

God, Glory, or Gold?

Subject: Social Studies
Grade: Fifth



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Narrative Overview

This integrated social studies unit has been designed to enhance the understanding of fifth grade students in their awareness of the age of exploration and how it forever changed the world. This unit serves to lay the foundation for further study in history, anthropology, economics, and political science. English language arts standards, as well as social studies standards, are addressed throughout the unit in order to enhance the quality and profundity of student learning. The integration of social studies and English language arts will also motivate and interest pupils by targeting multiple intelligences.

In this unit students study several people in history whose values and impetus led them to explore unfamiliar territory. Specifically, students will talk, read, and write about the various reasons that motivated explorers to venture out into the world. Students will decide if and how power, economics and religion drove explorers on their journeys. Students will also learn about the outcomes of exploration and how they relate to power, economics, and religion.

Throughout ten lessons students will apply their knowledge, skills, and values to information gathered in order to better understand the people who shaped the age of exploration. In their learning students will become familiar with common and multiple perspectives. Bloom's Taxonomy will be addressed throughout the unit in order to promote enriched understanding of the unit's big idea.

Purposes and Goals

Throughout this unit on exploration, we want our students to develop an understanding and awareness of the motives that encouraged European explorers to leave their native lands in the first place, the struggles these explorers faced along the way, and the impact these explorations have on our lives today.

By the end of the unit, students should be familiar with the three main motives for exploration, including God, Glory, and Gold (3 G's). Explorers set off to new lands in order to spread religion, gain wealth for themselves and for their country, achieve fame, and for the purpose of expansion, adventure, and conquest. Students will also gain insight about the hardships faced by European explorers in order to get a better understanding of what these explorers' lives were like and what they had to go through. Finally, students should be able to tie everything they learn about European exploration together to become aware of the enormous impacts the voyages have on our present lives and how, without the discoveries of new lands and resources, the world would be completely unlike it is today.

We want to guide our students to make connections between their own lives and those of various European explorers in order to best understand what they went through. We will focus on the common values held by explorers and relate these to principles that are important in the lives of our students. We will also investigate how the values of the explorers related to their motivations for exploring. It will also be important to teach students the multiple perspectives on events during the age of exploration. Students will be able to see events from this time period from both the explorers' points of view as well as native people they encountered. Specifically, we will focus on the conflicting

viewpoints of Christopher Columbus and the Taino Indians. After learning about both sides, students will be able to decide how they feel about the encounter between Columbus and the Indians.

Throughout the unit, students will become resourceful in finding out key information about a variety of explorers. They will learn the processes involved in doing research in order to find the most accurate and informative information. Students will also participate in activities in which they become experts on certain areas involved with particular explorers, and will then have to inform peers of the important information. Students will practice communicating their knowledge as well as establish personal opinions about the age of exploration through writing in several forms, such as reports, summaries, opinion papers, and short answer questions.

This unit on exploration should help students to be able to identify key information about important people and events in history, with a central focus on the three major incentives to set off to new land, which are shared by the explorers being studied. Students will also learn that there are multiple perspectives in all occasions in life, and it is important to give thought to both sides. Students should also have a better understanding of how America came to be, including the great journeys of Europeans to the land to the west and the experiences of the native Indians when these explorers arrived.

Rationale

The purpose of teaching a unit on exploration in the fifth grade curriculum is to teach students about how we got here today and how the world was not always the way it is now. Students need to know that before the age of exploration, it was rare for people to set off to new lands. Throughout this unit, students will learn about the motives explorers had for seeking out new places, and will be able to compare the value of these explorers with their own. It is important for students to understand why people ventured out to new places in the first place. It is also essential that students gain an understanding of the hardships encountered along the way, which includes the opposing perspectives on events that occurred during this time period, in order for students to gain a deeper knowledge of the incredible journeys that led us to where we are today. Through research, reading, and discussion, students will be able to identify the impacts explorers lives have on our lives today. This unit is also important to teach so that students understand the journey that brought us to America. Exploration did not end once America was discovered however; we are all explorers and will continue to discover new places and ideas in the future. With an understanding of motives for exploration, the hardships encountered through these journeys, and the impacts of these important people in history, students will be able to connect their learning with their own lives.

Standards by Subject Area

Social Studies:

- II.1.LE.1 Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.
- II.1.LE.2 Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.
- I.2.LE.4 Identify and explain how individuals in history demonstrated good character and personal virtue.
- I.1.LE.1 Measure chronological time by decades and centuries
- I.IP.05.01 Interpret and analyze social science information about the United States from maps, graphs, pictographs, charts and table.
- G.LM.05.04 Describe the causes, consequences, routes, and major movements of goods and people during early United States history.

English Language Arts:

- R.CM.05.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- ELA I.1.E5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.
- ELA I.2.E1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.

Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1: Setting the Stage	Lesson 2: Why Explore?	Lesson 3: 9 Minute Research on the Vikings (Day 1)	Lesson 3: 9 Minute Research on the Vikings (Day 2)	Lesson 3: 9 Minute Research on the Vikings (Day 3)
Lesson 4: The Vikings and Advertising	Lesson 5: Marco Polo's Travels	Lesson 6: Carousel Brainstorming- Christopher Columbus	Lesson 7: Christopher Columbus-Another Point of View (Day 1)	Lesson 7: Christopher Columbus-Another Point of View (Day 2)
Lesson 8: This is Your Life Christopher Columbus!	Lesson 8: This is Your Life Christopher Columbus!	Lesson 9: Timeline	Lesson 10: Guess Who? (Day 1)	Lesson 10: Guess Who? (Day 2)
Lesson 10: Guess Who? (Day 3)	Lesson 10: Guess Who? (Day 4)	Lesson 10: Guess Who? (Day 5)	Lesson 10: Guess Who? (Day 6)	Formal Assessment

Classroom Context

I teach at Novi Meadows Elementary School, located in Novi, a suburb of Detroit. Novi Meadows is an upper elementary school, consisting of a fifth and sixth grade house. Within the building, classrooms are combined into teams, so students alternate between two rooms and two general education teachers. The two classrooms in my team are joined by a moveable wall, so while for most of the day students learn and work in a class of 26 with one general education teacher and myself, there are times that we teach all 53 students together with three teachers. Team teaching contributes to a positive classroom environment where the students have the support of multiple teachers and work cooperatively with a range of children.

My fifth grade classroom consists of 13 girls and 13 boys, from mostly middle to upper class families. There are a variety of ethnicities within my classroom, primarily Caucasian and Japanese students plus one African American and a couple Indian. Within the school, there were approximately 72% Caucasian, 22% Asian American, 4% African American, 1% Hispanic, and less than 1% Pacific Islander students in 2005-06. The number of Asian American and African American students has increased in the past few years while the number of Caucasian students has decreased. Due to the increasing amount of Asian American students in the school, we have a high enrollment of ELL students.

Within the school community, there is an abundance of parent support. Parents regularly come in to the school to assist in student learning and take an active role in their children's learning. This gives students a positive attitude toward school and allows them chances to succeed.

Throughout the school day, the classroom-learning environment consists of whole class discussion, group and partner activities, as well as individual work. This classroom setting keeps students motivated and engaged. Hands-on activities are incorporated into the curriculum in order to make learning meaningful to the students.

Title: Pre-Assessment	Prior to Lesson 1
Unit: Explorers	Grade: Fifth
<p><i>Objective(s):</i> To discover what students know about explorers and activate prior knowledge</p>	<p><i>Benchmark(s):</i> ✓ Connect personal knowledge, experiences, and understanding of the world to themes and perfectives in text through oral and written responses (R.CM.05.01)</p>
<p><i>Main Understandings:</i> The purpose of this pre-assessment is to discover what students already know and misconceptions they might have.</p>	<p><i>Lesson Content:</i> This lesson focuses on activating prior knowledge students have about exploration. This pre-assessment will help the teacher get a “picture” of what her class already knows and understands.</p>
<p><i>Resources</i></p> <ul style="list-style-type: none"> ❖ Interview questions ❖ Lined paper 	
<p><i>Instructional Sequence</i></p> <p>Time needed: Approximately one 10 minute block of time</p> <p>In a small-group (representing different abilities, backgrounds, gender, etc) administer the following questions:</p> <ul style="list-style-type: none"> • Who was the first to settle in America? • Who were the first Europeans to arrive on the continent of North America? • What were main reasons for exploration? 	
<p><i>Out of School Learning:</i> Students are expected to interview parents with the same questions asked in the pre-assessment.</p>	
<p><i>Assessment:</i> Students will be assessed when they share and explain their opinions and prior knowledge</p>	<p><i>Modifications:</i></p> <ul style="list-style-type: none"> ➤ Allow students to sketch pictures to demonstrate their knowledge if needed. ➤ Allow students to verbally demonstrate their knowledge if needed. ➤ Read questions to students that have lower reading comprehension skills. ➤ Give students, who have trouble with writing, additional time to finish the task. ➤ Ask student with higher abilities to lengthen their summaries (add more

	detail if possible).
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Annotated Bibliographic Resources

Exploring Social Studies.

- a) Provides activity ideas to give students an idea of both the gains and losses the Native Americans and Columbus and his men experienced.
- b) This book is useful for teachers of grades 4-6.
- c) Does not give readers a complete idea of all of the facts and variables involved in the age of exploration. Also only talks about Columbus' expedition, leaving out other important explorers.
- d) Teachers can incorporate some of these hands-on activities into a unit on explorers to allow students to interact with and critically think about some of the ideas involved with Columbus' voyages.

Grant, S.G. & Vansledright B. Elementary social studies: Constructing a powerful approach to teaching and learning

- a) This text provides teachers with ideas for teaching social studies and emphasizes working with big ideas. It provides a framework for creating a unit and gives examples of ways to connect content to students' lives.
- b) This book is useful for elementary social studies teachers.
- c) This book focuses on the constructivist view of learning social studies.
- d) Teachers can incorporate the ideas from this book to create the optimal learning environment for students. Examples and suggestions are given for how best to instruct, manage the classroom, as well as assess student learning.

DK Publishing. Eye Wonder: Explorer.

- a) This reference book outlines the history of the age of exploration and includes photographs and maps to help readers understand the time.
- b) This book is most useful for children ages 9-12.
- c) The book gives short descriptions of a multitude of explorers, but does not give in-depth information about any of the explorer's journeys.

- d)** This book can be used as a reference in the classroom to show students the big picture of the age of exploration, as well as give readers a synopsis of each important explorer's journey.

Sansevere-Dreher, Diane. Explorers Who Got Lost.

- a)** This book tells about the voyages of the most influential explorers of the fifteenth century. Maps, routes, diagrams of ships, and navigational equipment are included.
- b)** This book is most useful for children ages 9-12.
- c)** This book provides just one perspective.
- d)** Useful in teaching about explorers because students are given an idea of the hardships the explorers faced and are able to see the routes the explorers took in seeking new land.

Banks, James A. United States and Its Neighbors.

- a)** This textbook gives much information about various explorers of the fifteenth and sixteenth centuries and provides maps of the routes traveled. Timelines of the important explorers and events are also included.
- b)** Used for teaching 5th grade social studies.
- c)** There are some controversial details about explorers left out as well as varying viewpoints of the expeditions.
- d)** Teachers can use this text in an explorers unit as an additional resource for students seeking information about specific explorers they are researching. Dates and timelines can be used to create larger timelines to see the big picture of the age of exploration.

Yolen, J. (1996). *Encounter*. New York: Harcourt Children's Books. Grades 2-5

- a)** This book gives students a unique perspective about the story of Christopher Columbus. Students are introduced to the Taino Indians, the natives of San Salvador as they tell their story.
- b)** This book has vivid illustrations that help tell the story of the Taino Indians. The text is easy to understand.
- c)** This book shares the perspective of the Taino Indians concerning Christopher Columbus' adventures in the New World.
- d)** This book should be used to help students understand that Europeans were not the only people effected by Columbus' voyage to the New World

St. George, J. (2005). *So You Want To Be An Explorer?* New York: Penguin Young Readers Group. Grades 2-4

- a)** This book introduces students to the topic of explorers by briefly summarizing the accomplishments of various explorers throughout history.
- b)** This book is well written with beautiful illustrations. The variety of explorers allows students to experience various decades full of interesting people and adventures.

- c) Since various explorers are mentioned very little information is given for each of them. Students do not get sufficient information about each explorer's accomplishments.
- d) This book can be used to introduce a unit on explorers. Students will become familiar with a variety of explorers, both past and present.

Morley, J. (1996). *First Facts About the Vikings*. New York: School Specialty Children's Publishing. Grades 4-7

- a) This book gives students specific information about Vikings.
- b) This book is written in child friendly language with clear illustrations that supplements the information. The information is very interesting and detailed.
- c) This book does not appear to have a bias.
- d) This book gives students in depth information about Vikings. It also offers students accurate illustrations to help them understand the topic.

Sis, P. (2003). *Follow the Dream: The Story of Christopher Columbus*. New York: Knopf Publishing Group. Grades 2-4

- a) This book is presented to readers through the perspective of Christopher Columbus. This explorer is portrayed very positively throughout his story.
- b) This book has beautiful illustrations that help readers make meaning of the written information. Imagination and reality work together to creatively present information to the reader.
- c) This book does not give students enough information about the natives Christopher Columbus encountered on San Salvador.
- d) This book should be used with another resource that allows students multiple perspectives about the voyage of Christopher Columbus.

MacDonald, F. (1998). *Marco Polo: A Journey through China*. New York: Scholastic Library Publishing. Grades 3-7

- a) This book allows students to go on Marco Polo's journey through China. Through each page readers are exposed to a new adventure.
- b) This is a high interest read that allows students to get involved in their learning.
- c) This book does not appear to have a bias.
- d) This book should be used to introduce students to Marco Polo and his travels. This book should also be used throughout the unit when making references to the riches of China as motivation for exploration.

http://www.oakland.k12.mi.us/scope/fifth_lessons/index.html

- a) This unit guide provides a sequence of activities for teaching explorers. Students investigate the life of European explorers through reading, writing, and research.
- b) This unit guide is useful for 5th grade teachers doing a unit on exploration.
- c) No obvious potential biases – students are encouraged to investigate all views of the explorers' lives.

- d)** Many of the instructional ideas included in this unit are realistic and helpful for teaching about the age of exploration, including a journal write where students put themselves in the role of a fifteenth or sixteenth century explorer, investigating the life of explorers.

<http://www.cdli.ca/CITE/explorer.htm>

- a)** This site gives detailed information about various European explorers, including multiple perspectives of their discoveries and maps and descriptions of the routes they traveled.
- b)** This site is useful for 5th grade students.
- c)** No obvious biases – information on many different explorers is included, as well as multiple perspectives on the expeditions.
- d)** This website can be tied into a unit on explorers by providing teachers background knowledge as well as serving as a resource for students researching a particular explorer.

<http://www.enchantedlearning.com/explorers/indexm.shtml>

- a)** This website has information on explorers of countries all over the world and provides a short synopsis of each explorer's voyage and map approximation of their route of exploration.
- b)** This website may be useful for students looking to find out the basics of important explorer's lives.
- c)** Many facts and details as well as different perceptions about the explorers are left out, so you are unable to get the full picture when researching explorers.
- d)** This site could serve as another available resource for students studying individual explorers. It could also be helpful for students constructing a timeline of important explorers.

<http://www.unitedstreaming.com/>

- a)** United Streaming provides an assortment of videos on the age of exploration. There are clips describing the motives of explorers in general in addition to many of the hardships and experiences early explorers faced, and other clips on specific explorers, which give more detailed information about their journeys.
- b)** Each video clip is geared toward a different age of children, but in general most of the videos on explorers are meant for upper elementary students.
- c)** This website as a whole includes information on many explorers and shows opposing views, so there are not an obvious biases.
- d)** Teachers can integrate United Streaming videos in a unit on explorers to provide students with additional information and use a different instructional approach to reach different types of learners.

Parent Letter



That's one small step for a man, one giant leap for mankind. - Neil Armstrong

Greetings Families!

Our class will soon begin a unit on exploration. This integrated social studies unit is designed to enhance your child's understanding and awareness of exploration and how it forever changed the world. Specifically, students will talk, read, and write about the various reasons that motivated explorers to venture out into the world.

English language arts standards, as well as social studies standards, are addressed throughout the unit in order to enhance the quality of student learning. Accordingly, we will address several historical fiction pieces throughout the unit including:

- ❖ Encounter by Jane Yolen
- ❖ Follow the Dream: The Story of Christopher Columbus by Peter Sis
- ❖ Marco Polo: A Journey through China by Fiona MacDonald
- ❖ So You Want To Be An Explorer? by Judith St. George.

After each lesson, students will be assigned an out-of-school learning activity. Learning activities may include writing emails to friends, summarizing information

learned in class, interviewing family members, etc. Please encourage students to talk to you about the material covered in class.

Your child will be assessed continuously throughout the unit through writing projects, map activities, observation checklists, and verbal quizzes. Students will also be assessed through a cumulative performance task that involves student research.

Please feel free to visit the classroom or contact me at any time during the unit. Also, do not be shy about borrowing any of the books that we will be using. Your involvement is appreciated and will serve to benefit your child's learning.

Best regards,

Title: Setting the Stage	Lesson 1
Unit: Explorers	Grade: Fifth
<p><i>Objective(s)</i> To introduce students to the concepts and vocabulary associated with exploration.</p>	<p><i>Benchmark(s)</i> ✓ Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses (R.CM.05.01)</p>
<p><i>Main Understandings:</i> The purpose of this lesson is to engage students by piquing curiosity. This lesson elicits students ideas about their previous knowledge of exploration. Students will write about what they know and what they would like to know about exploration.</p>	<p><i>Lesson Content:</i> This lesson focuses on activating prior knowledge of all students in the class. Students will write thoughts and experiences they have had about exploration. They will also share experiences that they would like to have in this unit.</p>
<p><i>Resources</i></p> <ul style="list-style-type: none"> ❖ Large Poster (for the KWL chart) ❖ Permanent Markers (2-3 different colors) ❖ KWL Worksheet 	
<p><i>Instructional Sequence</i></p> <p>Time needed: One 45 minute class period</p> <p>Opening</p> <ul style="list-style-type: none"> ▪ Begin the lesson by informing your students that they will be spending the next month learning about explorers and exploration. ▪ Tell students that before you begin the unit you are very interested in finding out what they already know about explorers and exploration. ▪ Distribute KWL worksheets to the entire class. ▪ Use magnets to hang a poster, which has been divided into three columns labeled K (What I know), W (What I want to know), and L (What I learned), on the blackboard. The poster should look like the attached worksheet. ▪ Before you start taking comments and contributions, ask students to take some time to fill out the first column of their KWL worksheet silently and individually. ▪ Circulate the classroom making sure every student is using their time wisely. Some students may also need prompting. <p>Lesson</p> <ul style="list-style-type: none"> ▪ When the class is ready, ask students to share what they already know about explorers and exploration. ▪ As students share what they already know about explorers and exploration fill out the KWL poster hanging on the blackboard. (Use different colors of permanent marker to categorize the students' prior knowledge. For example, use black for explorers, green for countries explored, and red for motivations etc.) 	

- When the class is done making contributions to the K column, ask students to silently and individually fill out the W column of their own KWL charts.
- Circulate the classroom making sure every student is using their time wisely. Some students may also need prompting.
- When the class is ready, ask students to share what they want to know about explorers and exploration.
- As students share what they want to know about explorers and exploration fill out the KWL poster hanging on the blackboard.
- When the first two columns of the KWL have been filled out, ask students to use the chart to define exploration. Then, have students share their definitions with the class. If students have already defined exploration in the KWL skip this step.

Closing

- To conclude, make a comment about what the class knows and wants to know about explorers and exploration.
- Ask students to put their KWL worksheets in the social studies section of their binders. Tell the students that they will be filling out the last column of the worksheet at the end of the unit.

Out of School Learning:

Write down 1-2 ideas that you are specifically interested in. Write a summary about why you are particularly interested in these topics.

Assessment:

- ⇒ Students will be assessed continuously throughout the lesson on whether or not they can participate in a discussion using the concepts and vocabulary associated with exploration.
- ⇒ Students will be assessed when they share and explain their opinions and prior knowledge. Also, when they agree or disagree with peers in conversation and when the teacher circulates to check for understanding.
- ⇒ The students will be evaluated by their effort, their participation, and by the reasonableness of their contributions.

Modifications:

- Give students, who have trouble with writing, additional time to finish the assignment.
- Allow ELL and special needs students to draw pictures explaining their previous knowledge of exploration.
- Allow students with ADHD to pass out papers.
- Make sure to write student responses on the board to engage visual learners
- For students with lower abilities or anxiety issues, fold worksheets in half and have them complete one half of the assignment.
- Students who finish early can help others quietly or check their work with other classmates that are finished.

Name: _____

K-What I already know	W-What I want to know	L- What I learned

Title: Why Explore?	Lesson 2
Unit: Explorers	Grade: Fifth
<p><i>Objective(s)</i> To simulate a situation in which “explorers” must venture out from familiar territory to provide for the needs of their countries. Students will understand the different purposes of exploration.</p>	<p><i>Benchmark(s)</i> ✓ Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses (R.CM.05.01)</p>
<p><i>Main Understandings:</i> The purpose of this lesson is to engage students through a simulation of exploration. Students will complete exploration tasks to provide for their countries needs.</p>	<p><i>Lesson Content:</i> The lesson focuses on the purposes of exploration. In this lesson students will be introduced to the theme: Explorers explored for God, glory, or gold.</p>
<p style="text-align: center;"><i>Resources</i></p> <ul style="list-style-type: none"> ❖ Large poster (for a chart that lists the needs of the countries) ❖ Large poster (for the God/Glory/Gold chart) ❖ 2 Pairs of scissors ❖ 1 Ruler ❖ 1 Glue stick ❖ 10 paper clips ❖ 2 Pencils ❖ Red, white, green, yellow, purple and blue construction paper ❖ 2 watercolor markers ❖ 4 Manila Envelopes -Envelope 1 will contain 1 pair of scissors, 1 ruler, 10 paper clips, 2 pencils, 2 6” squares of red paper, and 2 6” squares of white paper. Envelop 2 will contain 1 pair of scissors, 1 glue stick, two sheets of blue paper, and two sheets of white paper. Envelope 3 will contain 1 sheet of green, gold, blue, white, and purple paper. Envelope 4 will contain 2 watercolor markers, 2 sheets of green, white, and gold paper. ❖ 25 Name cards ❖ Notebook paper 	
<p style="text-align: center;"><i>Instructional Sequence</i> Time needed: One 45 minute class period</p> <p>Opening</p> <ul style="list-style-type: none"> ▪ Begin the lesson by referring to the KWL chart created by the students during the previous lesson. Tell students that they will be thinking and talking explorers and exploration again. Specifically, they will be participating in a class activity that will simulate the need for exploration. <p>Lesson</p> <ul style="list-style-type: none"> ▪ Explain to the students that they will be divided into four groups, each representing a different country. In their groups students will first decide on a name for their country, a leader, and an explorer. Tell students that they will have 5 minutes to do the latter. If they cannot decide on a name, leader, and 	

explorer draw name sticks.

- Tell students that they will receive name cards that they will wear on their shirts. On the name cards students will need to write the name of their country. The student who is the explorer and the student who is the leader will have to write their title on their name card next to the name of their country.
- Then explain to the students that each group will get a manila envelope (these should be prepared in advance) with materials that may or may not help them meet their needs. To complete the tasks on the needs chart students can only use the materials in their envelopes.
- Direct student attention to the needs chart (prepared in advance) that will hang on the blackboard throughout the entire activity. Instruct the groups that they must provide certain needs for their country which must be met by completing the tasks listed on the class chart. Each country must complete very task on the chart.
- Explain to the students that the leader will facilitate discussion, the explorer will explore and trade with other countries and the rest of the group members will decide what materials they need and what materials they can afford to trade for the needed materials. The group members will also be in charge of completing the tasks on the needs chart as the materials become available to them.
- Tell the student groups that they must work out any problems by exploring and trading with other countries to find needed supplies. Warn students that if they are not on task they might be removed from the activity.
- When the class has understood the directions break them up into groups based on your knowledge of their behavior and ability.
- Circulate the classroom monitoring student understanding of the activity and behavior. Some groups might need prompting.
- When the class is ready, bring them back together and ask them to do a quick write. Ask students to write about what they accomplished. Ask students to write about what exploration allowed them to do. When they are ready ask students to share their quick writes aloud.
- Write student contributions on the board as they share. With the help of the students conclude that God (religion), glory (fame), and gold (riches) were the main reasons to explore.

Closing

- Display the God/Glory/Gold chart on the black board for the class to see. Explain that as the class learns about specific explorers they will place their name in the correct column of the chart.
- Ask students to reflect on and summarize what they have learned, in their notes. Students should include questions they have about the information learned.

Out of School Learning:

Write an email to a friend explaining the purpose of today's in-class activity. Include what you learned and how this activity relates to exploration.

<p><i>Assessment:</i></p> <ul style="list-style-type: none">⇒ Students will be assessed continuously throughout the lesson on whether or not they can participate and contribute to the success of their group.⇒ Students will be assessed when they share and explain their quick write, agree or disagree with the opinions of their peers, and when the teacher circulates to check for understanding.⇒ The students will be evaluated by their effort, their participation, and by the reasonableness of their contributions.	<p><i>Modifications:</i></p> <ul style="list-style-type: none">➤ Give students, who have trouble with writing, additional time to finish the assignment.➤ Pair students with lower abilities together with students that have higher abilities.➤ Allow students with ADHD to gather materials around the classroom.➤ Make sure to write student responses on the board to engage visual learners➤ Label materials with Japanese and English words around the classroom. Allow ELL students to assist in the collection of materials. If possible, pair ELL students with a bilingual student.➤ Ask student with higher abilities to lengthen their summaries (add more detail).
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Title: 9 Minute Research on the Vikings	Lesson 3
Unit: Explorers	Grade: Fifth
<p><i>Objective(s)</i> To introduce students to the Vikings and their way of life.</p>	<p><i>Benchmark(s)</i></p> <ul style="list-style-type: none"> ✓ Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families (II.1.LE.1) ✓ Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations (II.1.LE.2) ✓ Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers (ELA I.1.E5) ✓ Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes(ELA I.2.E1)
<p><i>Main Understandings:</i> The purpose of this lesson is for students to explore the Vikings through written information. Students will read and write a summary highlighting important information read about the Vikings.</p>	<p><i>Lesson Content:</i> The lesson focuses on students learning the reasons why the Vikings explored.</p>
<p><i>Resources</i></p> <ul style="list-style-type: none"> ❖ Notebook paper ❖ Viking information sheet ❖ Highlighter ❖ Viking summary sheets ❖ Colored pencils ❖ <i>What I know About the Vikings</i> worksheet 	
<p><i>Instructional Sequence</i> Time needed: Three 45 minute class periods</p> <p>Opening</p> <ul style="list-style-type: none"> ▪ Begin the lesson by informing the students that they will be learning about Vikings. ▪ Give students very general background information about the Vikings. <i>The Vikings lived over one thousand years ago. They originally lived in Norway, Sweden, and Denmark. They were a great seafaring people who sailed all over Europe and the North Atlantic Ocean in their longships trading with the peoples of Europe. Many Vikings were raiders; they traveled from place to place and attacked small communities throughout Europe in order to obtain slaves, properties, gold and</i> 	

other valuables. However, most Vikings who sailed overseas were simply seeking better farming lands. Eventually the Vikings settled in England, Scotland, and Iceland.

Lesson

- Inform the class that they will be participating in a 9 minute research activity. Tell the class that because of the time limit on their research they must truly be on task.
- Explain to them that they will all be responsible for reading information about the Vikings. They will have four minutes to read the information sheet/s given to them. They must read silently. Suggest that they use highlighters to highlight important information.
- Pass out the different information sheets to different students. There will be about 3 to 4 students reading each information sheet.
- Circulate the classroom making sure every student is using their time wisely. Some students may also need prompting.
- When the 4 minutes are up, pass out a piece of notebook paper to each student. Explain to students that using their Viking information sheet they will have 5 minutes to individually and silently summarize the important information that they have read.
- Circulate the classroom making sure every student is using their time wisely. Some students may also need prompting. Emphasize that the summaries have to be written in the words of each student. Plagiarizing will result in consequences.
- After 5 minutes are up ask the class to stop and listen. Ask students to listen for the title of the information sheet they read. Call out the titles of each information sheet followed by a location where students are to meet.
- Pass out a Viking summary sheet to each group. Explain to the class that each group is in charge of reading the summaries of their group members and deciding which summary or combination of summaries would teach the class about their topic best.
- Give students enough time for them to complete the Viking summary sheet and talk about presenting the information to the class. They must write in pen and include a drawing.
- Explain to the class that their final Viking summary sheets will be combined and made into a book for each student in the class.
- During this time circulate the classroom making sure everyone is contributing to the group work.
- When the class is ready, have students return to their desks.
- Each group must go to the front of the class and teach the class what they learned from their Viking information sheet. Fill in the missing information as needed. Students must fill out the attached information sheet as their peers present information.
- After each group presents give the rest of the class an opportunity to ask questions.
- Encourage students to talk about what they have learned.

Closing

- Ask students to reflect on and summarize what they have learned, in their notes. Students should include questions they have about the information learned.

Out of School Learning:

Explain to an adult what you learned about the Vikings. When possible, tell them who

taught you each fact you remember.

Assessment:

- ⇒ Students will be assessed throughout the lesson on whether or not they can read passages for meaning and summarize what they have read in writing.
- ⇒ Students will be assessed when they share their summaries with their peers and discuss the importance of the passages they read, combine information with their peers to write a final draft, present the information they have read to the class, and when the teacher circulates to check for understanding.
- ⇒ The students will be evaluated by their effort, their participation, and by the accurateness of the content of their final product.

Modifications:

- Give students, who have trouble with writing, additional time to finish the assignment.
- In advance, delegate reading assignments based on reading abilities. Pages with less reading should be given to ELL and special needs students.
- Allow students with ADHD to pass out papers.
- Make sure to write student responses on the board to engage visual learners
- Pair students with lower abilities together with students that have higher abilities.
- Ask student with higher abilities to lengthen their summaries (add more detail).

Title: The Vikings and Advertising	Lesson 4
Unit: Explorers	Grade: Fifth
<p><i>Objective(s)</i> Students will create newspaper advertisement encouraging people to travel to a newly discovered land. Students will apply their knowledge of the Viking alphabet and advertising techniques. Students will learn about the fate of the Vikings once they were in Greenland.</p>	<p>Benchmark(s) ✓ Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations (II.1.LE.2)</p>
<p><i>Main Understandings:</i> The purpose of this lesson is to explore the ways in which the Vikings encouraged others to explore. Students will create advertisements demonstrating their knowledge that the Vikings had to encourage others to travel to unknown land.</p>	<p><i>Lesson Content:</i> Students will listen to ways that Eric the Red encouraged others to explore uncharted land. Students will create advertisements, like Eric the Red, to show understanding.</p>
<p><i>Resources</i></p> <ul style="list-style-type: none"> ❖ White pieces of construction paper ❖ Markers 	
<p><i>Instructional Sequence</i> Time needed: One 45 minute class period</p>	
<p>Opening</p> <ul style="list-style-type: none"> ▪ Begin the lesson with a Think/Pair/Share activity. Ask students to think about what they know about the Vikings. Then ask students to pair up and talk about their thoughts. Finally, ask several students to share their thoughts aloud. <p>Lesson</p> <ul style="list-style-type: none"> ▪ Give students the following information: <i>From the ninth to eleventh centuries the Vikings raided the coasts of Europe in their high powered long ships. Sometimes blown off course and out to sea, they made chance discoveries. Viking sailors reached Iceland in about 850 A.D. Eric the Red discovered Greenland in about 982, and his son, Leif Ericson, reached Newfoundland on the North American continent in the year 1001, nearly 500 years before Columbus set foot on American Shores. Eric the Red was forced to leave his country in 982 when he killed two men. He sailed west to find a land that Icelanders had come upon years before but knew little about. Eric searched the coast of this land and found the most hospitable area, a deep fiord on the southwestern coast. Warmer Atlantic currents met the island there and conditions were not much different than those in Iceland (trees and grasses.) He called this new land "Greenland" because he believed more people would go thither if the country had a beautiful name, Greenland, as a whole, could not be considered "green." Additionally, the land was not very good for farming. Nevertheless, Eric was able to draw thousands of people there.</i> 	

- Explain to students that Eric the Red called the land he discovered Greenland, in order to entice people to move there. Stop and ask students if they know what entice means. Ask for synonyms such as lure and persuade.
- Explain to students that Eric was a good salesman – telling the people the good points of Greenland without mentioning the problems.
- Give students the following information:
- Tell students that Eric the Red was a good advertiser. Ask students to suggest good advertising techniques. Make sure that the following techniques are mentioned: bandwagon (Come along! Everyone is going!), repetition (Journey with us. Journey today! Journey to a new world!), celebrity endorsement (Eric the Red says, “Come to Greenland”), emotional/colorful words (Shining beaches, towering forests, bountiful food.) Some students might need some prompting.
- As students suggest the advertising techniques put them up on the board for all to see. Also, ask for examples of the techniques given. Use equity sticks to take suggestions.
- Once students understand the different advertising techniques tell them that they will be creating newspaper advertisements with one of the techniques posted. The purpose of their advertisements will be to encourage people, like Eric the Red did, to move to an unknown land.
- Ask students to think back to the nine minute research on the Vikings, specifically, the Viking alphabet. Tell students that they need to include the Futhark in their newspaper announcement in some way.
- Circulate the classroom making sure everybody is on task. This is an excellent time to clear up misconceptions.
- Let students work all the way up until 10 minutes before class is over. Ask students to do a quick write. Ask students to make a prediction of the Viking’s new life in Greenland.
- Ask students to share their predictions aloud. Use equity sticks.
- When enough students have shared their predictions give the students the following information:

The Greenland Vikings lived mostly on dairy and meat, primarily from cows. The vegetable diet of Greenlanders included berries, edible grasses, and seaweed, but these were inadequate even during the best harvests. Greenland's climate was so cold that cattle breeding and dairy farming could only be carried on in the sheltered fiords. The growing season in Greenland was very short. Frost typically occurred in August and the fiords froze in October. Because of the shortage of adequate vegetables and cereal grains, and a shortage of timber to make ships, the trade link to Iceland and Europe was vital and occurred often. Trade was by barter. Greenlanders offered butter, cheese, wool, and their frieze cloths, which were greatly sought after in Europe, as well as white and blue fox furs, polar bear skins, walrus and narwhal tusks, and walrus skins.

Closing

- Ask students to reflect on and summarize what they have learned, in their notes. Students should include questions they have about the information learned.

Out of School Learning:

<p>The newspaper advertisements should be assigned for homework if it is not finished in class.</p>	
<p><i>Assessment:</i></p> <ul style="list-style-type: none"> ⇒ Students will be assessed continuously throughout the lesson on whether or not they can participate in a discussion using the concepts and vocabulary associated with exploration, specifically Viking exploration. ⇒ Students will be assessed by the effort and correctness of their newspaper advertisements, when they share and explain their opinions and prior knowledge, agree or disagree with the opinions and prior knowledge given by their peers, and when the teacher circulates to check for understanding. ⇒ The students will be evaluated by their effort, their participation, and by the reasonableness of their contributions. 	<p><i>Modifications:</i></p> <ul style="list-style-type: none"> ➤ Give students, who have trouble with writing, additional time to finish the assignment. ➤ Pair students with lower abilities together with students that have higher abilities. ➤ Allow students with ADHD to pass out papers. ➤ Make sure to write student responses on the board to engage visual learners ➤ Allow ELL and students with special needs to draw and write about their predictions. ➤ Ask student with higher abilities to lengthen their summaries (add more details).

Title: Marco Polo's Travels	Lesson 5
Unit: Explorers	Grade: Fifth
<p><i>Objective(s)</i> To introduce students to Marco Polo, and what he accomplished through exploration.</p>	<p><i>Benchmark(s)</i> <ul style="list-style-type: none"> ✓ Identify and explain how individuals in history demonstrated good character and personal virtue (I.2.LE.4) ✓ Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses (R.CM.05.01) </p>
<p><i>Main Understandings</i> The purpose of this lesson for students to explore Marco Polo travels away from home. Students will explain how Marco Polo felt by sharing their own ideas.</p>	<p><i>Lesson Content:</i> The lesson focuses on students learning about Marco Polo explorations in Asia.</p>
<p><i>Resources</i></p> <ul style="list-style-type: none"> ❖ <i>Marco Polo's Route</i> overhead. ❖ <i>Marco Polo's Route</i> Worksheet ❖ Crayons or colored pencils ❖ Social studies textbook: <u>United States and it's Neighbors</u> 	
<p><i>Instructional Sequence</i></p> <p>Time needed: One 45 minute class period</p> <p>Opening</p> <ul style="list-style-type: none"> ▪ Begin the lesson by informing your students that they will be learning about a new explorer. ▪ Explain to students that: <i>In the 13th century (1271), Marco Polo, a 17 year old merchant from Venice, traveled over-land to China with his father and uncle. Marco Polo stayed in China for nearly 25 years! When he returned to Venice nobody recognized Marco Polo or believed his stories about Asia. Marco Polo showed the skeptics some of the riches he had brought home. Marco Polo also wrote a book about his travels. This book made Marco Polo famous. After hearing the fascinating stories of Marco Polo, Europeans were inspired to travel to Asia.</i> <p>Lesson</p> <ul style="list-style-type: none"> ▪ Ask students to take a moment to imagine being away from a place for nearly 25 years. Ask them to imagine what changes they would find upon their return. What would still be the same? ▪ Call on several students to share their opinions. Use equity sticks if many students have their hands raised. ▪ When the class is ready, pass out a copy of the attached sheet, titled <i>Marco Polo's Route</i>, to all students. Make an overhead of the sheet for yourself. Together as a class plot Marco Polo's journey the map. 	

- Once everyone has plotted Marco Polo’s journey have students answer the questions on the bottom half of the page. Students are to answer these questions individually using their social studies textbook and the information given earlier in class.
- When the class is ready, ask students to turn to their neighbors and share their answers. Encourage students to have respectable discussions.
- During this time circulate the classroom making sure students are on task.
- When the class is ready, bring the class together and ask students to share their answers aloud. Tell students that this would be a good time for them to fill in any missing answers. This is also an excellent opportunity for you to clear up any misconceptions.
- After every question has been discussed, ask students to cut off the top portion (the map) of the worksheet and attach it to the bottom half by taping only the right and left sides.
- Next, students should cut the page with the map on it down the middle, along the dotted line.
- As students finish they can begin coloring their maps.

Closing

- To close the lesson, ask students to put their activity away in a safe place. Tell students that they will be using this activity to study for their final explorer test.
- Ask students to reflect on and summarize what they have learned, in their notes. Students should include questions they have about the information learned.

Out of School Learning:

Students need to write a paragraph about explaining how they would feel if they lived the life of Marco Polo.

Assessment:

- ⇒ Students will be assessed on the completion of the Marco Polo’s Route activity including plotting Marco Polo’s route and answering the 5 W questions.
- ⇒ Students will be assessed when they share and explain their opinions and prior knowledge, agree or disagree with the opinions and prior knowledge given by their peers, and when the teacher circulates to check for understanding.
- ⇒ The students will be evaluated by their effort, their participation, and by the reasonableness of their contributions.

Modifications:

- Give students, who have trouble with writing, additional time to finish the assignment.
- Pair students with lower abilities together with students that have higher abilities.
- Allow students with ADHD to pass out papers.
- Make sure to write student responses on the board to engage visual learners
- Ask student with higher abilities to lengthen their summaries (add more detail).

Title: Carousel Brainstorming-Christopher Columbus	Lesson 6
Unit: Explorers	Grade: Fifth
<p><i>Objective(s)</i> To introduce students to Christopher Columbus and the purpose for and results of his exploration</p>	<p><i>Benchmark(s)</i> <ul style="list-style-type: none"> ✓ Identify and explain how individuals in history demonstrated good character and personal virtue (I.2.LE.4) ✓ Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses (R.CM.05.01) </p>
<p><i>Main Understandings</i> The purpose of this lesson is to elicit student ideas about Christopher Columbus' explorations. Students will share their prior knowledge and revise their schema based on readings and discussion.</p>	<p><i>Lesson Content:</i> The lesson focuses on activating prior knowledge and revising thinking through the following four questions:</p> <ul style="list-style-type: none"> ➤ What did Columbus find when he reached his destination? ➤ What happened to Columbus before he reached land? ➤ What do you think the Native Americans thought when they saw Columbus and his men? ➤ What happened to the Native Americans after the arrival of Columbus?
<p><i>Resources</i></p> <ul style="list-style-type: none"> ❖ Social studies textbook: <u>United States and it's Neighbors</u> ❖ Four large white poster boards ❖ Four different colored markers ❖ The following questions: <ul style="list-style-type: none"> ➤ What did Columbus find when he reached his destination? ➤ What happened to Columbus before he reached land? ➤ What do you think the Native Americans thought when they saw Columbus and his men? ➤ What happened to the Native Americans after the arrival of Columbus? 	
<p><i>Instructional Sequence</i> Time needed: One 45 minute class period</p> <p>Opening</p> <ul style="list-style-type: none"> ▪ Begin the lesson by informing your students that they will be learning about Christopher Columbus. ▪ Explain to students that you are very interested in finding out what they already know about Christopher Columbus. Tell students that they will be working in groups to brainstorm possible answers to questions that will 	

asked about Christopher Columbus.

Lesson

- Tell students that four poster boards will be placed in different areas of the room (four stations). Each poster board will have a question on it. Each group will begin at a station. However, all groups will visit all stations and answer all questions.
- Explain to students that they will have three minutes at each station. At the station, groups will work together to answer the question on the poster board. The answers must be written on the piece of paper with the group marker. Each group will be assigned a different color marker to write with. This marker will distinguish their writing from the writing of other groups.
- Explain that when you turn the lights off and then on again it will be time for the groups to rotate clockwise to a different station. When groups arrive at their new stations they can begin answering the question in front of them. They must contribute information at every station.
- Groups must work cooperatively. Every member of the group must contribute. Remind students that the noise level must be kept low and that they must stay with their group at all times.
- When the class has understood the directions, divide the students into different groups and give each group a station to begin at and a different marker. Remind students that they must take their markers with them when they rotate.
- When every group has visited every station ask students to sit down at their desks.
- Display all four pieces of poster board on the blackboard. Ask students to take a moment to look at all four answered questions.
- Ask one member from each group to be the spokesman who will explain to the class their contributions to each poster board.
- After all four spokesmen have shared; ask students to read pages 144-147 in their Social Studies textbooks and answer the “Check Your Reading” questions.
- Once student have read the following pages ask them to take another look at the questions they answered during their brainstorming.
- Ask students to share new relevant information they read about. If a student feels that they want to add or subtract any information from the poster boards let them do so.

Closing

- Ask students to reflect on and summarize what they have learned, in their notes. Students should include questions they have about the information learned.

Out of School Learning:

Students are expected to ask an adult at home what they know about Christopher Columbus. Then, they will be responsible for teaching that person something new.

<p><i>Assessment:</i></p> <ul style="list-style-type: none"> ⇒ Students will be assessed continuously throughout the lesson on whether or not they participate in the brainstorming activity. Students will also be assessed by their answers to the questions asked in the Carousel Brainstorming activity and on page 147 of their Social Studies textbook. ⇒ Students will be assessed when they share and explain their opinions and prior knowledge, agree or disagree with the opinions and prior knowledge given by their peers, and when the teacher circulates to check for understanding. ⇒ The students will be evaluated by their effort, their participation, and by the reasonableness of their contributions. 	<p><i>Modifications::</i></p> <ul style="list-style-type: none"> ➤ Give students, who have trouble with writing, additional time to finish the assignment. ➤ Pair students with lower abilities together with students that have higher abilities. ➤ Allow students with ADHD to pass out papers. ➤ Make sure to write student responses on the board to engage visual learners ➤ Allow ELL and special needs students to draw their brainstorming of opinions and prior knowledge. ➤ Ask student with higher abilities to lengthen their summaries (add more detail).
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Title: Christopher Columbus-Another Point of View	Lesson 7
Unit: Explorers	Grade: Fifth
<p><i>Objective(s)</i> To give students alternative points of view of the encounter between Christopher Columbus and the Taino Indians.</p>	<p><i>Benchmark(s)</i></p> <ul style="list-style-type: none"> ✓ Identify and explain how individuals in history demonstrated good character and personal virtue (I.2.LE.4) ✓ Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations (II.1.LE.2) ✓ Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers (ELA I.1.E5) ✓ Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes (ELA I.2.E1)
<p><i>Main Understandings</i> The purpose of this lesson is to explore the two sides of the Christopher Columbus encounter with the Taino Indians. Students will explain what happened in the encounter by analyzing data presented in the two books and writing an essay comparing, contrasting, and giving evidence regarding their opinion of the encounter.</p>	<p><i>Lesson Content:</i> The lesson focuses on investigating Columbus' purposes for exploring and how natives felt about their encounter.</p>
<p><i>Resources</i></p> <ul style="list-style-type: none"> ❖ <u>Encounter</u> by Jane Yolen ❖ <u>Follow the Dream: The Story of Christopher Columbus</u> by Peter Sis ❖ Journaling notebook 	
<p><i>Instructional Sequence</i> Time needed: Two 45 minute class period</p> <p>Opening</p> <ul style="list-style-type: none"> ▪ Begin the lesson by informing your students that you will be reading <u>Encounter</u> by Jane Yolen to them. Tell students that this story is told from the point of view of the Taino Indians, specifically a young boy. ▪ Have the children look at the pictures from <u>Encounter</u>, showing Columbus' meeting with the Indians, while you read. Ask students to think about how the two groups reacted to each other (i.e., clothing, language, gifts). <p>Lesson</p> <ul style="list-style-type: none"> ▪ After you are done reading ask students to write a short summary of what 	

you read focusing on any new information they learned about Columbus' experience in the new world. Students should be encouraged to look back through Encounter.

- When the majority of the class is done writing ask students to share their responses/summaries aloud.
- Introduce the book Follow the Dream: The Story of Christopher Columbus by Peter Sis
- Ask student to pay close attention to any new information they learn about Columbus' experience in the new world.
- After reading the book to the class, ask students to write down their comments about information it presented.
- Ask students to share their comments aloud.
- When the class is ready, ask the student to write a three paragraph paper about their opinion about which portrayal of Christopher Columbus and his encounter with the Taino Indians was more accurate (book vs. book).
- Explain to students that they will write an opinion paper containing three paragraphs-one comparing the two books, one contrasting the two books, and one paragraph with their opinion of what really happened when Christopher Columbus and his crew met the Taino Indians. Tell students that they must provide three examples in each paragraph. The paper should have correct punctuation and capitalization and contain no spelling mistakes.
- Give students the attached rubric for this assignment.
- Circulate and assist students as they work. Some students may need prompting.

Closing

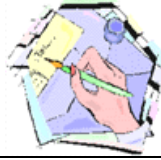
- As students finish their papers, ask them to reflect on and summarize what they have learned in their notes. Students should include questions they have about the information learned.

Out of School Learning:

Columbus' exploration has text written about both sides of the story. Unfortunately, other explorations have not had

<p><i>Assessment:</i></p> <ul style="list-style-type: none"> ⇒ Students will be assessed continuously throughout the lesson on whether or not they can participate in a discussion about Christopher Columbus and the Taino Indians using information from the book <u>Encounter</u> by Jane Yolen and <u>Follow the Dream: The Story of Christopher Columbus</u> by Peter Sis. ⇒ They will also be assessed by the reasonableness of the information they choose to include in their opinion paper Christopher Columbus. ⇒ Students will be assessed when they share and explain their opinions and prior knowledge, agree or disagree with the opinions and prior knowledge given by their peers, and when the teacher circulates to check for understanding. ⇒ The students will be evaluated by their effort, their participation, and by whether or not their opinion papers meet the criteria presented on the rubric given to students. 	<p><i>Modifications:</i></p> <ul style="list-style-type: none"> ➤ Give students, who have trouble with writing, additional time to finish the assignment. ➤ Pair students with lower abilities together with students that have higher abilities. Allow students with ADHD to pass out papers. ➤ Make sure to write student responses on the board to engage visual learners ➤ If possible, collect books on tape for ELL and auditory learners ➤ Ask student with higher abilities to lengthen their summaries (add more detail).
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Opinion Paper Checklist Rubric



<u>3pts</u>	I have included three paragraphs in my paper. In my first paragraph I compared <u>Encounter</u> by Jane Yolen to <u>Follow the Dream: The Story of Christopher Columbus</u> by Peter Sis, in my second paragraph I contrasted <u>Encounter</u> by Jane Yolen to <u>Follow the Dream: The Story of Christopher Columbus</u> by Peter Sis, and in my third paragraph I wrote about my opinion on Christopher Columbus and whether or not I believe <u>Encounter</u> by Jane Yolen or <u>Follow the Dream: The Story of Christopher Columbus</u> by Peter Sis is more accurate.
<u>3pts</u>	In all three of my paragraphs I have included at least three examples from <u>Encounter</u> by Jane Yolen and <u>Follow the Dream: The Story of Christopher Columbus</u> by Peter Sis.
<u>1pt</u>	I have no spelling mistakes in my paper.
<u>2pts</u>	I have correct punctuation and capitalization in my paper.
<u>1pt</u>	I have indented all three of my paragraphs.

/10pts

<p>Title: This is Your Life Christopher Columbus!</p>	<p>Lesson 8</p>
<p>Unit: Explorers</p>	<p>Grade: Fifth</p>
<p><i>Objective(s)</i> Students will apply the information they know about Christopher Columbus and his voyages as they draw and write about Columbus' life.</p>	<p><i>Benchmark(s)</i></p> <ul style="list-style-type: none"> ✓ Identify and explain how individuals in history demonstrated good character and personal virtue (I.2.LE.4) ✓ Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations (II.1.LE.2) ✓ Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes (ELA I.2.E1)
<p><i>Main Understandings</i> The purpose of this lesson is to apply information learned about Columbus in the unit into one document. Students will create a scrapbook based on historical events involving Columbus.</p>	<p><i>Lesson Content:</i> The lesson focuses on students showing their understanding through drawing and writing about Columbus' exploration.</p>
<p style="text-align: center;"><i>Resources</i></p> <ul style="list-style-type: none"> ❖ <i>This is Your Life!</i> Worksheet ❖ Strips of possible scenarios to write about ❖ Social Studies Textbook 	
<p style="text-align: center;"><i>Instructional Sequence</i></p> <p style="text-align: center;">Time needed: Two 45 minute class periods</p> <p>Opening</p> <ul style="list-style-type: none"> ▪ Begin the lesson by informing your students that they will be applying all the information they know about Christopher Columbus. ▪ Ask student to brainstorm important events in the life of Christopher Columbus. As students make contributions display the information on the blackboard for all to see. Make sure students have mentioned event leading up to Columbus' voyage, his time at sea, his discovery of the new world, and his return to Spain. ▪ When there is enough information on the board tell students that they will be drawing and writing about four important events in Christopher Columbus' life. Tell students that they will be creating pages in the scrapbook of Christopher Columbus' life. <p>Lesson</p> <ul style="list-style-type: none"> ▪ Show students an example of a completed page from Christopher Columbus's scrapbook. ▪ Tell students that they need to be accurate in their drawings and writing. They need to include several supporting details for each of the events, including dates. 	

- Give students the attached rubric. Ask students to look over the rubric. Point out that your work meets the requirements of the rubric.
 - Once students understand the directions pass out the *This is Your Life!* Worksheet. Ask students to brainstorm ideas on a separate sheet of paper before they begin.
 - As students work, circulate the classroom. Some student may need some prompting.
- Closing**
- As students finish, ask them to reflect on and summarize what they have learned, in their notes. Students should include questions they have about the information learned.

Out of School Learning:

Share one summary of your learning with a family member.

Assessment:

- ⇒ Students will be assessed on whether or not they can apply the information they have about Christopher Columbus and his crew as they draw and write about him.
- ⇒ Students will be assessed when they share and explain their opinions and prior knowledge, agree or disagree with the opinions and prior knowledge given by their peers, and when the teacher circulates to check for understanding.
- ⇒ The students will be evaluated by their effort, their participation, and by the reasonableness of their contributions.

Modifications:

- Give students, who have trouble with writing, additional time to finish the assignment.
- Pair students with lower abilities together with students that have higher abilities.
- Allow students with ADHD to pass out papers.
- Make sure to write student responses on the board to engage visual learners
- Allow ELL and special needs students to draw or verbally communicate learning.
- Ask student with higher abilities to lengthen their summaries (add more detail).

This is Your Life-Christopher Columbus Rubric



<u> </u> 4pts	I have included four drawings that fill the entire space provided. My drawings match the information that I have written. My drawings are neat and have been colored.
<u> </u> 8pts	I have written about four different events in Christopher Columbus' life. These events are accurate and when possible I have included dates. I have included at least three details when writing about each event.
<u> </u> 1pt	My work has no spelling errors.
<u> </u> 2pts	My work has no punctuation or capitalization errors.

/15pts

Title: Timeline	Lesson 9
Unit: Explorers	Grade: Fifth
<p><i>Objective(s)</i> To give students knowledge of and experience with timelines. Students will also learn about decades and centuries and apply that knowledge to timelines.</p>	<p><i>Benchmark(s)</i> <ul style="list-style-type: none"> ✓ Measure chronological time by decades and centuries (I.1.LE.1) ✓ Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses (R.CM.05.01) </p>
<p><i>Main Understandings</i> The purpose of this lesson is to organize information learned throughout the unit into a timeline. Students will create a timeline highlighting major explorations learned about throughout the unit.</p>	<p><i>Lesson Content:</i> The lesson focuses on placing explorations in chronological order.</p>
<p><i>Resources</i></p> <ul style="list-style-type: none"> ❖ Overhead of Timeline worksheet ❖ Overhead of timeline vocabulary ❖ Timeline worksheet ❖ Personal Timeline worksheet 	
<p><i>Instructional Sequence</i> Time needed: One 45 minute class period</p>	
<p>Opening</p> <ul style="list-style-type: none"> ▪ Begin the lesson by informing your students that they will be learning about decades, centuries, and timelines. ▪ Ask students to think about why timelines are important. Take a couple suggestions. 	
<p>Lesson</p> <ul style="list-style-type: none"> ▪ Tell students that timelines are important because they help you organize events. Timelines also help you see that different events occur in relation to (or because of) other events. Tell students that sometimes when there are big gaps between events it is difficult to visualize the order in which they have happened. ▪ Tell students that timelines are organized by years. Tell students that sometimes after a year we see the letters B.C and A.D. B.C stands for before Christ. A.D stands for anno domini, which means in the year of our lord. ▪ Tell students that timelines are also frequently divided by decades. Ask students if they know what a decade is. A decade is a period of ten years. ▪ Tell students that timelines are also frequently divided by centuries. Ask students if they know what a century is. A century is a period of 100 years. 10 decades make one century. ▪ Display the timeline vocabulary overhead and give students enough time 	

<p>to copy the definitions down.</p> <ul style="list-style-type: none"> ▪ Explain to students that together the class will create an explorer timeline. This timeline will help the class understand the importance of the age of exploration. ▪ Ask students to help you create a list of explorers, with the date in which each person explored, that will be included on the timeline. Make sure to include the Vikings (Eric the Red and Leif Ericson), Marco Polo, and Christopher Columbus. ▪ Draw a bold line across the overhead and above it write <i>Explorer Timeline</i>. ▪ As a class discuss how the timeline will be divided. Suggest that students look at the earliest and latest dates to make their decisions. ▪ Add the first date, along with the explorer, to the timeline. Continue adding events and dates with the help of the students. <p>Closing</p> <ul style="list-style-type: none"> ▪ Ask students to reflect on and summarize what they have learned in their notes. Students should include questions they have about the information learned. 	
<p><i>Out of School Learning:</i> Apply what you learned today about a timeline to your life. Create a timeline highlighting at least 5 major events in your life and bring it into school tomorrow.</p>	
<p><i>Assessment:</i></p> <ul style="list-style-type: none"> ⇒ Students will be assessed continuously throughout the lesson on whether or not they understand the definitions of decades and centuries and whether or not they can apply what they know when creating a timeline. ⇒ Students will be assessed when they share and explain their opinions and prior knowledge agree or disagree with the opinions and prior knowledge given by their peers, and when the teacher circulates to check for understanding. ⇒ The students will also be evaluated by their effort and their participation. 	<p><i>Modifications:</i></p> <ul style="list-style-type: none"> ➤ Give students, who have trouble with writing, additional time to finish the assignment. ➤ Pair students with lower abilities together with students that have higher abilities. Allow students with ADHD to pass out papers. ➤ Make sure to write student responses on the board to engage visual learners ➤ Ask student with higher abilities to lengthen their summaries (add more detail).

Title: Explorer Research Project	Lesson 10
Unit: Explorers	Grade: Fifth
<p><i>Objective(s)</i> Students will research European Explorers to gain an understanding of their personal background, motives, dates and route of exploration, and impact.</p>	<p><i>Benchmark(s)</i></p> <ul style="list-style-type: none"> ✓ Interpret and analyze social science information about the United States from maps, graphs, pictographs, charts and table(I.IP.05.01) ✓ Describe the causes, consequences, routes, and major movements of goods and people during early United States history (G.LM.05.04)
<p><i>Main Understandings</i> The purpose of this lesson is for students to explore research skills to gather data about an individual explorer. Students will explain the individual explorer’s purpose for exploration and historical events associate with the man.</p>	<p><i>Lesson Content:</i> The lesson focuses on using technology to research in order to apply knowledge when gathering artifacts which explain unique qualities of individual explorers.</p>
<p><i>Resources:</i></p> <ul style="list-style-type: none"> ❖ Books on the various explorers ❖ United Streaming videos ❖ Internet websites on explorers ❖ Artifacts found from home 	
<p><i>Instructional Sequence</i></p> <p>Opening:</p> <ul style="list-style-type: none"> ▪ Begin by telling the class that they will be participating in a research project where they will be working with partners to find out certain information about their explorer. <p>Lesson:</p> <ul style="list-style-type: none"> ▪ Students will be assigned a partner and have to divide up the tasks that need to be covered to fill out the graphic organizer. Each partnership may decide the way their group wants to divide up the tasks. Suggest ways that might work best. ▪ Explain that each partnership must use at least three sources for this research project, and these will need to be recorded on the bottom of their graphic organizer. ▪ Show the class the cart of books on explorers that may be used for this research project. Do a short book talk on a few of the informative books. ▪ Direct students’ attention to the TV and show them how to search for information on the internet. Explain that each student will get a direction sheet for how to access the internet and use helpful search sites. Have the students suggest possible keywords to use for a search on a specific explorer. ▪ Next, show students how to access United Streaming videos, pointing out possible searches that would be helpful. Directions for accessing United Streaming videos are also on the direction sheet. 	

- Reiterate that the cart of books and laptops to access the internet and unitedsteaming.com will be available each day. The Social Studies textbook will serve as an additional resource.
- Pass out the graphic organizer, and walk through it so students understand what must be covered under each section. Their first task once they are assigned their partner will be to decide who will be covering which sections.
- Tell the class they will have two days to complete this research so they will need to use their time wisely, and if needed, continue their research at home at night.
- Put up assigned partnerships on the overhead with the explorer each partnership will be studying. Have students write their explorer's name on their graphic organizer as well as their partner's name.
- Students may meet with their partners to divide the sections to research. Have students write who will be researching what on a half sheet of paper and hand it in before beginning their research.
- While students complete their research for the next two days, remind them to use multiple sources. Meet with individuals and groups during this time to check for understanding and make sure students are on the right track.

- After two days of research, students should have their graphic organizers filled out.
- Explain to the class that their next task is to work with their partner to write a short report on their explorer using the information in their graphic organizer.
- Have students suggest possible formats for the reports. Talk about how all the information in the reports must be written in students' own words. Also explain that groups can decide to include a map of their explorer's route of exploration and/or explain in words where their explorer traveled.
- Have students suggest ways that partnerships might work together in writing one report, making sure each partner is contributing.
- Also let students know that they will need to begin to think of 5-7 artifacts that they think will best represent their explorer. Give them examples and provide strategies to come up with artifacts. Tell the class these will need to be collected after reports are written up.
- Let students begin to type up their reports on the laptops.
- Circulate and assist while students are working to make sure everyone is on task and to answer any questions.
- As students finish, they may continue to brainstorm artifacts that will represent their explorer. 5-7 artifacts will need to be brought into class to be put in a bag in two days.

- Copy all explorer reports and assemble into a packet for each student.
- Explain to students that they will work individually to read and highlight key information about the explorers. They will also use a graphic organizer to fill in the key information. This chart will be used for an activity, so it needs to be very thorough and accurate.
- Hand out packets and graphic organizers and let students work. Circulate and assist as needed.

<p>Closing:</p> <ul style="list-style-type: none"> ▪ Explain to class that each partnership is going to start with one bag and use their graphic organizer on the key information of each explorer to match the artifacts with the correct explorer. By the end, students will get through all of the explorers. ▪ While working to match artifacts with explorers, students will identify good clues that were found in the reports helped them match up artifacts to explorers. ▪ Allow students to utilize all areas of the classroom and project room to work. ▪ Circulate and assist, prompting students with questions to check for understanding. ▪ Once everyone has finished with every explorer, score each partnership's work and give the class feedback on who correctly matched the most explorers to artifacts. 	
<p><i>Out of School Learning:</i> Students will continue their research on their explorers at home. They will also find artifacts to represent their explorer at home.</p>	
<p><i>Assessment:</i></p> <ul style="list-style-type: none"> ⇒ Students will be assessed on the completeness of their graphic organizer covering Explorer's personal backgrounds, sponsors, dates and route of exploration, anecdotes, and impact. ⇒ Students will be assessed on the quality of their report, with all aspects on the graphic organizer covered and assembled into a coherent write-up. ⇒ Students will be assessed on their choice of artifacts to represent their explorer. ⇒ Students will be assessed on their ability to take the information on the European Explorers given to them and match each explorer with the bag of artifacts representing them. 	<p><i>Modifications:</i></p> <ul style="list-style-type: none"> ➤ Students will be grouped by varying ability levels. ➤ Each group will decide how best to divide up tasks; so higher ability students will be able to do more work than lower ability students, who may need extra time. ➤ Pair up ELL students with English speaking students and have them work together to read and fill out key information. ➤ Allow students with ADHD to pass out papers. ➤ Make sure to write student responses on the board to engage visual learners ➤ Encourage students to include more detail in their descriptions. ➤ Have students write out why they chose the artifacts they did.