**Molloy College**

**Division of Education**

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Grade 5 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 game Fortnite 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 geography and happiness. Students will do this with 80% accuracy.

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

**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 Concepts**

5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

**Indicator:** This will be evident when students compare the ways of life in Mexico City, New York City, and Montreal 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 of people living in Mexico City, New York City, and Montreal.

**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, “Does where you live in the western hemisphere determine your happiness?

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

**Reading**

**Craft and Structure**

5R6

In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Indicator:** This will be evident when the students analyze multiple documents about happiness.

**Integration of Knowledge and Ideas**

5R8

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 the students use claims supported by evidence from the text when writing their TDFC responses.

**Writing**

**Text Types and Purposes**

5W1b

Provide logically ordered reasons that are supported by facts and details from various sources.

**Indicator:** This will be evident when the students write details and follow-up information from the text to support their responses.

**Speaking and Listening**

**Comprehension and Collaboration**

5SL1

Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.

**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**

**A.**  **Gathering, Interpreting and Using Evidence**

3. 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 Presentation
* Writing utensils
* TDFC Graphic Organizer (A)
* TDFC Graphic Organizer (B)
* SMART Board
* Unit DBQ

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

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

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

1. Teachers will go over procedures using the CHAMPs acronym [conversation, help, activity, movement, and participation].
2. Teachers will introduce students to a DBQ and briefly explain what it entails (*Has anyone ever heard of a DBQ? Based on its name, what do you think a Document Based Question is? How can we effectively express what we believe in our writing?*).
3. Teacher will use direct instruction using the Google slides presentation TDFC [topic, detail, follow-up, and clincher] *(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? How can you convince the reader? Now, how do we tie all of our details together to create a clincher sentence?)*
4. Students will be placed into groups of four to work collaboratively on the TDFC graphic organizer (A).
5. Students and teachers will discuss how to create a topic sentence, two details, two follow-ups, and a clincher sentence to construct a paragraph response to the question “Is Fortnite worth the time we put into it?”
6. Teacher will model how to create varying levels of a topic sentence by using the question provided. Then, students 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?)*
7. Teacher will model how to introduce details (evidence) and convince the reader using follow-up information. Students will continue to work in small groups to pick the most important details and the best follow-up information. *(After looking at the teacher example do you agree or disagree? Why? How can you elaborate on this detail and convince me?)*
8. Teachers 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 answer? Did he convince you?)*
9. To close the lesson, teachers will hand out the DBQ packet and the TDFC Graphic Organizer (B) that students will be completing after returning from break.

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

**Modeling**

Indicator: This will be evident when the teacher models how to complete a TDFC by using the Fortnite 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**

Learning Styles: Throughout this lesson, a variety of learning styles will be addressed, including

1. 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.
2. 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.
3. Kinesthetic Learners: The kinesthetic learners will benefit by being able to move around the classroom when working with the groups.
4. Linguistic Learners:The linguistic learners will benefit from the verbal explanations that will be given on what a TDFC is. They will also benefit from the written activity that will require students to fill out the TDFC template.

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

* Teacher will assess students’ homework from the night before
* Teacher will assess oral responses on Fortnite 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**

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