other people's reasons and see if they agree or disagree
(Why do you agree/disagree with this group's answer?) Do they share any of the same opinions as you?)

Assessment

Informal: Students will be contributing to the history mystery, and they will contribute their own opinions on which piece of evidence they think is reliable and unreliable

Instructional Strategies

-Discussion: (Providing support and moving students toward greater independence)

-Indicator: This will be evident when the teacher allows the students to discuss among themselves which pieces of evidence are reliable and unreliable

-Cooperative Learning: (engaging groups of students working together on a structured activity)

-Indicator: This will be evident when students work on the history mystery in their groups together

Independent Practice

Students will be asked to reflect on everything they learned from the history mystery, and try to find a reliable and unreliable source on their own, and bring them into class the next day to talk about the difference between them

References

New York State Department of Education. (2019). New York State Next

Generation Social Studies Standards. Retrieved from

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>

English Language Arts Learning Standards. (n.d.). Retrieved from

<http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>.

Documents

Document 1:

“In a study made in 2010, Italy is the country with the least amount of crime than any other country”

- *United Nations*

Document 2:



Twitter 
@Twitter



Beyonce: “Just went to a restaurant in Italy and the waiter was rude to me because I was American, NEVER COME TO ITALY!”

 46.6K 10:08 AM - Nov 29, 2018



Document 3:

“Sources say that more people wanted to live in Japan more than any other country in the world”

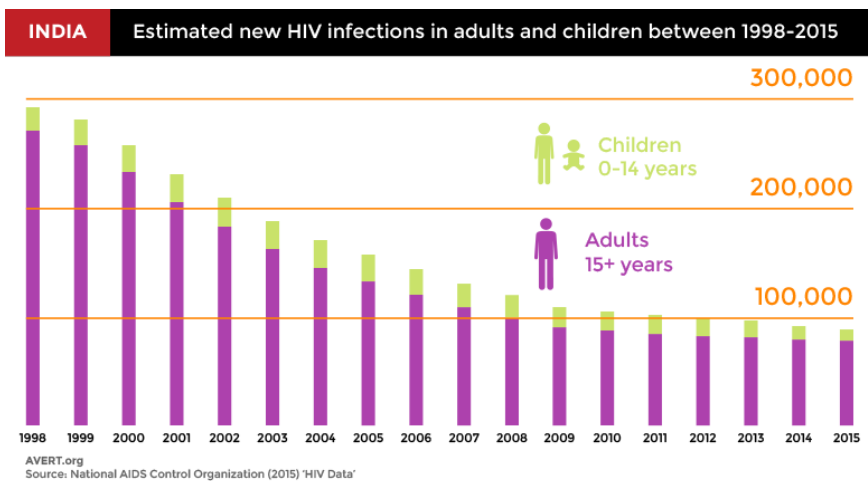
-Wall Street Journal

Document 4:



Japan After the 2011 Tsunami

Document 5:



Document 6:



Document 7:



Adam Levine: WOW! Just came back from a tour in Mexico. Nicest people I've ever met. Everybody should want to live here!

♡ 46.6K 10:08 AM - Nov 29, 2018

Document 8:

“According to a recent survey, more people attended Cinco de Mayo festivals in Mexico in the past year than anywhere else in the world”

-New York Times