**Molloy College**

**Division of Education**

**Lesson Plan**

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Grade: 5 Topic: How do we know what we learned is true? Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After observing four primary source documents and participating in a group discussion, students will write arguments to support a claim and engage in a group discussion using the SCIM-C method to determine if what we have learned so far about Mexico, United States, and Montreal is valid. Students will conclude by writing a paragraph stating if the history we learned about yesterday is true or not using at least three facts from the document they analyze.

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

**New York State Social Studies Standards**

Key Idea: 5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

Key Concept: 5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.

*Indicator: This will be evident when students read and discuss the different documents about Mexico’s Independence, the English taking over the French in Montreal, and the Declaration of Independence.*

**National Social Studies Standards and Themes:**

**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 students the students see the different aspects of Mexico’s history in the documents. Students will see how other cultures have had influence on Mexican culture.*

 **Time, Continuity, & Change:** Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views

*Indicator: This will be evident when students view documents and see that different people may describe the same event or situation in diverse ways.*

**Individual Development & Identity:** Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

g. analyze a particular event to identify reasons individuals might respond to it in different ways;

*Indicator: This will be evident when the students look at their individual development and identity in regard to happiness.*

**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 usefulness of evidence in the SCIM-C activity and drawing conclusions about valid sources.*

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 to conclude about different events in Mexico’s Independence, the Declaration of Independence, and the English taking over the French in Montreal and to see if the history they learned is valid or not.*

**Common Core ELA Standards**

Text Types and Purposes

5W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

*Indicator: This will be evident when students write a paragraph saying if they believe the document they analyzed was valid or not and giving evidence.*

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 students work in their groups and discuss about their document and do the SCIM-C.*

**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.

 *Indicator: This will be evident when the students gather evidence to answer the question.*

C. Comparison and Contextualization

2. Categorize divergent perspectives of an individual historical event.

*Indicator: This will be evident when students look at different perspectives on the Border Wall.*

**INSTRUCTIONAL RESOURCES**

● SMARTboard

● “Thinking Like a Historian” PowerPoint

● “Documents!” Worksheet

● 4 Red, 4 Green, 4 Orange, 4 Blue Markers

● Representatives of the United States Document on Big Paper

● Mexico Wins Independence from Spain Document on Big Paper

● The United States Declaration of Independence Document on Big Paper

● The English beating the French in Canada Document on Big Paper

● Tape

● “SCIM-C” Cheat Sheet

● “ Is it Valid?” worksheet

**MOTIVATION**

How do we know what we learned is true? Students will participate in a whole-group discussion about how our textbook is not always right. Teacher will explain to students that we need to check our textbook with primary sources and how we are going to be thinking like historians do.

**DEVELOPMENTAL PROCEDURES**

1. Students will hand in their homework that they completed from the night before based on yesterday's lesson.

2. Students will go over how they are going to be thinking like historians based on the “Thinking Like a Historian” powerpoint 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 isn’t?)*

3. Students will follow along the “Thinking Like a Historian” PowerPoint presentation on SCIM-C and how it can help us determine if the history we are learning is valid or not. *(How can we prove that what we learned is true from the lesson before? How can this SCIM-C strategy help us determine if the evidence is valid? What is a summary? Why do you think it is important to contextualize? What is a bias? What are we looking for when we contextualize? What can we get from a document without the author directly telling us? Since we are thinking like a historian, why do you believe it is important to look at what could be missing from the document? Do you think it is important to look at two different documents and see how they are similar and how they are different? How does corroborating help us determine if the history we are learning is valid or not?)*

4. Students will be broken up into groups of four. Each member will be assigned to record the Summarizing (red marker), Contextualizing (green marker), Inferring (orange marker) or Monitoring (blue marker) of the SCIM-C. Students will receive a SCIM-C Cheat Sheet.

5. Each group will get a different document based on Mexico’s Independence, the English taking over the French in Montreal, the U.S. Declaration of Independence, and the Representatives of the U.S document and each person will answer the corresponding question based on their assigned part of SCIM. *(What is this document telling us about the history of Mexico, Montreal, and the U.S.? Is it a primary or secondary source? What can you infer about this document? Why are you monitoring the document? Who wrote this source, does that give us any information?)*

6. Students will go back to their seats and have a class discussion in their groups about the documents, and become experts on their assigned document. *(How does corroborating help us determine if what we learned is valid or not?)*

7. Students will participate in a Jigsaw cooperative learning technique. Each member from each SCIM-C group will gather together and form their own group of experts from the different documents (Mexico, Montreal, United States). Each member of the new group will teach the other students about the document they analyzed.

8. Students will choose one document and write a paragraph stating if the history we learned about yesterday is true or not using at least three facts from the document. Students will receive the “Documents!” worksheet and the “Is it Valid?” worksheet. *(How did SCIM-C help you determine if this document is valid or not? Do you believe this document is valid? Which is the most important? Explain. Why or why not?)*

9. The lesson will end with a quick review on SCIM-C and thinking like a historian. *(Why is important to think like a historian? How do we know that what we have learned about Mexico is true?)*

**INSTRUCTIONAL STRATEGIES**

**Cooperative Learning:** (engaging groups of students to work together on a structured activity)

Indicator: This will be evident when students work together in their SCIM-C groups on their assigned document as well as participating in the Jigsaw cooperative learning technique..

**Modeling: (showing information rather than telling)**

Indicator: This will be evident when the teacher models the types of questions for each SCIM-C section and how to think like a historian.

**Discussion:** (engaging in meaningful discussions about the content)

Indicator: This will be evident when the teacher and student discuss how to think like a historian, CHAMPS, and how to analyze their documents using the SCIM-C method.

**ADAPTATIONS**

● The student who struggles to stay focus will be given nonverbal cues and the teacher will redirect them and repeat directions when needed.

● The student that struggles with the SCIM-C will be provided with a SCIM-C Cheat Sheet to assist them when analyzing the documents.

**DIFFERENTIATION OF INSTRUCTION**

**Visual Learners**: Students will be able to see the PowerPoint about SCIM-C and the documents. The documents will be posted around the room, so they will be able to look at them and read them on their own.

**Kinesthetic Learners**: Students will be able to walk around the room, look at the documents, and use it to help them answer their assigned question of the SCIM-C.

**Auditory Learners**: Students will be able to listen to the discussion, Thinking Like a Historian PowerPoint presentation, and the four documents.

**ASSESSMENT**

● Students will choose one document and write a paragraph stating if the history we learned about yesterday is true or not using at least three facts from the document they analyzed.

● Teacher will assess the understanding of SCIM-C through questioning and observing.

● Teacher will walk around while students are in their SCIM-C groups and observe and ask questions.

**INDEPENDENT PRACTICE**

Students will complete the “Thinking Like a Historian!” worksheet where they will have to solve the history investigation given. They will read the document to see if the source is valid or not using the SCIM-C method. They will complete one on their own at home and decide if the history we learned was positive or negative.

**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 and explain them further in detail. The teacher will then have a document where they will go over SCIM-C questions about the document together.

Academic Enrichment

For the students who excel in the lesson they will have to find a document on their own. They will then answer a variety of SCIM-C questions based on the document.

**REFERENCES**

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SCIM-C Cheat Sheet!

These are the questions you will see for each letter!

Summarizing

What type of historical document is the source?

What specific information, details, and/or perspectives does the source provide?

What is the subject, audience, and/or purpose of the source?

Who was the author and/or audience of the source?

Contextualizing

When and where was the source produced?

Why was the source produced?

What was happening within the immediate and broader context at the time this source was produced?

What summarizing information can place the sources in time, space, and place?

Inferring

What is suggested by the source?

What interpretations may be drawn from the source?

What perspectives are indicated in the source?

What inferences may be drawn from absences or omissions in the source?

Monitoring

What additional evidence beyond the source is necessary?

What ideas, images, or terms need further defining from the source?

How useful or significant is the source for its intended purpose in answering the historical question?

What questions from the previous stages need revisiting in order to analyze the source successfully?

Corroborating

What similarities and differences between the sources exist?

What factors could account for the similarities and differences?

What conclusions can be drawn from the accumulated interpretations?

What additional information or sources are necessary to answer more fully the guiding historical question?

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

Is it Valid?

Directions: Choose one document that we discussed today. Write a paragraph with at least three facts about why you believe the document is valid or not. Use SCIM-C references.

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**Thinking Like a Historian**

Directions: Now that you know how to think like a historian, it is your job to see if the document below is valid or not! Use the SCIM-C method to help you. Good luck, historian!

In addition to establishing the Rio Grande as the border between the two countries, the territory acquired by the U.S. included what will become the states of Texas, California, Nevada, Utah, most of New Mexico and Arizona, and parts of Colorado and Wyoming. In exchange Mexico received fifteen million dollars in compensation for the territory and the U.S. agreed to assume claims from private citizens of these areas against the Mexican government.

-Treaty of Guadalupe Hidalgo, February 2, 1848

Summarizing: What specific information, details, and/or perspectives does the source provide?

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Contextualizing: Why was the source produced?

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Inferring: What interpretations may be drawn from the source?

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Monitoring: What additional evidence beyond the source is necessary?

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**Documents!**

* **Document #1:** Mexico- Mexican Independence from Spain Mexican War of Independence lead by **Miguel Hidalgo y Costilla**

Mexico Wins Independence from Spain:

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| --- |
|  “Come march with us for country and religion…”-Quote by Miguel Hidalgo from his speech “Cry of Dolores” on September 16, 1810 |

Background: Hidalgo was a Catholic priest in Dolores, Mexico. He felt that the only way to help his people was to end Spanish control of Mexico. His speech. “Cry of Dolores,” began the War for Independence.

* **Document #2:** Montreal- English taking over French in Canada.

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| --- |
| No one can rejoice more sincerely than I do on the [defeat] of Canada by the English; and this, not merely as I am a Colonist, but as I am a Briton citizen of the British Empire. I have long been of Opinion that the Foundations of the future (Greatness) and Stability of the British Empire lie in America . . .Benjamin Franklin to Lord Kames,3 January 1760 |

* **Document #3:** United States- Declaration of Independence

It was an official act taken by all 13 American colonies in declaring independence from British rule.

**Document 3: Americans declare their independence from Great Britain**

|  |
| --- |
| We hold these truths to be self-evident(obvious), that all men are created equal, that they are endowed(given) by their Creator with certain unalienable(unable to be taken) Rights, that among these are Life, Liberty and the pursuit(search) of Happiness.-Declaration of Independence, 1776 |

**Background:**This source was written by our Founding Fathers as a declaration of our freedom from Britain. It was written and signed by members of the Second Continental Congress in order to show Great Britain that we would be recognized as an independent nation. This excerpt focuses on the main idea that all people under this new American government would be considered equal and that they are owed their rights as citizens of this new country. These were rights that not even the Crown could take from them.

* **Document #4:** Representatives of the U.S.

|  |
| --- |
| We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; |