**Molloy College  
Division of Education**

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EDU 509 Date: Spring 2018

Grade: 3 Topic: Melbourne, Australia Social Studies

**INSTRUCTIONAL OBJECTIVES**  
After observing six photographs and statements, participating in a group discussion based on Melbourne, Australia’s history, and town life in Melbourne, Australia, and Rockville Centre, New York, students will write answers to questions, or arguments to support a claim or statement they have observed for each photograph. Students will use the SCIM-C method discussed and defined within the class lesson to determine if what we have learned about Melbourne, Australia so far is valid, credible, or true versus what we already know about Rockville Centre, New York. Students will conclude the lesson by writing a few sentences stating if the history we learned about is true or not by using evidence from the class lesson to support their answers based upon the photographs and statement with it.

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

**New York State Social Studies Standards**

*Key Idea: 3.3 GEOGRAPHIC FACTORS OFTEN INFLUENCE WHERE PEOPLE SETTLE AND FORM COMMUNITIES. PEOPLE ADAPT AND MODIFY THE ENVIRONMENT TO MEET THEIR NEEDS.  
Key Concepts: 3.3a Geographic factors influence where people settle and their lifestyle. Some factors are more suitable for settlement while others act as a deterrent.*

*Indicator: This will be evident when students investigate the lifestyle of people in these different locations of the world by answering SCIM-C questions on documents and pictures posted on Big Paper sheets around the classroom for Rockville Centre, New York and Melbourne, Australia.*Key Idea: 3.4 COMMUNITIES SHARE CULTURAL SIMILARITIES AND DIFFERNCES ACROSS THE WORLD.  
Key Concepts: 3.4a The structure and activities of families schools share similarities and differences across world communities.

*Indicator: This will be evident when students answer SCIM-C questions on documents about the pictures on Big Paper sheets around the classroom, and compare and contrast the structure and activities in the selected community of Melbourne, Australia versus Rockville Centre, New York, or their own community.*

**National Social Studies Standards and Themes:**

**I. Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

a.Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

*Indicator: This will be evident when the students visualize the different aspects of one’s society in Rockville Centre, New York and in Melbourne, Australia. Students will see how many factors are expressed in these different areas of the world.*

**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 evaluate the evidence presented to them in  
 the SCIM-C activity, and drawing conclusions about which are valid sources, and which  
 are not.*

Dimension 4:   
Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

*Indicator: This will be evident when students work collaboratively with one another in groups to conclude thoughts and ideas about photographs in Rockville Centre, New York and Melbourne, Australia, and to see if the history they learned is valid or not based upon the SCIM-C method.*

**Common Core ELA Standards**

Text Types and Purposes:  
CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

*Indicator: This will be evident when students write a paragraph saying if they believe the document was valid or not and giving evidence based upon two facts pulled from the photograph and statement they chose.*

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W3.4  
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

*Indicator: This will be evident when students do the homework worksheet to conclude which photograph and statement they chose to validate, or to not.*

**Social Studies Practices: Habits of Mind Skills**

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 as art and photographs, artifacts, oral histories, maps, and graphs).   
 *Indicator: This will be evident when students collaborate decisions based on what is   
 presented to them as a group.*

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 the students gather evidence to answer the SCIM-C  
 questions proposed to them.*

**INSTRUCTIONAL RESOURCES**

* SMARTboard
* Thinking like a Historian Powerpoint
* ‘Document Review’ Worksheet
* 4 Blue, 4 Green, 4 Red, 4 Purple, 4 Orange markers
* The Shrine of Remembrance photograph and statement on big paper sheets
* The Block Arcade photograph and statement on big paper sheets
* The Old Melbourne Gaol photograph and statement on big paper sheets
* Five Pennies Creamery photograph and statement on big paper sheets
* St. Agnes Cathedral photograph and statement on big paper sheets
* George Martin, The Original photograph and statement on big paper
* Tape
* ‘Valid? Or not?’ Worksheet (Exit Ticket)
* ‘Historian Homework’ Worksheet

**MOTIVATION**

Teacher will tell students that sometimes our textbook is not always right. We need to check our textbook with primary sources. Today we are going to be thinking like historians do.

**DEVELOPMENTAL PROCEDURES**

1. Students will go over how they are going to be thinking like historians and CHAMPS. *(Why do you believe we should think like historians would? Do you think this could help us in determining what is true and what is not? Will this allow us to think differently, or out of the box?)*
2. Teacher will present a PowerPoint presentation on SCIM-C and how it can help us determine if the history we are learning is valid or not. *(What is a summary? Why do we contextualize documents? How do we know what is inferred by a source? What makes a source reliable? What can we determine between similarities and differences from other sources? Since we are thinking like a historian, why do you think it is important to look at the missing information and crucial parts from the document? How can we determine what is valid, or true?)*
3. Students will be broken up into four or five groups with about five students in each. Each member will be assigned either Summarizing (red marker), Contextualizing (purple marker), Inferring (blue marker), Monitoring (green marker), and Corroborating (orange marker). Students will work together to write down their thoughts, and gather information based upon what is presented to them.
4. Each group will get a different photograph with a statement alongside it to identify the picture, and where it is located. Based on different parts of Australia’s history, and what they already know about Rockville Centre, each person will answer the corresponding question based on their assigned part of SCIM-C. *(What is this document telling us about the history of Australia? Is it a primary or secondary source? How do you know? What can you infer about this photograph and statement? Why are you monitoring the document? What conclusions are drawn? Who wrote this source, and does that give us any information necessary to continue?)*
5. Students will go back to their seats and have a class discussion about the documents and corroboration between the documents and other thoughts. *(How does corroborating help us see similarities or differences? How can we conclude that what we learned is valid or not?)*
6. Students will choose one photograph with its statement and write a small paragraph stating if the history we learned about previously is true or not. Students must be using at least two facts from the photograph, and statement presented to them during today’s lesson. Students will receive the ‘Document Review’ Worksheet and a ‘Valid? Or Not’? (Exit Ticket) Worksheet. *(How did SCIM-C help you to come to a conclusion? Do you believe this document is valid? Why or why not? Explain.)*
7. Students will be given their ‘Historian Homework Worksheet’ for the night.
8. The lesson will end with a quick review on SCIM-C and thinking like a historian to outline what the ‘Historian Homework Worksheet’ is about. *(Based on what we did today, why do you think we should think like historians? Is it important to think like a historian? How do we know that what we have learned about Australia is true? Are people living in Melbourne happier than people who live in Rockville Centre?)*

**INSTRUCTIONAL STRATEGIES**

**Collaboration**

Indicator: This will be evident when students work together in their SCIM-C groups on their own document of a photograph and a statement.

**Discussion**

Indicator: This will be evident when the teacher introduces the definitions of the SCIM-C method, and when students and teacher discuss about the importance of the SCIM-C method based on their documents.

**Modeling**

Indicator: This will be evident when the teacher asks, or models the various types of questions for each SCIM-C section, and poses these to students during the lesson.

**ADAPTATIONS**

* The student who struggles to stay focused or on task will be given nonverbal cues, and the teacher will redirect them when needed.
* The student who wears glasses will sit near the board during instruction to see images on the SCIM-C PowerPoint clearer, and will also be given a handout of the document close up.

**DIFFERENTIATION OF INSTRUCTION**

Visual Learners- They will be able to see the PowerPoint about SCIM-C and the photographs, statements, and actual paper documents. The documents will be posted around the room, so they will be able to look at them and read them on their own and have assistance if needed.

Kinesthetic Learners- They will be able to walk around the room and look at the documents.

Auditory Learners- They will be able to listen to the discussion, PowerPoint presentation, and discussion on each photograph, statement, and paper documents.

**ASSESSMENT**

* Students will choose one of the photographs and statement along with it in order to write a small paragraph stating if the history we learned about Melbourne, Australia is true or not using at least two facts from what is presented in class.
* Teacher will assess the student’s classwork by monitoring the classroom.
* Teacher will assess the understanding of SCIM-C through questioning and observing in discussions.
* Teacher will walk around while students are in their SCIM-C groups and observe and ask questions.
* Teacher will grade homework the next day to determine the students understanding.

**INDEPENDENT PRACTICE**

Students will complete the ‘Historian Homework Worksheet’ where they will have to solve the credibility of an important statement, or quote. They will read the document to see if the source is valid or not using the SCIM-C method, and describe why the feel the way they do. The questions will be differentiated in color for the students, and they will only answer the questions posed to them. They will do this on their own at home, and decide if the history we learned in class that day was valid, or not valid in regard to the homework worksheet.

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

Direct Teacher Intervention

For students who struggled during the lesson, the teacher will help them directly. The teacher will focus on the SCIM-C questions again, and explain them further in detail to ensure the students understanding of the lesson entirely. The teacher will use the SMARTboard, and clearer documents with statements, and photographs. The teacher will then have a sheet where the documents, and SCIM-C questions are defined clearly for them.

Academic Enrichment

For those students whom excel in the lesson, they will have to find two documents on their own, will work in a group of two, and will decode one another’s documents. They will then answer SCIM-C questions, and think like a historian!

**REFERENCES**

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The Block Arcade. ‘Our History’. Retrieved April 2018 from: <http://theblock.com.au>

The Old Melbourne Gaol. ‘History’ Retrieved April 2018 from: <http://www.oldmelbournegaol.com.au>

The Shrine of Remembrance. ‘History’. Retrieved April 2018 from: <https://www.shrine.org.au/Home>

Document Review:

1. **Shrine of Remembrance**

* **“The Shrine of Remembrance served to honor those who went off to fight for their country in World War I, and for those families to have a place to grieve.”   
    
  (The Shrine of Remembrance, 2011).**

1. **Block Arcade**

* **The Block Arcade is a popular hangout area in town, that was built between 1891-1893.  
    
  (Block Arcade, 2018).**

1. **The Old Melbourne Gaol**

* **The Old Melbourne Gaol was built in the mid-1800’s where dangerous criminals, petty offenders, the homeless, and the mental ill stayed for many years.**

**(The Old Melbourne Gaol, 2018).**

1. **Five Pennies Creamery**

* **Dan Levine, the creator of Five Pennies Creamery has owned this storefront ice cream parlor for more than 40 years.   
    
  (Five Pennies Creamery, 2018).**

1. **St. Agnes cathedral**

* **St. Agnes Cathedral is popular in town. It is remained Catholic, and still has offerings for many masses, religious instruction, and gatherings.  
    
  (St. Agnes Cathedral, 2018).**

1. **George Martin, The Original**

* **George Martin, RVC’s genuine American Bistro has been around since 1989.**  
   **(George Martin, 2018).**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Valid? Or Not?

Directions: Please choose one photograph along with its statement that we discussed in class. Write a small paragraph (3-4 sentences) with two facts that you feel best describes why you feel this document is valid or not valid. Use the SCIM-C model of methods to determine your answer. Good luck historian!!

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**HISTORIAN HOMEWORK**

**Historians,** now that you have all decoded the pictures for both Melbourne and Rockville Centre in class today, your next mission is to figure out which document is more valid? Use the SCIM-C method to help you. Good luck historian!!

**“We’re definitely urbanized...I believe in people living in the downtown and being able to walk to places.”**- said by Francis X. Murray (Mayor of Rockville Centre) during an interview for the Wall Street Journal, April 1st, 2016.

Use the following to determine your answer:

* Summarizing: What does the source directly tell us?

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* Contextualizing: Who produced the source?  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Inferring: What conclusions may be drawn from the source?  
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* Monitoring: What additional evidence beyond the source is necessary?  
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