**Molloy College**

**Division of Education**

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Grade 5 Topic Writing: Essay in the Air & DBQ Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVE**

After reading the assigned DBQ’s about Uganda and America, students will *engage effectively in a range of collaborative discussions* by participating in an essay in the air demonstration where they will argue whether Ugandan’s or American’s are happier using credible evidence from the given DBQ’s.

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

**New York State Social Studies Standards**

**Key Idea:**

5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse, and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.

**Key Concepts**

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 compare and contrast the ways of life in*

*Uganda to the ways of life in America in order to determine the inclusive happiness*

*between the two cultures.*

**National Social Studies Standards and Themes**

I. Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

* Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.

**Indicator:** *This will be evident when students use their research about the Ugandan and American experience in order to reflect on the elements of both cultures and which experience indicates that one is happier than the other.*

**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 collaborate to come to a conclusion based*

*on the question of whether Uganda or America is happier by collecting evidence and*

*evaluating its usefulness in their essay in the air demonstration.*

**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 and note important elements in*

*multiple documents about Uganda.*

**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 evidence-supported claims from the*

*documents when arguing who is happier based the DBQ’s.*

**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 documents to support their responses.*

**Speaking and Listening**

**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 the students participate in an essay in the air and*

*express ideas clearly and persuasively and build on those of others.*

**Social Studies Practices: Habits of Mind**

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.
6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

**Indicator:** *This will be evident when the students participate in an essay in the air to identify supporting details and evidence to defend their responses.*

**INSTRUCTIONAL RESOURCES**

* Documents/DBQs
* Writing utensils
* Highlighters
* Nametags

**MOTIVATION**

Teacher will assign each student an individual job: leader, timekeeper, note taker, and fact checker.

**DEVELOPMENTAL PROCEDURES**

1. Teachers will introduce that the students will be participating in an ‘Essay in the Air.’ (*How many of you do not like to physically write essays? Can anybody tell us what an ‘Essay in the Air’ might be?*)
2. Teachers will inform students that together they will form an essay in the air based on their DBQs regarding Ugandans and Americans. (*In what ways is life in Uganda different than life in America? Do these differences indicate that Ugandans are happier?*)
3. Teachers will inform students that while forming their essay in the air, they will be using the fishbowl strategy. (*Has anybody ever heard of the fishbowl activity?*)
4. After teachers inform students on how to utilize the fishbowl strategy, teachers will review the roles given at the beginning of the period. (*What does the leader do? What does the timekeeper do? What does the note taker do? What does the fact checker do?*)
5. Students and teachers will review the expectations. (*Can anybody remind us of CHAMPS?)*
6. Students will engage in an essay in the air using the fishbowl strategy. Teachers will monitor. (*Pay attention to the other group—are they answering the main question?*)
7. Students will switch and the other group will engage in an essay in the air. Teachers will monitor. (*Are they using evidence from the DBQs? Are they answering the main question? Can we come to a final argument?*)
8. Students will fill out the self-evaluation rubric. (*Did I speak enough during the activity? Did I successfully complete my role? Did my group use all of the documents? Did my group successfully answer the BIG question?)*
9. To close the lesson, students will discuss the benefits of using the two strategies. (*Do you think the two strategies compliment one another? Did the strategies make it easier to form an argument based on the DBQs as opposed to just writing independently?)*

**INSTRUCTIONAL STRATEGIES**

**Modeling**

Indicator: This will be evident when teachers model how to participate in a

fishbowl essay in the air demonstration.

**Cooperative Learning**

Indicator: This will be evident when students work with their peers reading the

documents and discussing their arguments.

**Discussion**

 Indicator: This will be evident when students participate in a discussion about the

documents to help create the essay in the air.

**DIFFERENTIATION OF INSTRUCTION**

* The visual learner will be assigned the role of the note taker to visually see and outline of the essay. The visual learner will be given images of fish and fishbowls to represent the fishbowl activity.
* The auditory learner will be assigned the leader to speak.

**ASSESSMENT**

* Students will be assessed informally in their level of conversation.
* The teacher will assess informally by observing the students while they participate in the fishbowl activity.
* The teacher will assess the students formally by looking over the self- evaluated rubric.

**INDEPENDENT PRACTICE**

Students will find outside information on two of the documents and complete a TDFC.

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

Direct Teacher Intervention

The teacher will create a graphic organizer with cut outs of the documents pictures to create an outline.

Academic Enrichment

The teacher will have the student find two documents on Uganda that can be used next year.

**REFERENCES**

English Language Arts Learning Standards. (n.d.). Retrieved from

http://www.nysed.gov/curriculum-instruction/teachers/new-york-state-next-generation-english-language-arts-learning

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

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

**Self-evaluated rubric for fishbowl & essay in the air activity**

Did you speak enough during the activity? \_\_\_\_\_\_\_\_ / 1 point

Did you successfully complete your role? \_\_\_\_\_\_\_\_ / 1 point

Did your group use all of the documents \_\_\_\_\_\_\_\_/ 1 point

Did your group successfully answer the big question ? \_\_\_\_\_\_\_ / 1 point