**Molloy College**

**Division of Education**

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Course: EDU 351 01 Date: March 31, 2020

Grade 5 Topic Writing: TDFC Content Area: Social Studies

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

**New York State Social Studies Standards**

5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)

5.3a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

5.3b Europeans encountered and interacted with Native Americans in a variety of ways

**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 are empowered with the tools to accurately write about and evaluate credibility on primary sources about Columbus.*

**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 completion of the TDFC students answer the question How can we effectively organize and share what we know about Columbus ? Was he a hero or a villain?*

**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 if Columbus was a hero or a villain.*

**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 completing TDFC planning sheets.*

**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 whether Columbus was a hero or a villain.*

**Speaking and Listening**

**Social Studies Practices: Habits of Mind**

1. **Gathering, Interpreting and Using Evidence**
2. 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 recognize arguments on specific social studies topics and identify evidence supporting the argument through utilizing the TDFC.*

 **INSTRUCTIONAL OBJECTIVES (s) *(Lesson Objective(s)\*)***

After engaging in a practice pre-writing exercise on whether or not Tik Tok should be banned, students will *provide logically ordered reasons that are supported by facts and details from various sources* by completing a TDFC planning sheet on their required essay on whether Columbus was a hero or a villain. Students will do this accurately filling in all the boxes of the TDFC outline.

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

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

**After explaining the objective of today’s lesson, Teacher will show students various Tik Tok videos. Teacher will say, “I think Tik Tok should be banned, what do think?”**

2.Students will research videos and present evidence whether or not Tik Tok has a positive or negative influence.

Question: How do we know what is positive or negative?

4.Teacher will direct instruction using the Google slides presentation TDFC (topic, detail, follow-up, and clincher) on PowerPoint

Question: How can we analyze Tik Tok videos?

5.Teacher will model how to use TDFC by using the example, *(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? Now, how do we tie all of our details together to create a clincher sentence?)*

a.Teacher will model how to create a topic sentence by using the question and documents provided. Then, students and teachers 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?)*

b.Teacher will model how to use the TDFC to do the practice essay. Students will then create the practice essay and will share best practices.

c.Now, the teacher will share their essay students will use the TDFC to write a template outlining their final essay.

6. Teacher will ask “ Who would like to present their essays in front of the classroom“?

(Teacher will pick 2-3 students to present)

7. Now that students have learned how to effectively use the TDFC planning sheet, they will now use the TDFC to accurately write about and evaluate the credibility of primary sources about whether or not Columbus was a hero or a villain.

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

* Teacher will assess how students organized the TDFC planning sheet.
* Teacher will assess students’ essay on if Tik Tok should be banned
* Teachers will assess students’ samples of work to assess their understanding.

**REFERENCES**

ENGAGE NY. (2017). New York State Next Generation English Language Arts Learning

 Standard. Retrieved from

 http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TDFC Planning Sheet**

**QUESTION ASKED**

**First Paragraph** 

**TOPIC SENTENCE**

Topic Sentence: (Use a sentence to create your argument)

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**Second Paragraph**

**DETAIL ONE (1ST DOCUMENT)**

Detail Paragraph One: Detail of the document (make sure to cite!)

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**FOLLOW UP (First Document)**

Follow Up (Include everything you else you can to support the document)

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**DETAIL TWO (Second Document)**

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**FOLLOW UP (Detail Two)**

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**DETAIL THREE (Third Document)**

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**FOLLOW UP (Detail Three)**

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**DETAIL FOUR (Fourth Document)**

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**FOLLOW UP (Detail Four)**

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**Third Paragraph**

**CLINCHER**

In conclusion, (return to the overall topic sentence, repeat your topic sentence.)

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**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grading Rubric for the TDFC for the DBQ**

Did the student answer the question asked? \_\_\_\_\_\_\_\_\_/20 points

Did the student use a topic sentence? \_\_\_\_\_\_\_\_\_ /20 points

Did student use one detail from each

of the 4 documents? \_\_\_\_\_\_\_ /20 points (5 points for each detail, cited)

Did student use at least one follow-up to

support the cited detail? \_\_\_\_\_\_\_\_\_/20 points (5 points for each follow-up that correctly supports the detail)

Did the student use a clincher sentence? \_\_\_\_\_\_\_\_\_/20 points