

European Explorers

Grade: 5		Subject: Social Studies	
Materials: PowerPoint, iPads, Textbook, Fact Sheet, Journal Paper		Technology Needed: iPads	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) -5.2.7 Explain reasons for early exploration (e.g., search for Northwest passage, "gold, glory, and God," riches, trade)		Differentiation Below Proficiency: -Simplified notes -Bulleted journal entry Above Proficiency: -Take notes rather than using guided notes -Research more facts -Longer more detailed journal entry Approaching/Emerging Proficiency: -Teach lesson as is Modalities/Learning Preferences: Visual- PowerPoint presentation Auditory- Talk through the information on the slides Kinesthetic-Moving around the room throughout the lesson	
Objective(s) -By the end of the lesson, students will identify early explorers and their significance by researching and sharing facts about an assigned explorer, -By the end of the lesson, students will be able to explain reasons for exploration by creating a journal entry from the point of view of an explorer. Bloom's Taxonomy Cognitive Level: Create			
Classroom Management- (grouping(s), movement/transitions, etc.) -Have students begin in whole group during the explore and explain portions of the lesson. Then give them the option to find a spot around the room where they can complete their group work. While doing their journal entry have them go to their spots so they can focus. Then allow them to choose a spot around the room where they can share their discoveries.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to: -Pay attention during the PowerPoint -Actively participate in group work -Focus and complete journal entry -Engage in sharing their discoveries	
Minutes	Procedures		
5	Set-up/Prep: -Pull up Explorers PowerPoint -Have study guides ready to go -Have paper for them to do their journal entries on		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -"Today we are going to explore some new territory. I want you to imagine you are asked to go explore a new region of the world. One that you or your people have no knowledge of." "What would you take?" "Who would you take?" "How would you get there?" "What would you look for?" -"I want you to turn and share your thoughts with your elbow partner" -Have them come back and share some ideas with the group.		
7	Explain: (concepts, procedures, vocabulary, etc.) -"We are going to take a look at Chapter 3, lesson 2 in your Social Studies books" -Have them take out their books & turn to chapter 3, lesson 2 -Have the teacher helper hand out the study guide -Give students time to dig through the text and the study guide prior to the PowerPoint to get students looking through text for information, as this is a skill they will need in the future. -Have students turn to Lesson 2 in the study guide as you work through the Lesson 2 PowerPoint -Go through PowerPoint and talk about the four explorers discussed in the lesson -Look at journal entries from explorers to prep them for the activity		

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<p>20-30</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> -“I am going to divide you into groups of four” -“Each group will receive an explorer that they must research together using iPads and the book.” -“You will have 15min to research. While you research I want your group to find four facts about your explorer.” -“Each person in the group must find at least one to share.” (monitor this by using colored pens and initially their fact on their partners sheet). -“You must individually record your group’s facts on this fact sheet (hold up fact sheet) and explain the explorer’s reason for exploring.” -“I also want you to see what life might have looked for your explorer because you will each have to create a journal entry from the point of view of the explorer.” -Group the students & give them 15min to research (on their iPads and within the text). -“Now I want each of you to create a journal entry from the point of view of your explorer. Think about what they may be experiencing during their expedition. What is the environment like? How are they feeling? What have they seen? Do they miss their homeland?” “The tallest person in your group can come up and grab paper for everyone in your group to write their journal entry on.” -Give them 15 minutes to complete this step 	
<p>5-10</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> -“Now I am going to put you in new groups so you can share your discoveries.” -Group them so that each of the four explorers researched is present in the group. -Allow them time to go around and share their facts along with their journal entry -Collect fact sheets and journal entries prior to transitioning 	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> -Check study guide to make sure students are following along with the PowerPoint -Walk around and check as they fill in their facts -Use reflective and open-ended questions to monitor their thinking throughout their research and journal writhing <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> -Bring students back together and research a couple explorers together until they grasp the concept & begin reaching the objectives 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> -Check students’ facts and journal entries <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> -Chapter 3 Unit Exam 	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This is my reflection after I taught this lesson. I have since revamped the lesson based on my reflection.</p> <p>I think overall the lesson went well. This was my first time teaching a social studies lesson, so I was interested to see how it was going to go. Reflecting back on the lesson, the engagement activity was a complete success. After getting students thinking about what life would be like as an explorer, their minds began to race. They were so eager to share their ideas, I had to allow more time for the engage portion of this lesson. This worked out well as there were some technical issues, in regard to connecting to the Active board. I also had them dive into the text prior to me providing information, as I find searching for information to be a critical skill for them to develop. Throughout the explain part of my lesson I wish I would have referenced the study guide more for more guidance and clarification. They did an awesome job of collaborating and researching during the exploration activity. I was excited to see the amount of engagement exhibited by the students. Their journals were a true reflection of the knowledge they gained from the lesson, along with their personality. The major modification I would make to this lesson, is the timeframe. I think more time would have allowed for deeper understanding and further exploration.</p>		