**Lesson One**

**Molloy College**

**Division of Education**

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Course EDU 5090 Date: December 12, 2019

Grade: 4 Topic: Sourcing Content Area: E.L.A.

**STANDARDS AND INDICATORS**

**E.L.A.: New York State Next Generation E.L.A. Standard:**

**Domain:** Reading

**Cluster:** Key Ideas and Details

**Standard:** 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

**Indicator:** *This will be evident when students classify and sort documents into primary and secondary sources as well as when students analyze the documents using the primary sourcing questions.*

**E.L.A.: New York State Next Generation E.L.A. Standard:**

**Domain:** Speaking and Listening

**Cluster:** Comprehension and Collaboration

**Standard: 4SL1:** Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

**Indicator:** *This will be evident when students work in groups to classify and sort primary and secondary sources.*

**Social Studies: New York State Next Generation Social Studies Standard:**

**4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)**

**4.6e** Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.

Students will research several people who made important contributions to business, technology, and New York State communities. Some people to consider include Thomas Jennings, Thomas Edison, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf, Nikola Tesla, George Westinghouse, George Eastman, Amory Houghton, Willis Carrier, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, and Elisha Otis, and others, as locally appropriate.

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

**Indicator:** *This will be evident when students identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.*

**Inquiry Arcs Standard: Evaluating Sources and Using Evidence**

**Indicator:** This will be evident when the students are evaluating whether sources are from trustworthy sources.

**INSTRUCTIONAL OBJECTIVE(S)**

After participating in a read-aloud of the book *Mr. Peabody’s Apples* and discussing the importance of sourcing and the use of primary sourcing questions, students will classify and sort sources by locating and referring to relevant details and evidence when explaining what the text says explicitly/implicitly and by making logical inferences, with no less than sources correctly sorted.

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

1. **MOTIVATION**

Students will be invited to bring their attention to the board where a Buncee with the word Sourcing will be displayed. *(Based on prior knowledge what is sourcing? What is a source? Where might we use sourcing in E.L.A.?)*

1. Teacher and students will discuss the concept of sourcing, primary and secondary and the importance of knowing where what the students read is coming from. Students will reflect on what they read that may or may not be considered a credible source. (*What is sourcing? Who would like to share a source they think may is credible? Who would like to share a source they think may not be a credible source? Do you think the author's purpose is a major part of sourcing?)*

3. Students will then discuss the primary sourcing questions which will be shown on the SMART Board. *(Who wrote the document? What is the author’s perspective? What is the author’s purpose? Why was it written? Is the source reliable? Is the source credible?)*

4. Students will then be invited to listen to the story, *Mr. Peabody’s Apples.* The teacher will ask the students why they believe it is important to know not only how to source documents but also the negative effect rumors/false information have due to the reliability and accuracy of what is said. *(What happened to Mr. Peabody when Billy spread rumors about him stealing? How does the book relate to what we learned about sourcing? How can we “source” information given to us in our everyday lives? Why did Madonna write this book? How does she convey this?)*

5. The teacher will introduce the activity for the lesson using primary sourcing questions. Students will be put into groups of three or four. Students will be instructed to classify and sort documents and excerpts into primary and secondary sources based on the primary sourcing questions. After the documents are sorted, students will choose one document and analyze it using the primary sourcing questions based on the information in the text. *(Based on what we have discussed, how can you classify primary and secondary sources? How can you utilize the primary sourcing questions to help classify the documents/sources?)*

6. Students will be instructed to work collaboratively in groups completing the activity while the teacher circulates the room assisting students who may have questions.

7. The teacher will ask for student volunteers to share their responses for their stories. (*Who in this section would start by sharing what documents they were given? What document did you analyze? What sourcing questions did you use?)*

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

Informal assessment

* Teacher will assess students’ understanding of sourcing through questioning.
* Teacher will assess how the students interact with peers during group work/discussion during a collaborative group activity.

Formal assessment

* Teacher will assess students’ understanding of sourcing by circulating and observing the groups sorting of documents.
* Teacher will assess understanding of content through the sourcing graphic organizer and concluding exit ticket.

**INSTRUCTIONAL STRATEGIES**

**Strategy:** Cooperative Learning

**Indicator:** This will be evident when students work in groups to classify documents as primary and secondary sources and to analyze *one* of the documents using sourcing questions.

**Strategy:** Scaffolding

**Indicator:** This will be evident when the teacher demonstrates how to analyze a document using sourcing questions.

**INDEPENDENT PRACTICE**

Students will find one primary or secondary source at home (the teacher will provide on to any student who may not have the resources readily available at home.) The students must analyze the document, article, book, etc, completing a graphic organizer by using the primary sourcing questions. The graphic organizer will be similar to the one used during the lesson to reiterate the skills of organization and sourcing.

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