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| Grade Level: 5 Western Hemisphere -  **Can we use credibility tools to determine what is true about Mexico's history?**  **(Compelling Question)**  **How Can We Create Informed Opinions in an Age Defined By Social Media?** |
| Narrative Background:  **Cyberbullying, Social Media Literacy and the Search for Truth**    **This fifth grade Inquiry Design Model (IDM) curriculum allows students to explore cyberbullying and social media literacy through critical analysis of the credibility of Internet postings, primary and secondary documents. Students will investigate these historical resources and undertake the compelling question, *“How Can We Create Informed Opinions in an Age Defined By Social Media?*” By completing this IDM, students will not only begin to understand the severity of identifying credible and unreliable information that is presented to them but how important these issues are pertaining to the world today. The hope is that this unit will give students the tools that they need to combat bullying and discover what is credible on social media and in historical texts.** |

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| **Compelling Question: Can we use credibility tools to determine what is true about Mexico's history?**    **Sub question: How Can We Create Informed Opinions in an Age Defined by Social Media?**  **Staging the Question:**  **Students will be involved in a student created drama, *Haybale Harper*, on the subject of cyberbullying and the trauma of bullying. This interactive presentation involves the audience in a drama meant to highlight the role of the bystander as well as the damages of social media. The end goal of the drama is that students will see the need for an increased social media literacy that reinforces the need for students to question the sources that they received every day from cell phones and Internet sources.** |
| **Standards and Practices:**  **NEW YORK STATE SOCIAL STUDIES STANDARDS**  **Key Idea: 5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.**  **Key Concept: 5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.**  **ELA STANDARDS**    **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.**    **Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and idea**    **Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**  **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.** |

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| 1. **Supporting Question:**   **What is our role in combating bullying?** | **Formative Tasks:**  **Your Lesson Objective**  After watching the skit “Haybale Harper” about a girl from Kansas, students will participate in a class discussion about bullying and the effects of social media on personal and school environments while effectively connecting the scenario to their own life, identifying 2 characteristics of the characters on the “Body Charts” and completing the Quick Draw/Quick Write Assessment receiving no less than 4 out of 5 on a teacher-created checklist. | **Sources:**  Teacher Made Stand Up Sit Down Questions  Teacher Made Skit  Teacher-made Checklist |
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| **2. Supporting Question:**  **What is sourcing and how can it help us find truth?** | **Formative Tasks:**  **Your Lesson Objective**  After the listening to specific pages from *Mr. Peabody’s Apples*, *students will read closely to determine what the text says explicitly and to make logical inferences* from it by writing an alternate ending to *Mr. Peabody’s Apples,* including different reactions between any two characters attaining at least a 4 out of 5 on a teacher created checklist. | **Sources:**  Madonna &Long, L. (2006).  *Mr. Peabody’s apples*.  London: Puffin. |
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| **3. Supporting Question:**  **How can purpose and audience help us find the truth?** | **Formative Tasks:**  **Your Lesson Objective**    After learning how to determine if evidence is credible, students will *evaluate the validity of the reasoning, the relevance and sufficiency of evidence* through a history mystery. Students will *write and present arguments to support the claim,* “Did the Houston Astros earn their World Series Championship title in 2017?” *using valid reasoning and relevant and sufficient evidence*. Students must include at least 3 pieces of *relevant and sufficient* evidence from the history mystery to support their answer. Students will score at least a 3/4 on a teacher created checklist. | **Sources:**  Teacher Created Mystery on Houston Astros |

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| **4. Supporting Question:**  **How can we determine the credibility of a source with SPACE?** | **Formative Tasks:**  **Your Lesson Objective**  After students are introduced to the SPACE strategy through an example, students will *write arguments to support a claim and engage in collective discussion* using the SPACE method to determine how cyberbullying could have been defeated through social media literacy by analyzing four tweets and determining their credibility. Students will correctly identify the credibility of 3 out of 4 sources. | **Sources:**  Utilizing the SPACE Strategy with Teacher Selected Tweets. |

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| **5. Supporting Question:**  **Can we use credibility tools to determine what is true about Mexico's History?** | **Formative Tasks:**  **Your Lesson Objective**  After students have completed  their SPACE strategy activity, students will  *report on a topic*  *or text, sequencing ideas*  *logically and using*  *appropriate facts and*  *relevant, descriptive*  *details to support central ideas*  *or themes* by using the  SPACE strategy to analyze  a primary document,  “Is what we learned about  Mexico’s history true?”  utilizing at least three facts  from the primary sources to  support their answer. | **Sources:**  Utilizing the SPACE strategy.  Primary Sources are Cited and Embedded in Lesson |

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| **6. Supporting Question:**  **What would a meeting of the minds from Mexico's history have to share about what it means to be Mexican?** | **Formative Tasks:**  **Your Lesson Objective**  After watching a time traveling video and participating in a statement strategy, students willPresent information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.by engaging in a meeting of the minds about events that shaped Mexico’s history and national character. Students will make an accurate, relevant picture profile conveying the historical position of a person in Mexican history. | **Sources:**  Teacher Created Meeting of the Minds Strategy and Biographies |

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| **7. Supporting Question:**  **How can we effectively organize and share what we know about the credibility of sources in writing?** | **Formative Tasks:**  **Your Lesson Objective**  After participating in a Tug-of-War thinking routine, students will delineate and evaluate the argument and specific claims in a text and gather two pieces of evidence from the documents, using the TDFC model to write constructed responses to answer the question, “Is what we have learned about Mexican history true?”, successfully completing at least four out of five components on the TDFC outline. | **Sources:**  Utilizing the TDFC model when creating a constructed response. |

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| **Summative Performance Task:**  **Students will complete a Regents-style short-answer question employing sourcing and context to determine if what they have studied about Mexico is true.**  **(See Below for Essays)** |
| **Extension: Lesson:**  **Students unable to effectively write out his analysis of the sources will be provided with a Flipgrid option that will enable the student to share his views on the credibility and the relationship of the sources.**  . |
| **Taking Informed Action: Lesson:**  **Students will investigate the Stanford University Online Civic Literacy Modules and maintain their vigilance in spotting sources that are not credible on their social media feeds shared by their teacher.** |