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Course EDU: EDU 3510-01
Grade: 1 Topic: Sourcing

Professor: Dr. Sheehan
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Content Area: Social Studies

INSTRUCTIONAL OBJECTIVES (s)

After playing a game of 'Telephone' and reading "Mr. Peabody's Apples" by Madonna, students will be able to identify whether or not to believe a source by completing a graphic organizer in groups followed up with an exit ticket receiving credit for at least 2 out of the 3 questions.

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 work in groups and discuss whether or not they should believe a source.

NCSS C3 SOCIAL STUDIES 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 use their knowledge from the story and determine whether or not the source was credible and how we know to believe a source or not.

NCSS NATIONAL THEMES

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 discuss how they know if a source is believable or not.

INSTRUCTIONAL RESOURCES

- “Mr. Peabody’s Apples” by Madonna
- “Sourcing: Exit Ticket” worksheet
- “Sourcing: Graphic Organizer” worksheet
- Pens/pencils
- “Sourcing: Homework” worksheet

MOTIVATION

To begin the lesson, students will meet on the carpet and play a game of ‘Telephone’ where the teacher will send a message to one student and see how the message changes after being relayed to each student on the carpet. Afterwards, the class will have a discussion on how the message changed during the game and where we see this idea in the real world.

DEVELOPMENTAL PROCEDURES

1. To begin the lesson, students will meet on the rug and play a game of “Telephone”. The teacher will deliver a message to one student and they will be responsible for passing the message on to their peers. The purpose of this game is to see how a message can be changed and we should not always believe what we hear. (*What was the original message? How did the message change when it got to the final student?*) [7 minutes]
2. After the game, students will return to their seats and the teacher will read “Mr. Peabody’s Apples” by Madonna to the class. The class will discuss the outcome of the story and who the source of the conflict was. (*What was the main conflict of this story? Who was responsible for this conflict? Should the people in the story have believed that boy?*) [12 minutes]
3. The class will then have a discussion on what the game of ‘Telephone’ has to do with the story. The class will discuss sourcing and how it is important to get information from a reliable source. (*What did the game we played on the rug have to do with our story that we read? Have you seen situations like these anywhere else in life?*) [3 minutes]
4. Students will then split into groups and complete a graphic organizer discussing whether or not they should have believed the boy in the story giving examples and their reasoning

as to why or why not. (*How do you and your classmates feel about the actions that took place in the story? Would you have believed that boy?*) [15 minutes]

5. The class will have a discussion on the information from the graphic organizer and ultimately lead to the importance of sourcing. (*After working in groups, do you think the source?*) [3 minutes]
6. To close the lesson, students will complete an exit ticket where they will be instructed to look at a document and answer questions to wrap up the material from the activities in the lesson. (*How did you know who the source was? Do you think you should believe this source? Why or why not?*) [5 minutes]

INSTRUCTIONAL STRATEGIES

Discussion (engaging in meaningful discussions about the content)

Indicator: This will be evident after the class plays a game of ‘Telephone’ when the students discuss how a message can be changed and how this can be applied in the real world.

Modeling (showing rather than telling by acting out desired behaviors)

Indicator: This will be evident when the teacher models how to complete the graphic organizer and how to tell who the source is.

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

Indicator: This will be evident when students work in groups to complete a graphic organizer on sourcing and how to tell whether or not we should believe a source.

ASSESSMENT

Formal: Students will be assessed formally when they complete the “Sourcing: Exit Ticket” worksheet. This worksheet will have the students look at a document and determine who the source is and whether or not they should believe that source giving at least one reason why or why not.

Informal: Students will be assessed informally throughout the duration of the lesson based on the questions the teacher asks, their ability to complete their work thoroughly, and their ability to work with and learn from their peers.

INDEPENDENT PRACTICE

For homework, students will be instructed to complete the “Sourcing: Homework” worksheet where they will have to find a document from home and answer questions about who the source of the information is and whether or not they should believe that source.

REFERENCES

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>.

Sourcing: Homework

Directions: Find your own document at home and answer these questions.

1. Who is the source? _____

2. Should you believe this person?

YES NO

3. Why or why not?

Sourcing: Graphic Organizer

Mr. Peabody's Apples

Should we have believed the source?



Yes!

Because...

1. _____
2. _____
3. _____

No!

Because...

1. _____
2. _____
3. _____

Sourcing: Exit Ticket

"Do not see Creepy Monsters.
It was an awful movie."
- Ryan, a boy who
hates scary movies

1. Who is the source? _____

2. Should you believe this person?

YES

NO

3. Why or why not?
