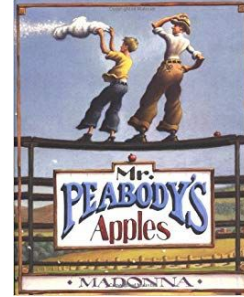
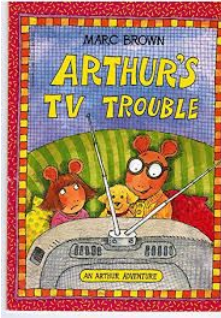


Grade Level: 1

Name of Unit: Sourcing and Purpose are Two Valuable Tools in Life

Compelling Question:

Can sourcing and purpose help us to determine what is true about Thanksgiving?



Narrative Background

The goal of this unit is to use sourcing and purpose to determine if a source is true at a young age. Students will learn what sources are reliable and what sources to stay away from. The internet, books, magazines, and videos can cause viewers to learn about things that are not true at all, which can lead to false advertising.

Compelling Question

Can sourcing and purpose help us to determine what is true about Thanksgiving?

Staging the Question (Brain Framing):

To begin the lesson, students will meet on the carpet and play a game of 'Telephone' where the teacher will send a message to one student and see how the message changes after being relayed to each student on the carpet. Afterwards, the class will have a discussion on how the message changed during the game and where we see this idea in the real world.

Standards and Practices:

1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
- Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.

<p>1. Supporting Question</p> <p>How can we tell if we should believe a source?</p>	<p>Formative Tasks:</p> <p>After playing a game of 'Telephone' and reading "Mr. Peabody's Apples" by Madonna, students will be able to identify whether or not to believe a source by completing a graphic organizer in groups followed up with an exit ticket receiving credit for at least 2 out of the 3 questions.</p>	<p>Sources:</p> <ul style="list-style-type: none">- Mr. Peabody's Apples- Madonna- Powerpoint presentation
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2. Supporting Question	Formative Tasks	Sources
<p>How can we determine what the purpose of a piece is?</p>	<p>After a class read-aloud and discussion on how to determine the purpose of a piece/what types of purposes exist, students will participate in the collaborative Purpose Pieces group activity and then correctly answer at least 6 out of the 8 questions on the Exit Ticket.</p>	<ul style="list-style-type: none"> - Arthur's TV Trouble - commercial - Powerpoint presentation

3. Supporting Question	Formative Tasks	Sources:
<p>How can we combine sourcing and purpose to determine if a source is credible or not?</p>	<p>After students learn about the purpose and if a source is believable and true, students will act as detectives to determine if a source is believable and has a true purpose.</p>	<p>Source A: PowerPoint presentation</p> <p>Source B: Students will be given a handout with directions to follow.</p>

<p>4. Supporting Question:</p> <p>Can sourcing and purpose help us to find what is true about thanksgiving?</p>	<p>Formative Tasks:</p> <p>After the students perform the “History Mystery,” students will participate in collaborative conversations with diverse peers to determine if a source is credible or not by completing an “exit ticket” correctly answer at least 3 out of 4 questions.</p>	<p>Sources:</p> <ul style="list-style-type: none"> - Youtube video - Powerpoint - Sources from twitter, facebook, and online
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<p>Summative Performance Task:</p> <p>Students will perform a History Mystery with sources on Thanksgiving. Students will be given six sources, three opinions and three facts. In groups, the students will determine if each source is a fact or opinion on a poster board while considering the source. They will also determine if the source is credible or non-credible.</p>
<p>Extension:</p> <p>Students who are unable to read the statements in the History Mystery will be allowed to draw pictures or will be provided with a differentiated version of only pictures on the selected topic.</p>

Taking Informed Action:

- Students will work in a group and will find either credible or non credible source in the classroom. After students find one, with the help of the teacher, they will create a flipgrid where they will explain why the source is credible or not.

Student(s): Olivia Belfiore
Course EDU: EDU 3510-01
Grade: 1 Topic: Sourcing

Professor: Dr. Sheehan
Date: December 4th, 2019
Content Area: Social Studies

INSTRUCTIONAL OBJECTIVES (s)

After playing a game of 'Telephone' and reading "Mr. Peabody's Apples" by Madonna, students will be able to identify whether or not to believe a source by completing a graphic organizer in groups followed up with an exit ticket receiving credit for at least 2 out of the 3 questions.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

Social Studies Standard

1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
- Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.

Indicator: This will be evident when students are able to recognize if a source is credible or not.

COMMON CORE ELA ANCHOR STANDARDS FOR SOCIAL STUDIES

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Indicator: This will be evident when students work in groups and discuss whether or not they should believe a source.

NCSS C3 SOCIAL STUDIES 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 use their knowledge from the story and determine whether or not the source was credible and how we know to believe a source or not.

NCSS NATIONAL THEMES

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 such as art and photographs, artifacts, oral histories, maps, and graphs).
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 discuss how they know if a source is believable or not.

INSTRUCTIONAL RESOURCES

- “Mr. Peabody’s Apples” by Madonna
- “Sourcing: Exit Ticket” worksheet
- “Sourcing: Graphic Organizer” worksheet
- Pens/pencils
- “Sourcing: Homework” worksheet

MOTIVATION

To begin the lesson, students will meet on the carpet and play a game of ‘Telephone’ where the teacher will send a message to one student and see how the message changes after being relayed to each student on the carpet. Afterwards, the class will have a discussion on how the message changed during the game and where we see this idea in the real world.

DEVELOPMENTAL PROCEDURES

1. To begin the lesson, students will meet on the rug and play a game of “Telephone”. The teacher will deliver a message to one student and they will be responsible for passing the message on to their peers. The purpose of this game is to see how a message can be changed and we should not always believe what we hear. (*What was the original message? How did the message change when it got to the final student?*) [7 minutes]
2. After the game, students will return to their seats and the teacher will read “Mr. Peabody’s Apples” by Madonna to the class. The class will discuss the outcome of the story and who the source of the conflict was. (*What was the main conflict of this story? Who was responsible for this conflict? Should the people in the story have believed that boy?*) [12 minutes]
3. The class will then have a discussion on what the game of ‘Telephone’ has to do with the story. The class will discuss sourcing and how it is important to get information from a reliable source. (*What did the game we played on the rug have to do with our story that we read? Have you seen situations like these anywhere else in life?*) [3 minutes]
4. Students will then split into groups and complete a graphic organizer discussing whether or not they should have believed the boy in the story giving examples and their reasoning

5. as to why or why not. (*How do you and your classmates feel about the actions that took place in the story? Would you have believed that boy?*) [15 minutes]
6. The class will have a discussion on the information from the graphic organizer and ultimately lead to the importance of sourcing. (*After working in groups, do you think the source is always believable?*) [3 minutes]
7. To close the lesson, students will complete an exit ticket where they will be instructed to look at a document and answer questions to wrap up the material from the activities in the lesson. (*How did you know who the source was? Do you think you should believe this source? Why or why not?*) [5 minutes]

INSTRUCTIONAL STRATEGIES

Discussion (engaging in meaningful discussions about the content)

Indicator: This will be evident after the class plays a game of ‘Telephone’ when the students discuss how a message can be changed and how this can be applied in the real world.

Modeling (showing rather than telling by acting out desired behaviors)

Indicator: This will be evident when the teacher models how to complete the graphic organizer and how to tell who the source is.

Cooperative Learning: (engaging groups of students in working together on a structured activity)

Indicator: This will be evident when students work in groups to complete a graphic organizer on sourcing and how to tell whether or not we should believe a source.

ASSESSMENT

Formal: Students will be assessed formally when they complete the “Sourcing: Exit Ticket” worksheet. This worksheet will have the students look at a document and determine who the source is and whether or not they should believe that source giving at least one reason why or why not.

Informal: Students will be assessed informally throughout the duration of the lesson based on the questions the teacher asks, their ability to complete their work thoroughly, and their ability to work with and learn from their peers.

INDEPENDENT PRACTICE

For homework, students will be instructed to complete the “Sourcing: Homework” worksheet where they will have to find a document from home and answer questions about who the source of the information is and whether or not they should believe that source.

REFERENCES

New York State Education Department. (2017). New York State P-12 ELA Learning Standards. <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

New York State K-12 Social Studies Framework. (n.d.). Retrieved from <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>.

Sourcing: Homework

Directions: Find your own document at home and answer these questions.

1. Who is the source? _____

2. Should you believe this person?

YES

NO

3. Why or why not?

Sourcing: Graphic Organizer

Mr. Peabody's Apples

Should we have believed the source?



Yes!

Because...

1. _____
2. _____
3. _____

No!

Because...

1. _____
2. _____
3. _____

Sourcing: Exit Ticket

"Do not see Creepy Monsters.
It was an awful movie."

- Ryan, a boy who
hates scary movies

1. Who is the source? _____

2. Should you believe this person?

YES

NO

3. Why or why not?

Student: Sarah Woods

Professor: Dr. Sheehan

Course EDU: EDU 3510 01

Date: December 4, 2019

Grade: 1 Lesson 2

Topic: Purpose of a piece

Content Area: Social Studies

INSTRUCTIONAL OBJECTIVES(s)

After a class read-aloud and discussion on how to determine the purpose of a piece/what types of purposes exist, students will participate in the collaborative Purpose Pieces group activity and then correctly answer at least 6 out of the 8 questions on the Exit Ticket.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

New York State Social Studies Standard

Key Idea 1.2: There are significant individuals, historical events, and symbols that are important to American cultural identity.

Key Idea 1.2a: The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.

- Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.

Indicator: This will be evident when students are able to recognize if a source about

Thanksgiving is credible or not.

New York State Next Generation English Language Arts Learning Standards Grade 1

Comprehension and Collaboration

1SL1: Participate in collaborative conversations with diverse peers and adults.

Indicator: This will be evident the students participate in collaborative discussions during the “Purpose Pieces” activity to determine which piece goes into which purpose category.

NCSS C3 SOCIAL STUDIES 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 use their knowledge on purpose types and how to determine the purpose to correctly complete the Purpose Pieces activity.

SOCIAL STUDIES PRACTICE: HABITS OF MINDS SKILL

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 such as art and photographs, artifacts, oral histories, maps, and graphs).

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 are able to determine the purpose of the source.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.

Indicator: This will be evident when students have a discussion on what the purpose of each piece is as well as when they have a class discussion about the purpose of the commercial.

INSTRUCTIONAL RESOURCES

- Floam infomercial (YouTube video)
- PowerPoint presentation
- “Arthur’s TV Trouble” book
- “Purpose Pieces” cards
- Exit Ticket

DEVELOPMENTAL PROCEDURES

1. **MOTIVATION:** Students will be shown a commercial for Floam, a toy advertised for children in an exaggerated infomercial format. Following the viewing of the commercial, the class will participate in a teacher-led discussion about the point of the commercial and why it was created (*What parts of the commercial are exaggerated or over-the-top?*
(*LITERAL*) *Why do you think so many clips are shown of children enjoying the toy?*
(*INFERENTIAL*) *What is the point of this commercial? (LITERAL) Emphasize that it is to persuade viewers to buy the toy and that this is called the purpose*). [5 minutes]

2. The teacher will review what was learned during the last lesson about credibility of a source and ask students their opinion on if television commercials are credible. (*Are commercials usually a good source? (LITERAL) Do they always tell the whole truth? (LITERAL) Why or why not? (INFERENTIAL) Emphasize that commercials should typically not be trusted as the most reliable type of source.*) [5 minutes]
3. The teacher will read aloud Arthur's TV Trouble and facilitate student discussion throughout regarding the plot elements and connecting them back to the concepts of purpose. (*What was the purpose of the commercials Arthur saw? (INFERENTIAL) Did they work on Arthur? (LITERAL) How did D.W. know that the commercials shouldn't be trusted? (INFERENTIAL)*) [15 minutes]
4. The teacher will put the PowerPoint presentation up on the board and lead a discussion about how to determine the purpose of a piece and what the different types of purposes are. The teacher will explain that there are three types of purposes that can be used. (*What was the purpose of the commercial Arthur saw? (LITERAL) Was this the same purpose as the Floam commercial? (LITERAL) What are some examples of the other two types of sources? (INFERENTIAL).*) [10 minutes]
5. Students will be split into small groups and each group will receive a set of Purpose Pieces, each of which have the title of a piece on them. Students will work together to determine which category each of the pieces go in based on their purpose (to persuade, to inform, to entertain). Once students have completed the activity, the teacher will review the correct answers for each card. [10 minutes]

6. Students will each be given an Exit Ticket sheet on which they will work independently, correctly answering at least 6 out of the 8 questions to ensure that they grasp the concepts of purpose and the types of purpose that exist. [5 minutes]
7. Closure: The students will complete a “Headline” activity, composing a newspaper headline style sentence that reflects the main idea of the lesson. The teacher will invite one or two students to share their headline. [5 minutes]

INSTRUCTIONAL STRATEGIES

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

Indicator: This will be evident when the class discusses the purpose of the Floam commercial as well as during the discussion that occurs throughout the read-aloud.

Strategy: Cooperative Learning: (engaging groups of students in working together on a structured activity)

Indicator: This will be evident when students work in groups to complete the Purpose Pieces activity.

ASSESSMENT

Informal: Students will work with their groups to correctly complete the Purpose Pieces activity by matching each card to the correct purpose type.

Formal: Students will complete the Exit Ticket sheet, correctly answering at least 6 out of 8 questions.

INDEPENDENT PRACTICE

For homework, students will bring in materials that reflect each of the three types of purpose (to persuade, to inform, to entertain). These could include a commercial, an article, a book, etc.

Students will write one sentence for each material, explaining why it corresponds to the chosen purpose.

REFERENCES

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<https://www.youtube.com/watch?v=OwiAbiGP0xA>.

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Name: _____

Date: _____

Exit Ticket!

Part One: Choose from the word box to give each type of purpose the correct definition. Put the letter next to the purpose below!

- A. To tell a story or describe real or imaginary people, places, and events
- B. To help the reader/viewer learn something; based off of facts
- C. To get the reader/viewer to agree with the author's opinion or to get them to do something that the author wants them to do

1. To persuade: _____

2. To inform: _____

3. To entertain: _____

Part Two: Correctly label each sentence as being one of the following: to persuade, to inform, or to entertain.

1. All You Need to Know About Plants! _____

2. The World's Biggest Book of Jokes _____

3. Why You Should Travel to New York _____

4. A Huge Book of Fairy Tales _____

5. How to Bake Chocolate Chip Cookies _____

Student(s): Kathryn Gibson
Course EDU: EDU 3510 01
Grade: 1 Lesson #3

Topic: Sources Credibility

Professor: Dr. Sheehan
Date: November 25, 2019
Content Area: Social Studies

INSTRUCTIONAL OBJECTIVES (s)

After learning about the credibility of sources and completing an activity on credible and non credible sources, students will complete an exit ticket showing what they understand, getting a score of at least 4 out of 5 correct.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

Social Studies Standard

1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
- Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.

Indicator: This will be evident when students are able to recognize if a source is credible or not.

COMMON CORE ELA ANCHOR STANDARDS FOR SOCIAL STUDIES

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Indicator: This will be evident when students are able to work together to decide if a source is credible or not.

NCSS C3 SOCIAL STUDIES INQUIRY ARC

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 are able to present to the teacher and class a variety of credible and non credible sources.

SOCIAL STUDIES PRACTICE: HABITS OF MINDS SKILL

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 such as art and photographs, artifacts, oral histories, maps, and graphs).

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 are able to tell if a source is believable and the purpose of the source.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.

Indicator: This will be evident when students have a discussion on which source is important and true and which source is not true and important.

INSTRUCTIONAL RESOURCES

- PowerPoint
- Key words worksheet
- Chart paper
- Tape
- Exit Ticket
- Magnifying glass
- 2 passages on school

MOTIVATION

Students will be given two passages on the same topic. The teacher will read the two passages to students so that they understand what is being read. Following the teacher reading the two passages, students will act as detectives to determine which source is more reliable compared to the other. The first passage will be all about facts on school, while the second passage will be a funny and personal feelings on school. (INFERENTIAL: “*Why do we think one piece is better than the other?*” LITERAL: “*Which piece is talking about facts?*” INFERENTIAL: “*Which is more an opinion and why?*”) [5 minutes]

DEVELOPMENTAL PROCEDURES

1. After students pretend to be detectives and complete the motivation, the teacher will explain to students that today we are going to talk about the credibility of people and sources. The teacher will explain what is credibility is and ways we can determine if something or someone is credible on a PowerPoint. The teacher will make reference to “Mr. Peabody’s Apple as a source of reference. (“*What is a source?*” “*Do you know someone who is credible?*” LITERAL: “*What is one way you can tell something is credible?*”) [5 minutes]

2. The teacher will then explain to students the terms reliable and opinion. These terms will be discussed because they play a big component in understanding if a source is credible or not credible. (LITERAL: *“Is pizza is my favorite food an opinion?”* INFERENTIAL: *“Why or why not is it an opinion?” “Is a reliable person or source a trusting person or source?”*) [3 minutes]
3. Students will then learn the type of sources that are credible and sources that are non credible on the PowerPoint. The teacher will explain why the first few sources are credible and non-credible. Students will then get decide as a class why they think a source is credible or not. After students learn about type of credible and non credible sources, the teacher will show students key words that can help decide the credibility of a source. (*“Have you ever believed something that you thought was true by it actually was not?” “Why is a Facebook post a non-credible source?” “Do you think keywords are important to help tell if a source is credible?”*) [5 minutes]
4. The students will then be encountered with 3 sources and as a class, the class will decide if a source is credible or not credible. The teacher will read or show students a picture and then ask if a source is credible or not. (*“Why do you think this source is credible?” “Are there any keywords?”*) [3 minutes]
5. The class will then be broken up into 4 groups. Each group will be assigned a certain topic (Winter, Spring, Summer, Fall). The teacher will then provide the class with 5 sources, each being credible or not credible. (*“What is your topic?”* [10 minutes]
6. After each group finishes their topic, each group will come to the front of the classroom and will tell which sources they felt were credible and which were not. If there are any keywords that the students saw, they will state them for the class to hear, and one student from another group will keep a tally of the seen keywords. (*“Did you have more credible or non credible sources?”*) [5 minutes]
7. Students will then complete a very brief exit ticket to the best of their ability, as a way for the teacher to see students' understanding of today's lesson on credibility. While the class is completing their exit ticket, the teacher will first be placing tonight's homework in their cubbies and then will be walking around the classroom. [5 minutes]
8. Once the class finishes the exit ticket, the class will then participate in a think-pair-share. Students will be given 30 seconds to think of something they learned during today's lesson. After the 30 seconds are up, students will then pair up with a friend next to them and have a brief discussion on what they each learned today. They will be given 1 minute and after that one minute is up, each group will share with another group on the other side of the classroom what they learned today. The teacher will then have all students sit back down and wrap today's lesson up. (*“Why do you think it is important to know if a source is credible or not?” “Do you think you could find your own example of a credible and not credible source?”*) [4 minutes]

INSTRUCTIONAL STRATEGIES

Discussion (engaging in meaningful discussions about the content)

Indicator: This will be evident when the class discusses what are credible sources.

Demonstration: (showing, explaining, clarifying the correct way to do something)

Indicator: This will be evident when the teacher shows and explains to students how to tell if a source is credible or not.

Cooperative Learning: (engaging groups of students in working together on a structured activity)

Indicator: This will be evident when students work in groups to decide if sources are most or least credible to a topic.

ASSESSMENT

Formal: Once students have a strong understanding of credible and non credible sources, students will complete an exit ticket getting a score of at least 4 out of 5 points.

Informal: Students will be informally assessed throughout the lesson as the teacher walks around the class and through participation. Students will also participate in a think-pair-share at the end of the lesson to tell the class what they learned today.

INDEPENDENT PRACTICE

For homework, students will be required to go home and find two types of sources. The first type of source students will be required to find is a credible source and then the second source is a source that is not credible. Once students pick their two sources, students will be asked to write a small sentence on the name of the source and why it is or is not credible.

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<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>.

Name: _____

Exit Ticket



Directions: Match the appropriate word to the correct definition.

1. Opinion

a. believable

2. Credible

b. real information

3. Reliable

c. what you like or believe

4. What is a credible source?

5. What is a non-credible source?

Name: _____



Credible vs Not Credible



Directions: With the help of a family member, find one example of a credible source and in one sentence, state why that source is credible.

Now, find a source that is not credible and in one sentence state why it is not credible.

Passages on School

Passage #1

School every year begins in September. It begins on Tuesday or Wednesday after Labor Day and continues until the end of June. During the school year we get some days off because of holidays and get three breaks that last a week to a week and a half. In school many things are learned. The two main subjects learned are math and English.

Passage #2

I love school. I have so much fun hanging out with my friends everyday. We get to play tag everyday during recess and then play dodgeball during gym. My favorite subject is math! I get so excited when we learn new things in math. I also like science too! I do not like doing homework every night sometimes. It is boring and it takes time away from playing with my barbie dolls. Anyways, I love school!

Student(s): Teresa Vitucci

Professor: Dr. Sheehan

Course EDU: EDU 3510 01

Date: December 4, 2019

Grade: 1 Topic: History Mystery

Content Area: Social Studies

INSTRUCTIONAL OBJECTIVES (s)

After the students perform the “History Mystery,” students will participate in collaborative conversations with diverse peers to determine if a source is credible or not by completing an “exit ticket” correctly answer at least 3 out of 4 questions.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

New York State Social Studies Standard

Key Idea: 1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

Key Concept: 1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
- Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents’ Day, Law Day, and Independence Day are celebrated.

Indicator: This will be evident when the students discuss if a source about Thanksgiving is credible or not.

New York State Next Generation English Language Arts Learning Standards Grade 1

Comprehension and Collaboration

1SL1: Participate in collaborative conversations with diverse peers and adults.

Indicator: This will be evident the students participate in collaborative discussions to decide if a source is credible or not credible.

SOCIAL STUDIES PRACTICE: HABITS OF MINDS SKILL

A.Gathering, Interpreting and Using Evidence

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.

Indicator: This will be evident when students have a discussion on whether the source is a fact or opinion during the “history mystery”

NCSS C3 SOCIAL STUDIES INQUIRY ARC

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 if a source is a fact or opinion.

INSTRUCTIONAL RESOURCES

- Youtube video

- Powerpoint
- Sources from twitter, facebook, and online
- Poster paper
- 4 History Mystery envelopes
- Tape
- “Thanksgiving; Fact or Opinion” worksheet
- “Exit Ticket worksheet”

DEVELOPMENTAL PROCEDURES

1. Motivation: Students will begin by watching the video, “Thanksgiving Story for Kids - The First Thanksgiving Cartoon for Children”

(What did you learn from the video that you have not read about? (METACOGNITIVE)

2. Students will review what it means to be credible vs. non-credible from yesterday’s lesson.

(Can one source be more credible than another? (LITERAL) How can we tell if a source is credible?(INFERENTIAL)

3. Students will participate in a slide show that reviews facts and opinions.

(What are facts (LITERAL)? What are opinions?(LITERAL)

4. The teacher will split the class into equal groups and discuss some rules.

(Why do you think rules are important?(METACOGNITIVE)

5. Students will engage in a history mystery where they work in groups to determine if a statement is a fact or an opinion about Thanksgiving.

(What type of documents are in your envelope?(LITERAL)

6. Students will make two lists of facts and opinions and decide if the sources are credible or non-credible.

(How do you determine if the statement is a fact or opinion?(INFERENTIAL)

7. The teacher will ask each group to share their findings.

(Which statements are facts?(LITERAL) Which statements are opinions?(LITERAL) How do you know this?(INFERENTIAL)

8. As a closure, students will do a stop and jot, writing down one thing they learned from the lesson.

INSTRUCTIONAL STRATEGIES

Discussion

Indicator: This will be evident when the students work in groups and discuss whether the statement is a fact or opinion.

Cooperative Learning:

Indicator: This will be evident during the history mystery exercise where students will work in small groups

ASSESSMENT

Formal:

Students will participate in collaborative conversations with diverse peers to determine if a source is credible or not by completing an “exit ticket” correctly answer at least 3 out of 4 questions.

Informal:

Students will be informally assessed when the teacher walks around the room and observes the students work.

INDEPENDENT PRACTICE

As for homework, students will complete “Thanksgiving; Fact or Opinion” worksheet. Students must cut out various phrases and determine if the phrase is a fact or an opinion about Thanksgiving.

Sources for History Mystery: Opinions



1. Twitter

2. Thanksgiving is the best holiday- Morgan, 4th grade student

3. My favorite dessert is pumpkin pie- Ms. Vitucci

Facts

1. Thanksgiving Day is celebrated on the fourth Thursday of November in the [United States](#)-
kidsconnect.com

2. The Pilgrims sailed to America from Great Britain on a ship called the Mayflower.-
ducksters.com

3. New York Times



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Name: _____

Date: _____

Directions: Cut out each box then place each box in the fact or opinion column.

Thanksgiving: Fact or Opinion

Fact	Opinion

Turkey tastes amazing!	The first Thanksgiving was celebrated in 1621.	Pumpkin pie is gross!
The pilgrims had a ship called the Mayflower.	Thanksgiving is my favorite holiday!	Thanksgiving is the fourth Thursday in November.

Name: _____

Date: _____

Exit Ticket

Directions: Identify if each sentence is a fact or opinion and explain why.

1. In my opinion, Christmas is way better than Thanksgiving- Danielle, 1st grade student [1]

Explain why this sentence is a fact or opinion. [1]

2. Thanksgiving is the fourth Thursday in November.- npr.org [1]

Explain why this sentence is a fact or opinion. [1]
