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Grade 3 Culture Unit Plan Fortnite

**Objective:** How do we know what we learn about cultures is true?  
After 3 lessons on culture, facts and opinions, sourcing and an introduction on being a detective, 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. Look at a poster board with facts and opinions and decipher whether these are credible or non credible sources. Students will organize these documents using their knowledge of credible vs non credible sources.

**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.

**Common Core ELA Standards**

**Integration of Knowledge and Ideas**

8. 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. This will be evident when students read the article and submit a paragraph stating whether the article was credible or non-credible.

**NCSS C3 Inquiry Arc**

Dimension 1 of the arc features the developing of questions and the planning of investigations. With a robust question in mind, teachers and students determine the content. This will be evident when students are engaged in working together on the structured activity board and are assigned roles to discuss the theme of the poster board.

**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). This will be evident when students will sort 4 sources A-D about Fortnite and decide whether each source is a primary or secondary source and explain how they know.

**Developmental Procedures:**

1. After the 3 lessons on culture, fact and opinion and sourcing students will look at specific claims in the article More Evidence Fortnite Is Bad for Your Child’s Health. While handing out this article the teacher will ask the students *(By a show of hands have you ever been lied to in your life?)*
2. After reading the article students will submit a paragraph stating whether the article was credible or non-credible. The teacher will ask the students *(What makes a source reliable or non-reliable?)*
3. After submitting the article the class will be given a poster board with reliable and non- reliable documents about Fortnite and the students must determine whether these sources are credible or non-credible sources including whether they are primary or secondary sources.
4. Students will than gather, organize and process information to decipher whether these documents should go under each category on the poster board.
5. After organizing these documents students will defend their conclusions in front of an audience explain why these documents go under certain categories of reliable, non-reliable, credible and non-credible. The teacher will then ask the question *(What did you learn about how reliable primary and secondary sources are?)*
6. After the class shares, students will then be given their homework by sorting 4 sources A-D about Fortnite and decide whether each source is a primary or secondary source and explain how they know.

**Assessment:**

After reading the article students will submit a paragraph stating whether the article was credible or non-credible and explain how they know using their prior knowledge on primary and secondary sources.

Students will be assessed on whether their group put primary, secondary, reliable and non-reliable sources in the correct spots on the poster board. This allows students to acquire information through an investigation and use interpretation of clues to defend their reasoning behind their answers.

**Strategies:**

Discussion: This will be evident when students work on their history mystery they will engage in meaningful discussions about how these sources are primary, secondary, credible and non-credible.

Cooperative Learning: This will be evident when students are engaged in working together on the structured activity board and are assigned roles to discuss the theme of the poster board.

Direct Instruction: This will be evident when students read the article More Evidence Fortnite Is Bad for Your Child’s Health. Then submit a paragraph stating whether this is a reliable source and explain why or why not.

**Independent Practice:**

For homework students will be given their homework by sorting 4 sources A-D about Fortnite and decide whether each source is a primary or secondary source and explain how they know using prior evidence that they learned in class that day.

**References**:

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