**Molloy College**

**Division of Education**

Student: Sarah Rambo Professor: Dr. Sheehan

Course EDU: EDU 351 Date: 11/13/17

Grade: 4 Topic: Women’s Rights/Thinking Like a Historian Content Area: History

**INSTRUCTIONAL OBJECTIVES**

After watching a short video on Inspector Gadget and learning about the four types of thinking like a historian questions, students will *closely read to find specific evidence from a primary source* using the thinking like a historian questioning and create their own sourcing, corroboration, close reading, and contextualization questions accurately creating three of four questions.

**STANDARDS AND INDICATORS**

**New York Social Studies Standards:**

**Integration of Knowledge and Ideas:**

8. Explain how an author uses reasons and evidence to support particular points in a text

**Key Concepts:**

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights denied to women during the 1800s. Students will examine the rights denied to women during the 1800s. Students will investigate people who took action to bring about change, such as Sojourner Truth, Elizabeth Cady Stanton, and Susan B. Anthony.

**National Social Studies Standards and Themes:**

1. **Time, Continuity, and change.**
	1. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.

**NCSS C3 Inquiry Arc**

Dimension 1: Dimension 1 of the arc features the developing of questions and the planning of investigations. With a robust question in mind, teachers and students determine the kind of content (Dimension 2) they need to create a plan to address their questions.

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 finding.

*Indicator: This will be evident when students develop questions and plan an investigation**during their Thinking like a Historian reading articles.*

**Common Core ELA Standards:**

**Craft and Structure:**

Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

*Indicator: This will be evident when students read primary sources to interpret words and phrases to determine how specific word choices shape meaning or tone.*

**INSTRUCTIONAL RESOURCES**

* Exit Ticket
* Modeling Thinking Like a Historian paper
* Do it with a partner Thinking like a historian paper
* Homework Do it Alone Thinking like a Historian
* <https://www.youtube.com/watch?v=kBPTzJygvHw>Inspector Gadget Video
* Power point

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

Students will watch the Inspector Gadget intro video to get them excited about being a detective themselves. By watching how a detective finds clues to solve a mystery it sets students up for the Thinking Like a Historian reading activities. <https://www.youtube.com/watch?v=kBPTzJygvHw>

**DEVELOPMENTAL PROCEDURES**

1. Students will review last night’s homework and answer questions about determining whether Sojourner Truth’s speech was a credible source or not. *What makes a source credible? Authors can have bias or a motivation that will show in their voice toward their opinions in their writing.*
2. Students will watch the Inspective Gadget intro video to motivate them to want to become detectives themselves in their reading. *Today we are going to see how historians are like detectives by how they look for clues to solve their mysteries.*
3. Students will review the Champs slide about their rules for that lesson.
4. Students will learn the four types of Thinking like a Historian questions with example questions. *When reading like a historian we are being detectives in our reading when finding clues in the text to come to a conclusion about the author.*
5. Students will apply the four questions to a modeled quote by Susan B. Anthony. “*Who said this quote? Do you believe Susan B. Anthony would have any bias? What are her motives? What evidence tells you that Susan B. Anthony’s job is hard? How is the article affected by the women’s rights movement? How does Susan B. Anthony feel about her stance?”*
6. Students will partner up and read Thinking like a Historian article by newspaperman Jason Myers.
7. Students will discuss and answer the four questions with their partners to break down the clues and answer them on their Thinking like a historian partner worksheet.
8. Students will share their answers to the four types of questions with the class.
9. Students will take an exit ticket and answer the question “*In what ways is a historian and a detective alike?*

**INSTRUCTIONAL STRATEGIES**

**Strategy**

Modeling

Indicator: This will be evident when student do a sample Thinking like a Historian reading and questions with the teacher before doing it with a partner.

Collaborative Learning

 Indicator: This will be evident when students work with their partner during the in class Thinking Like a Historian reading and questions. They will need to work together to find clues to discover if it is a credible source or not.

**ADAPTATIONS**

Students will a visual impairment will have a text that is in a larger font.

**DIFFERENTIATION OF INSTRUCTION**

Linguistic learners will be engaged by reading the passages and writing their responses. Auditory learners will benefit from hearing me give the model of the Thinking like a Historian. Kinesthetic learners will benefit from this lesson because they get to move to a spot in the room with their partner. The musical learner will benefit from the video played in the motivation because they will be intrigued about how the detectives find many clues before coming up with a solution/answer to their problem.

**ASSESSMENT**

Students will be formally assessed at the end of the lesson by asking to complete an exit ticket by answer the question “In what ways is a historian and a detective alike?” Students will be assessed informally during the Thinking like a historian reading that is done together as a class through group discussion.

**INDEPENDENT PRACTICE**

For homework, students will do a Thinking Like a Historian on their own with the passage written by Elizabeth Cady Stanton.

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

Direct Teacher Intervention

The teacher will meet with students that need direct teacher intervention and provide them with one on one instruction where they highlight each clue that helps them determine if the source is credible or not.

Academic Enrichment

Students will be given an article directly from a newspaper from the early 1900’s written by Susan B. Anthony and asked to create the four types of Thinking like a Historian questions for the article.

REFERENCES

English Language Arts Learning Standards. (n.d.). Retrieved November 13, 2017, from

 [http://www.nysed.gov/curriculum-instruction/teachers/new-york-state-next-generation- english-language-arts-learning](http://www.nysed.gov/curriculum-instruction/teachers/new-york-state-next-generation-%09english-language-arts-learning)

<http://www.nysed.gov/curriculum-instruction/teachers/new-york-state-next-generation-english->

 language-arts-learning