**Molloy College**

**Division of Education**

Andrea Ross Professor Sheehan

Course EDU 5090 December 12, 2019

Grade: Second Topic: Communities

Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVE(S)**

After a read aloud of the story “Mr. Peabody’s Apples” by Madonna, students will identify real-life connections between words and their use by participating in a discussion about rumors and the reliability of sources with their knowledge of these terms. Students will then complete a worksheet about sourcing that goes along with “Mr. Peabody’s Apples” identifying three accurate facts about sources from a story they read.

**STANDARDS AND INDICATORS**

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

**New York State Social Studies Standards**

**Key Idea:**  Individual Development and Cultural Identity 2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.

Key Concept: 2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.

2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.

2.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.

2.1d Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live. By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different communities.

**Indicator:** This will be evident when students compare characteristics of rural, suburban and urban communities to come to a decision on the question asking which community they live in and provide sound evidence to support their decision.

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

Language Standards-Vocabulary Acquisition and Use

2L5a: Identify real-life connections between words and their use.

**Indicator:** This will be evident when students identify connections between words and their use by participating in a discussion about rumors and the reliability of sources with their knowledge of these terms.

**ELA Standard:** Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Indicator:** This will be evident when students complete a worksheet about sourcing that goes along with the story, “Mr. Peabody’s Apples”

**NCSS C3** **Inquiry Arc Standard:** Dimension 3-Evaluating sources and using evidence.

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 evidence from “My. Peabody’s Apples” to tell if the information is true and is coming from a reliable source.

Habits of Mind Skills:

1. 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 students work on the homework assignment and identify three accurate facts about sources from a story they read on their own.

**DEVELOPMENTAL PROCEDURES (\*Engaging the learner)**

1. **MOTIVATION**

The teacher will read the story “Mr. Peabody’s Apples” By Madonna.

2. Students will participate in a discussion about rumors and if they’ve ever heard a rumor about someone in their class that ended up not being true. Then the teacher will relate the term rumor to the story that was read. Students will be asked to talk about this in a respectful manner and not say what the rumor was. Then the teacher will discuss key terms that go along with the word rumor such as sourcing, evidence, reliable, and purpose.

3. The teacher will write on the board the definitions of these terms and how they correlate with the story.

( *What does sourcing mean? Can anyone tell me a time where they found evidence to support their answer? Can anyone think of a story they read and what they thought the purpose of the story was?)*

4. Students will be asked questions about sourcing and the teacher will give an example from the story if they think what they heard about Mr. Peabody is true and if the source that the information is coming from is reliable.

(*How do we know what Tommy Tittlebottom is saying about Mr. Peabody is reliable? Do we know that Mr. Peabody is actually stealing? What evidence from the story can support your answer?)*

5. Students will complete a worksheet about sourcing that goes along with “Mr. Peabody’s Apples” and will then have knowledge about reliable sources and the author’s purpose of writing the story.

*(What can you tell me about rumors and how does the term rumors relate to the story? What is the authors purpose of writing this story?)*

6. Students will have to create three sentences about sourcing for homework. The first sentence will be to pick a sentence from a story they have read on their own and write why this sentence is a reliable source and where it is coming from. The second sentence will be to find different sources in the story such as another character that was giving unreliable information about the main character for example. The third sentence will be what they thought the author’s purpose was for writing this story and then draw a picture on their homework sheet that they liked about the story they read on their own.

*(Can you think of a book you read that has to do with rumors? Can you find any evidence in the story you read that made the source reliable and unreliable? What do you think the authors purpose was while writing this story?)*

**INSTRUCTIONAL STRATEGIES**

**Modeling** (Showing rather than telling by acting out)

**Indicator:** This will be evident when the teacher reads the story “Mr. Peabody’s Apples” by Madonna.

**Direct Instruction** (Teaching in front of the room while students listen)

**Indicator:** This will be evident when the teacher gives directions on how to complete the sourcing worksheet and homework.

**Cooperative Learning** (Engage students to work together on an activity)

**Indicator:** This will be evident when students participate in a class discussion about rumors and work on the sourcing sheet together.

**Individual Learning**  (Engage students to work alone on an activity)

**Indicator:** This will be evident when students work on the homework.

**ADAPTATIONS**

The student who doesn’t take notes well will be given a sheet with all of the terms and definitions we go over including sourcing, evidence, reliable, rumors, purpose.

The teacher will monitor this student carefully so that they don’t feel left out or is having trouble working with that group.

The student who has trouble staying focused or can’t see far away will sit next to the teacher during the read aloud.

The student who struggles to remember the story to answer the questions will be able to read the story over again.

**DIFFERENTIATION OF INSTRUCTION**

**Auditory Learners:** Students will listen to the teacher read the story “Mr. Peabody’s Apples” and listen to the class have a discussion about it

**Visual Learners: Students will be able to look at the pictures in the book to get a better understanding of the story.**

**Struggling Students**: Students who are having trouble finding a book they’ve read before to complete the homework assignment can use a book thats in the teachers classroom or ask the teacher for help.

**Advanced Students:** Students who complete the homework and understand all the terms will be asked if they can answer a trickier question regarding a different term asking what they think perspective means and what is the authors perspective.

**INDEPENDENT PRACTICE**

Students will independently complete the homework assignment at home and re-read any book they think has to do with sourcing, purpose, and evidence.

**FOLLOW-UP ACTIVITIES:**

**DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention

For the students who struggled during the lesson and understanding the terms, the teacher will work with them on understanding the definitions using pictures and examples.

Academic Enrichment

For students who excelled during the lesson, they will be challenged to watch something on television thats appropriate or read an article and find out if the source is giving reliable information.

**INSTRUCTIONAL RESOURCES AND MATERIALS**

* “Mr. Peabody’s Apples” book
* Sourcing Worksheet
* Terms and definitions worksheet
* pencils, crayons, chalkboard
* Homework Sheet - Create three sentences

**REFERENCES**

Latest News. (2019, November 26). Retrieved from http://www.nysed.gov/.

Madonna, & Long, L. (2003). *Mr. Peabody's Apples*. Place of publication not identified: Puffin.

New York State Next Generation English Language Arts Learning Standards. Retrieved from <http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf>

**Name Date**

**Teacher**

**Vocabulary**

**Sourcing:** Find out where something is coming from.

Sourcing asks readers to consider “What is the author’s purpose?” “Why was it written?” “Is the information coming from the source reliable?

**Example:** “Johnny is a reliable source in the story because the information he gave about Sally getting an A on her test is true. He saw the grade on her paper with his own eyes.”

**Evidence:** Any information given in a story that can support ideas, arguments, opinions, and thoughts.

**Example:** “Johnny has evidence that Sally got an A on her test because he saw her studying in the library and the grade she got.”

**Reliable:** Someone who is untrustworthy or has untrustworthy qualities.

Able to be trusted**.**

**Example:**“Johnny is a reliable source because he told the truth about Sally’s grade.”

**Unreliable:** A person or something that is untrustworthy. AN unreliable friend or an unreliable source.

**Example:** Johnny’s friend Adam is an unreliable source because he told him that Sally failed her test.

**Purpose:** The reason why the story was written.

To use evidence from the story that shows the authors purpose is to entertain, persuade, teach a lesson.

**Example:** “The purpose of the story was to teach a lesson about how we shouldn’t spread rumors about people.”

Name Date



Teacher

**Sourcing Worksheet**

**Directions:** Answer the following questions about sourcing using information from the story “Mr. Peabody’s Apples” by Madonna.

1. Why did the characters in the story think that Mr. Peabody was stealing apples?



2. What was Mr. Peabody actually doing?



3. What is a rumor?

4. Should Tommy and Billy have spread that rumor about Mr. Peabody? Explain why.

5. What evidence is there from the story that tells us that he wasn’t actually stealing?



6. What is the purpose of the story?

7. Is Tommy Tittlebottom a reliable or unreliable source in the story? Please explain.



8. Who is a reliable source in “Mr. Peabody’s Apples?”

Hint: Think about who owns at the fruit market.

Name Date

Teacher

**Homework**

**Create Three Sentences about Sourcing**

**Directions:** Find a book you have read in the past on your own that would go along with the terms we’ve learned such as evidence, purpose, reliable, and unreliable. Find evidence from the story to create three sentences.

**The name of the book I chose is**

“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_" by

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Find evidence from the story you read to create a sentence about a reliable source.**

Hint: Who is the source? Is it a character in the story? What evidence is this character giving that makes the information they’re giving true?(reliable)

2. **Find evidence from the story you read to create a sentence about an unreliable source or information that was given that wasn’t actually true.**

Hint: Who is the source? Is this source a character? What information is this source giving that makes the information not true or untrustworthy? Can you find evidence from the story that makes this source (character) an untrustworthy person?

3. **What do you think the author’s purpose was for writing this story?**

**Draw a picture illustrating what you liked most about the story you read!**

