

Student(s): Kathryn Gibson  
Course EDU: EDU 3510 01  
Grade: 1 Lesson #3

Topic: Sources Credibility

Professor: Dr. Sheehan  
Date: November 25, 2019  
Content Area: Social Studies

### INSTRUCTIONAL OBJECTIVES (s)

After learning about the credibility of sources and completing an activity on credible and non credible sources, students will complete an exit ticket showing what they understand, getting a score of at least 4 out of 5 correct.

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

#### Social Studies Standard

#### **1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.**

1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
- Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.

*Indicator:* This will be evident when students are able to recognize if a source is credible or not.

### COMMON CORE ELA ANCHOR STANDARDS FOR SOCIAL STUDIES

#### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

*Indicator:* This will be evident when students are able to work together to decide if a source is credible or not.

### NCSS C3 SOCIAL STUDIES INQUIRY ARC

#### 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 are able to present to the teacher and class a variety of credible and non credible sources.

### SOCIAL STUDIES PRACTICE: HABITS OF MINDS SKILL

### **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).

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 are able to tell if a source is believable and the purpose of the source.

### **F. Civic Participation**

1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.

*Indicator:* This will be evident when students have a discussion on which source is important and true and which source is not true and important.

## INSTRUCTIONAL RESOURCES

- PowerPoint
- Homework sheet
- Chart paper
- Tape
- Exit Ticket
- Magnifying glass
- 2 passages on school

## MOTIVATION

Students will be given two passages on the same topic. The teacher will read the two passages to students so that they understand what is being read. Following the teacher reading the two passages, students will act as detectives to determine which source is more reliable compared to the other. The first passage will be all about facts on school, while the second passage will be a funny and personal feelings on school. (INFERENTIAL: “*Why do we think one piece is better than the other?*” LITERAL: “*Which piece is talking about facts?*” INFERENTIAL: “*Which is more an opinion and why?*”) [ 5 minutes]

## DEVELOPMENTAL PROCEDURES

1. After students pretend to be detectives and complete the motivation, the teacher will explain to students that today we are going to talk about the credibility of people and sources. The teacher will explain what is credibility is and ways we can determine if something or someone is credible on a PowerPoint. The teacher will make reference to “Mr. Peabody’s Apple as a source of reference. ( LITERAL “*What is a source?*” INFERENTIAL “*Do you know someone who is credible?*” LITERAL: “*What is one way you can tell something is credible?*”) [5 minutes]

2. The teacher will then explain to students the terms reliable and opinion. These terms will be discussed because they play a big component in understanding if a source is credible or not credible. ( LITERAL: *“Is pizza is my favorite food an opinion?”* INFERENTIAL: *“Why or why not is it an opinion?”* *“Is a reliable person or source a trusting person or source?”*) [ 3 minutes]
3. Students will then learn the type of sources that are credible and sources that are non credible on the PowerPoint. The teacher will explain why the first few sources are credible and non-credible. Students will then get decide as a class why they think a source is credible or not. After students learn about type of credible and non credible sources, the teacher will show students key words that can help decide the credibility of a source. ( METACOGNITIVE *“Have you ever believed something that you thought was true by it actually was not?”* INFERENTIAL *“Why is a Facebook post a non-credible source?”* INFERENTIAL *“Do you think keywords are important to help tell if a source is credible?”*) [ 5 minutes]
4. The students will then be encountered with 3 sources and as a class, the class will decide if a source is credible or not credible. The teacher will read or show students a picture and then ask if a source is credible or not. ( LITERAL *“Why do you think this source is credible?”* LITERAL *“Are there any keywords?”*) [ 3 minutes]
5. The class will then be broken up into 4 groups. Each group will be assigned a certain topic (Winter, Spring, Summer, Fall). The teacher will then provide the class with 5 sources, each being credible or not credible. (*“What is your topic?”*) [10 minutes]
6. After each group finishes their topic, each group will come to the front of the classroom and will tell which sources they felt were credible and which were not. If there are any keywords that the students saw, they will state them for the class to hear, and one student from another group will keep a tally of the seen keywords. ( LITERAL *“Did you have more credible or non credible sources?”*) [5 minutes]
7. Students will then complete a very brief exit ticket to the best of their ability, as a way for the teacher to see students' understanding of today's lesson on credibility. While the class is completing their exit ticket, the teacher will first be placing tonight's homework in their cubbies and then will be walking around the classroom. [ 5 minutes]
8. Once the class finishes the exit ticket, the class will then participate in a think-pair-share. Students will be given 30 seconds to think of something they learned during today's lesson. After the 30 seconds are up, students will then pair up with a friend next to them and have a brief discussion on what they each learned today. They will be given 1 minute and after that one minute is up, each group will share with another group on the other side of the classroom what they learned today. The teacher will then have all students sit back down and wrap today's lesson up. ( INFERENTIAL *“Why do you think it is important to know if a source is credible or not?”* METACOGNITIVE *“Do you think you could find your own example of a credible and not credible source?”*) [ 4 minutes]

### INSTRUCTIONAL STRATEGIES

Discussion (engaging in meaningful discussions about the content)

*Indicator:* This will be evident when the class discusses what are credible sources.

Demonstration: (showing, explaining, clarifying the correct way to do something)

*Indicator:* This will be evident when the teacher shows and explains to students how to tell if a source is credible or not.

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

*Indicator:* This will be evident when students work in groups to decide if sources are most or least credible to a topic.

### ASSESSMENT

Formal: Once students have a strong understanding of credible and non credible sources, students will complete an exit ticket getting a score of at least 4 out of 5 points.

Informal: Students will be informally assessed throughout the lesson as the teacher walks around the class and through participation. Students will also participate in a think-pair-share at the end of the lesson to tell the class what they learned today.

### INDEPENDENT PRACTICE

For homework, students will be required to go home and find two types of sources. The first type of source students will be required to find is a credible source and then the second source is a source that is not credible. Once students pick their two sources, students will be asked to write a small sentence on the name of the source and why it is or is not credible.

## REFERENCES

Freelance writing. (n.d.). Retrieved from

<https://www.academia-research.com/freelance-writing/crediblenon-credible-sources/>.

New York State Education Department. (2017). New York State P-12 ELA Learning

Standards. <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

New York State K-12 Social Studies Framework. (n.d.). Retrieved from

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

Name: \_\_\_\_\_

**Exit Ticket**



**Directions: Match the appropriate word to the correct definition.**

**1. Opinion**

**a. believable**

**2. Credible**

**b. real information**

**3. Reliable**

**c. what you like or believe**

**4. What is a credible source?**

\_\_\_\_\_

**5. What is a non-credible source?**

\_\_\_\_\_

Name: \_\_\_\_\_



## Credible vs Not Credible



Directions: With the help of a family member, find one example of a credible source and in one sentence, state why that source is credible.

-----  
-----  
-----  
-----  
-----

Now, find a source that is not credible and in one sentence state why it is not credible.

-----  
-----  
-----  
-----  
-----

## Passages on School

### Passage #1

School every year begins in September. It begins on Tuesday or Wednesday after Labor Day and continues until the end of June. During the school year we get some days off because of holidays and get three breaks that last a week to a week and a half. In school many things are learned. The two main subjects learned are math and English.

### Passage #2

I love school. I have so much fun hanging out with my friends everyday. We get to play tag everyday during recess and then play dodgeball during gym. My favorite subject is math! I get so excited when we learn new things in math. I also like science too! I do not like doing homework every night sometimes. It is boring and it takes time away from playing with my barbie dolls. Anyways, I love school!