

Early Explorations Lesson

Grade: 5th	Subject: Social Studies				
Materials: <ul style="list-style-type: none"> • Social Studies Alive! America’s Past, Chapter 4 • Interactive student notebooks • CD Track 1 • Masking tape • Placards A1-D2 (3 sets) • Scooters (15 total) • Post-its (165) 	Technology Needed: CD player				
Instructional Strategies: <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> 🍏 Peer teaching/collaboration/ cooperative learning 🍏 Visuals/Graphic organizers 🍏 PBL 🍏 Discussion/Debate 🍏 Modeling </td> </tr> </table>	<ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) 	<ul style="list-style-type: none"> 🍏 Peer teaching/collaboration/ cooperative learning 🍏 Visuals/Graphic organizers 🍏 PBL 🍏 Discussion/Debate 🍏 Modeling 	Guided Practices and Concrete Application: <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> 🍏 Hands-on 🍏 Technology integration 🍏 Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain:</p>	<ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) 	<ul style="list-style-type: none"> 🍏 Hands-on 🍏 Technology integration 🍏 Imitation/Repeat/Mimic
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Standard(s) SST-05.2.07 Explain reasons for early exploration	Differentiation Below Proficiency: I will place students into groups in order to blend above proficient and below proficient students together, to help with peer teaching. This will provide students with the chance to learn from their peers to further their understanding. There will also be 3-4 teachers and aids in the classroom as well, so this will provide further support for students who may need help. Above Proficiency: I will place above proficient students with below proficient students during the activity, to provide them with the chance to peer teach the concept to their classmates who may be struggling. This will further their understanding by having to explain their process to their peers. They will also be encouraged to read all of the text in their chapter, as well as look into further information regarding early explorations. Approaching/Emerging Proficiency: Students will be grouped in mixed ability pairs. I will check for understanding and encourage group members to collaborate and discuss in groups to further understanding. I will re-direct learning when necessary and facilitate a class discussion after the activity is completed. I will provide further support when necessary. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The “ship” taped the floor, as well as the placards with pictures of the objects will help visual learners. The chapter text and the posters of the three main reasons for early explorations will also help visual learners. • Auditory: I will explain the instructions clearly to the class, which will aid auditory learners. The class discussion as well as collaboration within groups will also further deeper understanding for auditory learners. Finally, the CD of diver music will help to set the scene for diver teams. • Kinesthetic: Performing the diving activity and working in groups will aid kinesthetic learners. • Tactile: Filling out research notes, performing the activity, and placing post-its under category posters will aid tactile learners. 				
Objective(s) By the end of the lesson, students will be able to explain reasons for early exploration by retrieving objects from their “ship” and analyzing their meaning in group/whole class discussion. Bloom’s Taxonomy Cognitive Level: Understand					

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<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Large Group: <ul style="list-style-type: none"> • Active listeners • Be respectful of others who are talking • Using Materials: <ul style="list-style-type: none"> • No throwing, crumpling, or ripping cards or tape • Treat the scooters with respect and practice safe practices around other students • Help clean up, put materials away nicely, and give cards back to teacher • Group Work: <ul style="list-style-type: none"> • Everyone participates • Voice level 1 or 2 • Take turns as “divers” on scooters • Transitions: <ul style="list-style-type: none"> • Come back to me in three, two, one • Give me five 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Large Group:</p> <ul style="list-style-type: none"> • Students are expected to be active listeners • Students are required to participate in the discussion • Students are required to be respectful of others who are talking <p>Using Materials:</p> <ul style="list-style-type: none"> • Students are required to use the materials in a respectful manner • Students are required not to ruin the materials • Students are required to practice safe practices with scooters • Students are expected to help clean up <p>Group Work:</p> <ul style="list-style-type: none"> • Students are required to be active participants • Students are required to share the responsibilities of the work • Students are expected to use a voice level 1 or 2 when working together on activity • Students are required to take turns on scooters <p>Transitions:</p> <ul style="list-style-type: none"> • Students are expected to use a voice level 1 when transitioning from one activity to the next • Students are expected to stop what they are doing and pay attention when they are being called on • Students are expected to remain quiet and respectful when walking in the hallways between their classrooms and the gym
<p>Minutes</p>	<p>Procedures</p>
	<p>Set-up/Prep:</p> <p>Print and gather placards A1-D2 (3 sets) Create posters titled “Motives for Exploration”, “New Technology That Helped Exploration”, & “New Products from the Americas” Gather CD Gather enough scooters for each group to have one (44 students total, 3 ships, 5 groups of 3 per ship, with one group only having 2 members, 15 scooters total) Gather enough post-it notes for activity and assessment, roughly 165 post-its</p>

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Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.)

- “Good afternoon students. Today for Social Studies we are going to take a look at early explorations and reasons why European explorers sailed to the Americas way back in the 1400s and 1500s.”
- “First I want you guys to think back to a trip you took with your family, or you can think of a trip you might want to take with your family. Now, what tools would you use to help you plan your travels? For instance, what could you use to help you find your way to your destination? (GPS, map, etc.) How would you find your way around once you got there? (maps, travel guides, local info, cell phones).”
- “Now imagine what it would be like to travel without access to tools like the ones you mentioned, what would motivate you to take a journey into the unknown?”
- “That’s what it was like in the 1400s and 1500s for European explorers traveling to the Americas. They didn’t have GPS or maps, or cellphones. They were exploring the unknown, and had to rely on the tools they had at that time.”
- “Sometimes, not all ships would make it to their destination. The journey could be long and hard, and sometimes ships would sink. Thinking like a historian, why would we want to investigate the sunken ships? What objects might you find on a ship that has been underwater for 500 years? Why might it be important for people who investigate sunken ships to track where they find each item? Awesome answers class!”
- “This is what archeologists do, they investigate and examine artifacts, like those from a sunken ship, to learn about the past!

Explain: (concepts, procedures, vocabulary, etc.)

- “For this lesson, we are going to be acting as archeologists and studying objects that we find in a sunken ship, in order to learn how and why European explorers sailed to the Americas in the 1400s and 1500s.”
- “The standard we are focusing on today is “explaining reasons for early explorations.” So it is very important for you to think of why the Europeans went exploring while you are investigating your sunken ship.”
- Group students of mixed ability so that there is 14 groups of 3 and 1 group of 2. Assign 5 groups to each ship and tell them which ship number they are at.
- Have groups grab their books and head to gym if not already in there
- Once seated by ships in groups, continue
- “We have 3 sunken ships on the floor here. Each sunken ship contains the same objects inside. Each of the ships will have 5 groups exploring it, so make sure you share materials and put your object back where you found it once your group has investigated it.”
- “Okay so in your group of archeologists, you will take turns acting as the diver and the research scientists. One person from your group will “swim” on the scooter to the sunken ship and pick up ONE object to bring to your research scientists. Make sure you are paying attention to where on the ship you find your object.”
- “Once you find your one object, the diver will bring it back to the scientists, and you will read in your chapter as a group to determine what the object is. Then you will categorize it on its role in European exploration of the New World.”
- “In your notes, I want each group member to write down where the object was found on the ship, what the object is, and why it was important for exploration.”
- “Once you all have your research notes completed for the object, the next person in your group will be the diver and “swim” back down to the ship to put the object where it was found and retrieve a new object for your research group. Keep following this process until you have investigated every object on your ship and taken notes on each object.”
- “Make sure each group member is being a responsible researcher and archeologist and participating in the work! Take turns being the diver and switch after each object. Remember, we are being responsible archeologists, so I should not have to remind you how to participate with your group, take turns, or watch out for other divers investigating the ship. Practice safety while using scooters and remember we are diving, so we shouldn’t be scooting as fast as we possibly can.”
- “And most importantly remember our main goal of this investigation is to?..... (EXPLAIN REASONS FOR EARLY EXPLORATIONS)
- “Are there any questions about our archeologist dive before we start?”

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Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

- Turn on CD of diving music
- “You may begin your dive in three, two, one!”
- As students begin working, walk around and observe groups, making sure they are all participating in group work, writing down notes, and taking turns diving.
- Remind students how to be responsible archeologists when necessary or how to practice being a safe “diver” on the scooters.
- Place posters of labels up on gym wall.
- After groups have completed their dives and research notes, call attention to class with an attention getter such as “Eyes on me and mouths quiet in 5, 4, 3, 2, 1”
- “Now that we have completed our archeologist dives, we have to categorize our objects by how they were important to early explorations.”
- “As you see on the wall, I have three categories that the objects can fit under: “Motives for Exploration”, “New Technology That Helped Exploration”, & “New Products from the Americas.”
- “In your groups, I want you to look at your research notes and discuss where you think each object belongs. One member from your group will then come up and get 5 post-it notes for your group and you will write one object on each of them. Then I want you to come up and stick your post-it note for your objects under the category you think they fit best in.”
- “After you are done, I want you to sit back in your groups quietly and wait for each group to be done. Remembering we are responsible archeologists so we will not argue, push, or yell at our own group members or other group members. You may begin.”
- Look at post-its under each category and discuss with class by presenting examples of objects found on each poster and ask students why they chose the category they did.

Review (wrap up and transition to next activity):

- “I am very impressed by your ability to act as responsible archeologists today students.”
- “In order to leave the gym, I would like you to each take one post-it note and write down 3 reasons that early explorers came to the Americas. Please remember to write your name on the top of your post-it.”
- “Once you have turned in your post-it, I would appreciate it if you guys could help me clean up by putting your scooters in the right home and picking up the object pictures nicely and handing them to me please!”
- “When everything is turned in and picked up, line up by the door by class and wait to be dismissed to head back to your classrooms. Great job today students! You may get your post-it and begin!”

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

I will monitor progress by asking students if they have clarifying questions throughout discussions and checking in with groups as I walk around while they work.

I will assess understanding by facilitating a discussion based on object placement under three main categories on posters. A formal assessment will be made by viewing students’ responses on three reasons for early explorations made on post-it notes

Consideration for Back-up Plan:

If students are not placing objects under the correct categories, I can gear class discussion towards the correct categories.

If post-its assessment yields poor results, the chapter can be re-visited and another formal assessment can be made.

Summative Assessment (linked back to objectives)

End of lesson:

I will assess students’ post-its to check for understanding of objective and standard.

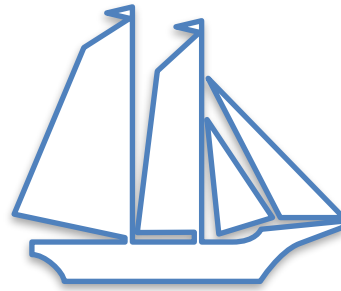
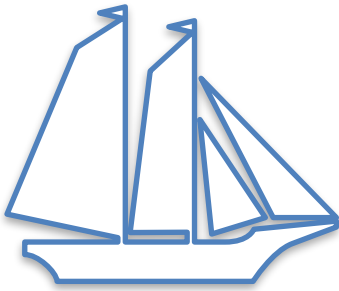
If applicable- overall unit, chapter, concept, etc.:

The unit of early explorations is not completed, so a summative assessment will be determined at a later date.

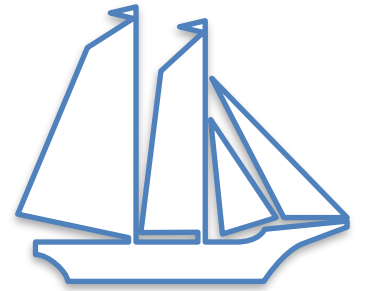
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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Placement of student groups at ships



15 students
(5 groups of 3)



14 students
(4 groups of 3)
(1 group of 2)

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Ship layout & where to place objects

