**Molloy College**

**Division of Education**

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Course EDU 309 4/10/2018

Grade 3 Topic Writing: TDFC and DBQ Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES (s) *(Lesson Objective(s)\*)***

After engaging in a practice Google Slides pre-writing exercise on the Yankees using TDFC, students will *provide logically ordered reasons that are supported by facts and details from various sources* by completing a TDFC on their required DBQ on communities and happiness. Students will do this with 80% accuracy.

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

**New York State Social Studies Standards**

**Key Idea:**

3.5 Communities share cultural similarities and differences across the world.

**Key Concepts**

3.5a The structure and activities of families and schools share similarities and differences across world communities.

**Indicator:** *This will be evident when students compare the ways of life in Canada to the ways of life in America to determine the overall happiness of the cultures* *in their TDFC writing exercise.*

**National Social Studies Standards and Themes**

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

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

**Indicator:** *This will be evident when the students study the individual development and identity by studying various accounts of the ways of life in Canada.*

**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 work collaboratively to work towards creating conclusions on completing the TDFC to answer the question, “In what ways is life in Canada different than life in America? Do these differences indicate Americans are happier?*

**ELA Standard: New York State Next Generation English Language Arts Learning Standard**

**Reading**

Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Indicator:** *This will be evident when students read the text and use backup textual evidence to support conclusions drawn from the text.*

**Integration of Knowledge and Ideas**

Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.

**Indicator:** *This will be evident when students explain and identify how claims are supported with reasons and evidence from the text when writing their TDFC responses.*

**Writing**

**Text Types and Purposes**

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

**Indicator:** *This will be evident when the students write arguments using valid reasoning to support claims analyzing the text.*

**Speaking and Listening**

**Comprehension and Collaboration**

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 the students engage in small groups with diverse partners to express ideas clearly and build on the ideas of others to construct a TDFC.*

**Social Studies Practices: Habits of Mind**

1. **Gathering, Interpreting and Using Evidence**
2. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.

6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

**Indicator:** *This will be evident when the students work in groups to identify supporting details from the text to create their TDFC responses to answer the question asked.*

**INSTRUCTIONAL RESOURCES**

* TDFC google slides
* Writing utensils
* TDFC planning sheet
* Projector
* Unit DBQ

**MOTIVATION *(Engaging the learner(s)\*)***

After explaining the objective of today’s lesson, Teacher and students will discuss the Yankees and create a practice essay using TDFC.

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

1. Teacher will go over procedures using the CHAMPs acronym (conversation, help, activity, movement, and participation).
2. Teacher will direct instruct using the Google slides presentation TDFC (topic, detail, follow-up, and clincher).
3. Teacher will model how to use TDFC by using the example, “Discuss two reasons the Yankees will win the World Series in 2018,” students and teacher will discuss how to create a topic sentence, two details, two follow-ups, and a clincher sentence to construct a paragraph response. *(What are the four things we need to create a paragraph for the DBQ? What is a topic sentence? What is a follow-up to a detail? Now, how do we tie all of our details together to create a clincher sentence?)*
4. Teacher will read aloud the documents while students follow along. While teacher is reading, students should keep in mind the question. *(What makes the people of Canada happy? What are the ways of life in Canada? How do they compare to your way of life in America?)*
5. Teacher will model how to create a topic sentence by using the question and documents provided. Then, students and teacher will create a topic sentence together. *(What sentence can we create to introduce the topic we will write about? By using the question asked, how can we create a statement?)*
6. Teacher will model how to gather details from the first document. Students will collaboratively work in small groups to pick the most important detail to write about. Then, students will choose follow-up information to complete their details. *(After looking through the first document, which detail is most important to you to include in your writing? What follow-up information can you find in the document to support your detail?)*
7. To close the lesson, the teacher will go over and discuss students’ samples of work. *(Did this individual include all the parts of a TDFC? Did the individual give evidence from the documents to support his/her answer?)*

**INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)***

**Modeling**

Indicator: This will be evident when the teacher models how to complete a TDFC by using the Yankees example and by working through the topic sentence and first detail with the class.

**Direct Instruction**

Indicator: This will be evident when the teacher is teaching students about TDFC through the Google slides.

**Cooperative Learning**

Indicator: This will be evident when the students work with their peers in small groups to find the details and follow-ups from the documents.

**ADAPTATIONS *(Exceptionality\*)***

* The student who struggles to focus and attend will be re-focused and re-directed through the use of specific non-verbal cues
* The student who struggles with reading will be provided with a peer buddy to assist them.
* The student who struggles with writing will be given the option to type, write, or record his response.

**DIFFERENTIATION OF INSTRUCTION**

**Auditory Learners:**

The auditory learners will benefit from listening to the documents being read aloud. They will also benefit from class discussions and listening to their peers when working in small collaborative groups.

**Visual Learners:**

The visual learners will benefit by being able to see the documents and highlight or underline the evidence to support their essays. They will also benefit from using the TDFC Planning Sheet to construct their essays.

**Kinesthetic Learners:**

The kinesthetic learners will benefit by being able to move around the classroom when working with the groups.

**ASSESSMENT *(artifacts\* and assessment [formal & informal]\*)***

* Teacher will assess students’ homework from the night before
* Teacher will assess oral responses on Yankees practice essay
* Teacher will assess the functioning of groups
* Teacher will assess students’ samples of work to assess their understanding.

**INDEPENDENT PRACTICE**

Students will complete the TDFC planning sheet finding details and follow-ups to support the details. Students will also conclude with a clincher sentence.

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

Direct Teacher Intervention

Teacher and students will work collaboratively to complete a TDFC together, using highlighters to highlight where they found the information and a graphic organizer.

Academic Enrichment

Students who are more able can create attention-getter paragraphs on happiness to capture the interests of readers.

**REFERENCES**

“Climate & Weather Averages in Rockville Centre, New York, USA.” *Timeanddate.com*, Retrieved from <https://www.timeanddate.com/weather/@5134203/climate>

ENGAGE NY. (2017). New York State Next Generation English Language Arts Learning

Standard. Retrieved from

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

“Montreal: Annual Weather Averages.” *Holidayweather.com,*

Retrieved from <http://www.holiday-weather.com/montreal/averages/>

**First Paragraph**

Are the communities in Montreal happier than the communities in Rockville Centre?

**TOPIC SENTENCE**

Topic Sentence: (Use a sentence to create your argument)

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**Second Paragraph**

**DETAIL ONE (1ST DOCUMENT)**

Detail Paragraph One: Detail of the document (make sure to cite!)

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**FOLLOW UP (First Document)**

Follow Up (Include everything you else you can to support the document)

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**DETAIL TWO (Second Document)**

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**FOLLOW UP (Detail Two)**

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**DETAIL THREE (Third Document)**

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**FOLLOW UP (Detail Three)**

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**DETAIL FOUR (Fourth Document)**

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**FOLLOW UP (Detail Four)**

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**Third Paragraph**

**CLINCHER**

In conclusion, (return to overall topic sentence, repeat your topic sentence.)

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**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grading Rubric for the TDFC for the DBQ**

Did student answer the question asked? \_\_\_\_\_\_\_\_\_/20 points

Did student use a topic sentence? \_\_\_\_\_\_\_\_\_ /20 points

Did student use one detail from each

of the 4 documents? \_\_\_\_\_\_\_ /20 points (5 points for each detail, cited)

Did student use at least one follow-up to

support the cited detail? \_\_\_\_\_\_\_\_\_/20 points (5 points for each follow-up that correctly supports the detail)

Did the student use a clincher sentence? \_\_\_\_\_\_\_\_\_/20 points