**Molloy College**

**Division of Education**

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Course EDU 5090 Date: December 12, 2019

Grade: 3 Topic: Sourcing Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVE(S)**

After participating in a read-aloud of the book *Arthur’s TV Trouble* students will 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 by producing a sourcing poster of their own that warns people about the inaccuracies and exaggerations that come from sourcing by using three to four relevant evidence from the story and the teachers lesson.

**STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

Key Idea: **3.5 Development, Movement, and Interaction of Cultures:** Communities share cultural similarities and differences across the world.

Key Concept: 3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

**Indicator:** *This will be evident when students participate in a class discussion about several statements from different cultural backgrounds and decide if their sources can be considered reliable or unreliable by verbally stating and explaining their opinion.*

**Common Core ELA Standards**

**Integration of Knowledge and Ideas**

8. Delineate and evaluate the arguments 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 verbally participate in a “Think Aloud” about the book, “Arthur’s TV Trouble,” by Marc Brown, as the teacher reads the story to the class and stops periodically to model “Think Aloud” and discuss the key aspects text.

**Revised Inquiry Arc Standards**

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing casual explanations.

 **Indicator:** This will be evident when students answer in writing which teacher created statements and sources are credible or not credible, and why? or why not?

**Social Studies Practice Habits of Mind: Gathering, Interpreting and Using Evidence**

 **Indicator:** This will be evident when students participate in groups to create a poster that warns people (consumers) about false advertising which they learned about from reading the Arthur story.

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

1. **MOTIVATION:** Teacher will post the statement “We are the best third grade class in the school!” on the board and ask the students to read it and react to it. Teacher will engage students in a class discussion about bias sources that they are exposed to all around them (TV, Internet, adult conversations, peer conversations) *Have you ever watched a commercial for a toy? (LITERAL) Have you ever asked your parents to buy you a toy you saw in a commercial? (LITERAL) Why did you want the toy you saw in the commercial? (INFERENTIAL) Was the toy you got what you expected? (METACOGNITIVE) Was it like the toy on the commercial or was it different? (METACOGNITIVE)*
2. Teacher will introduce Arthur’s TV trouble by Marc Brown and read it aloud to the class. Teacher will model Think Aloud strategies where the teacher will reflect on each page of the book, question the author (Why would the author have Arthur get involved in buying a bad product? Teacher will discuss vocabulary. Teacher will ask the students literal and inferential questions about the book? *Why does Arthur want to buy this product? (Literal) Why did Arthur have to do jobs? (Inferential) How do you think Arthur feels about his dog? What made Arthur want to buy this product?) Teacher will ask students to make personal connections to the text. (Has something like this ever happened to you or someone you know?) After modeling “Think Aloud,” the teacher will engage all students in the think aloud process throughout the story.*
3. Teacher will make a list on the board eliciting information from the students about what they learned from the story.  *“What lesson did Arthur learn about TV commercials and sourcing?” (Inferential) “What kinds of things did the commercial say that convinced Arthur to save all his money and buy the “Treat Timer?” “What was different about the treat timer once he got it home from the store?” (Literal) What did you learn from this story? (Metacognitive)*
4. Teacher will lead the students in an activity in which they will be asked to look at 6 statements and their sources to determine whether they are credible or noncredible*. First, the teacher will model and teach a couple of statements and sources and answer the following questions. “What makes these sources credible or noncredible? Why?” (INFERIENTIAL)” What key evidence from the sources makes them credible or noncredible?” (METACOGNITIVE)*
5. *Teacher will show short video to reinforce the credibility and reliability of sources. After teacher models and explains sourcing, credible, and noncredible, the students will work independently on 4 more statements and answering the same questions that the teacher modeled. Teacher will circulate and guide as needed and clarify any mistakes.*

<https://www.youtube.com/watch?v=q1k8rcYUmbQ>

1. Students will work in groups of three to create a poster warning consumers (classmates) about false, persuasive, biased sourcing. The poster has to be creative and artistic. It must include three to four points of evidence from the Arthur story and the teacher’s lesson about sourcing techniques.
2. Teacher will make sure that students know all requirements for poster. The teacher will circulate while the students work in cooperative groups to make sure all students are equally working, answer student questions and give guidance as needed.
3. Each group will present their poster to the whole class. Teacher will ask questions about the poster as needed.
4. Students will engage in a discussion with the class about what they learned about the techniques of advertising. *How has your thinking about TV commercials changed? (METACOGNITIVE). What did you learn about sourcing? (Literal from teacher’s lesson) Why is it important to know about sourcing? (INFERENTIAL and METACOGNITIVE)*

**INSTRUCTIONAL STRATEGIES**

**Cooperative learning:** Creating a poster that warns against false or exaggerated advertising.

**Indicator:** This will be evident when each student participates in the group project.

**Questioning:** Throughout the whole lesson and during “Think Aloud.”

 **Indicator:** This will be evident when student accurately answers the teacher’s questions throughout the lesson and participates in the Think Aloud activity.

**Scaffolding:** Teacher teaching and modeling the concept and impact of sourcing on our society.

**Indicator:** This will be evident when the students follow the teacher’s modeling both during the “Think Aloud” and during the written responses to the 6 statements from various sources.

**Thinking Routines: Think Aloud**

 **Indicator:** This will be evident when the students verbally participates in the “Think Aloud” during the reading of the Arthur book.

**ASSESSMENT**

**Formal:** 1. Students will complete their written responses to 6 statements on biased sources after teacher models 2 of the statements.

2. The final project of creating a poster that warns people about biased advertising and present it with their group to the class.

**Informal:** 1. Students will verbally respond to teacher questioning throughout the lesson.

2. Students will participate in the “Think Aloud.”

**INDEPENDENT PRACTICE**

For Homework: Students will look on the internet to find an ad about a toy or another product that uses some false or exaggerated advertising techniques. They will print it or email it to the teacher and present it in class.

**REFERENCES**

Brown, M., (1995). *Arthur’s TV Trouble.* Boston: Little, Brown and Company

Teaching Without Frills (2018, October 25). Writing Videos for Kids: How to Evaluate Sources for Reliability. Retrieved from <https://www.youtube.com/watch?v=q1k8rcYUmbQ>

Name:

Date:

**Sourcing Statements**

Directions: Circle either reliable or unreliable under each statement.

1. “American culture is the best culture in the world.”

Source: An American citizen

Reliable or unreliable

1. “Tom Brady is the best Quarterback ever.”

Source: New England Patriots fan

Reliable or unreliable

1. “Abraham Lincoln was the most influential president in our nation’s history.”

Source: The Presidential National Achieves

Reliable or unreliable

1. “Donald Trump has accomplished more than any other president in history.”

Source: The Trump 2020 Campaign

Reliable or unreliable

1. “The Civil War was the bloodiest war in American history.”

Source: Smithsonian’s National Museum of American History

 Reliable or unreliable

1. “The United Kingdom is the greatest nation on Earth.”

Source: The Prime minister of the United Kingdom

Reliable or unreliable