

Grade: 5th	Subject: Social Studies
Materials: Fill in note cards, Rotations, Social Studies video	Technology Needed: Computer and Projector, Age of exploration power point
Instructional Strategies: <ul style="list-style-type: none"> <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"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <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) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard H.3_5.1 Compare and contrast multiple perspectives during the same time, event, or historical period.	Universal Design for Learning Below Proficiency: Students who are below proficiency will be groups strategically during the scavenger hunt. Students below proficiency will also be involved in discussion with students who are at and above proficiency. This will give this student other perspective or ‘light bulb’ moments they may not have had during the direct instruction. ELL student will be partnered with a certain student
Objective By the end of the lesson, Students will be able to explain their understanding by writing a short summary on the text using their skeleton notes from the scavenger hunt activity. <p>Bloom’s Taxonomy Cognitive Level: Understanding level: Students will be introduced the explorers in this lesson and will start to understand who they are and summarize the short story.</p>	Above Proficiency: Students Above proficiency will be challenged to deepen their discussion. When they give an answer, asking how they got that answer or why they chose that answer. During the rotations, if these students get done faster, each rotation will have a discussion question with it. If they get done faster than the other students, they will read the discussion question and discuss in group. <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: During the scavenger hunt, students will have pictures above their writings to help give them a visual of the passage. • Auditory: For auditory learners, we will be doing a read aloud. This will help them process through the story and help them find main ideas/details to create the summary. The students will also be discussing with partners and groups at their

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	<p>tables. This is a great way for auditory learners to hear new ideas and understand the concept more.</p> <ul style="list-style-type: none"> • Kinesthetic: Kinesthetic learners learn by doing. The scavenger hunt will get them up and moving around the classroom to learn. They will be able to collaborate with a partner and discuss. • Tactile: Tactile learners will also benefit from the scavenger hunt along with write in notes. This way they are able to write down what they are reading and seeing in the passage.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Students will be grouped by the teacher to limit behaviors during the scavenger hunt • During transitions from partners to the activity should be fast. • Once student is given a partner they should find their partner and wait for further instruction • Class will respond to 321 talking done • 123 eyes on me when needing full attention • Students will raise their hand and not talk when another student is talking 	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • During the scavenger hunt, voice levels should be at a 1-2 • Students should respect their peers while they are talking • Students will participate in appropriate discussion • Students are expected to fill out their skeleton notes
<p>Minutes</p>	<p align="center">Procedures</p>
<p>5 Minutes</p>	<p>Set-up/Prep before lesson:</p> <ul style="list-style-type: none"> • Set up rotations/ scavenger hunt • Set up video/projector
<p>5 Minutes</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Alright 5th graders, today we are going to do some social studies before science! • Next week we are going to be learning a lot about explorers and the age of exploration, so today I’m going to introduce this to you guys! <p>https://www.youtube.com/watch?v=hSGCqUuetSw</p> <ul style="list-style-type: none"> • This is an engagement rap video to hook the students on explorers and the great exploration • What are two things you learned from the video that you maybe you didn’t know before. Two

	things that surprised you about
10 – 15 Minutes	<p>Explain: (teacher-led)</p> <ul style="list-style-type: none"> • There was a lot going on in that video, right? That video was an overview on what we will be learning about the age of exploration • Pull up first slide on the power point • So what was the age of Exploration? Let’s find out! • Link to power point: https://docs.google.com/presentation/d/1NuNfZpdSVn0D2R2T2qFiBreVjbX2QF96ojMvpX45s8w/edit?usp=sharing • The age of exploration was a historical period when European countries had explored new and other areas of the our world. They were in search of land, goods, and partners to trade with • The Age of Exploration took place during the 1400s to the 1600s • Some people call the age of exploration the age of discovery • During the age of exploration, some of the Europeans started calling the Eastern Hemisphere the “Old World” and the new-to-them Wester Hemisphere the ‘New World’ • Point out on the power point the new and old world • So which countries were involved in this? • The main countries that were involved were Portugal, Spain, France, England, and Holland (which is also The Netherlands). • During these two centuries, Europeans explored North America, South America, the Caribbean, Asia, Africa, and Australia • During the 1400s and 1600s, they didn’t have fancy planes or boats to travel fast to get to one place to the next • Discuss with your groups about how you think they traveled, what there days may have looked like, how did they travel without using google maps?? • Give student 1-2 minutes to discuss • 321 talking’s done and raise your hands • Let 2-3 students answer • Alright so we know that they were traveling during these times to find new land, goods to trade, and new trading partners right? So if they were trading goods, my guess is they needed some bigger ships and ships that could withhold the storms along the way • In the 1400s and 1600s we didn’t have the news to tell us when there was going to be a storm right? • So today 5th graders we are going to be explorers. • We are going to go around the room and explore an article about the age of exploration!
	<p>Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"> • Alright! I will split up the students into groups of two to three (make sure to split them up across the room) • Alright when you have your partner, I will know you are ready when voices are off • Each group will be starting at a rotation. You will get about 5 minutes at each rotation.

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	<ul style="list-style-type: none">• Hand out rotations to students along with skeleton notes• Have students go to their rotations• Before we start, I want you to follow these steps• 1st read through the paragraph silently• Second fill in your notes• 3rd I want you to discuss the paragraph with your partners• If you finished these three steps. Re-read the paragraph and focus on those supporting details. (what are supporting details friend?)• Go• Walk around and monitor groups and observe to see when students rotate• Make sure students are staying on task• 123 eyes on me. Everyone make your way back to your desks• Read the story aloud as a class• Who can tell me the main idea of this passage? Ask the students how they know that is the main idea, what details tell you this?• What two things cause the ships to be built larger and better? I want you to discuss this question• Give 1-2 minutes• Have 1-2 groups share aloud their thinking• Who was the first person to sail around Africa to India?• Have students discuss this question and share aloud as a whole class <p>** If time is going by fast and I have time left during the lesson. Students will be given an explorer scavenger hunt, or I have a main idea summary they can write on the article. Students have been working on main idea and supporting details in reading all week so this would tie in well</p>
<p>2 minutes</p>	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• Students will be given an exit slip. They are to answer the question. What do you think our world would be like if the age of exploration didn't happen? What if our explorers didn't explore
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection) <p>During the lesson I will be observing discussions and also looking to see how students are during the scavenger hunt activity. I will be looking for answers that relate back to their notes. I will also be looking for them to be able to identify supporting details and the main idea.</p>	<p>Summative Assessment (linked back to standard, END of learning)</p> <p>My summative assessment for the lesson will be the exit slip and summary of the article. I will be looking for them to state the main idea in the summary along with pulling details from their notes</p>

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

The first thing I would change is my engagement portion of my lesson. The video was really good and engaging for the students. What I would change is bringing in an engaging question before I start the video. During this lesson, I started the video and didn't give any context on what it was about. If I could redo it, I would ask the students if they have ever heard of the age exploration? What does it mean to explore? I then would go on about how we are going to be learning about the age of exploration next week. I then would play the age of exploration rap for the students. The video was a great engaging piece. I had the students discuss two things they learned in the video. I felt this went well, this way they were listening to the video and applying this by discussing it with their peers. I really enjoyed the rotations in my lesson. This got the students to move around the classroom. I felt that this flowed very nicely. The students worked hard at their rotations and discussed questions relating them back to the video and real life problems. I felt that I could've been more clear in my directions. When I messed up and forgot to tell the students a certain instruction, I had them pause, I restated the instruction, and had them carry on. What I would have done differently is right away I would have modeled my expectations that I wanted to see and hear at each rotation. The students did well with the restated instruction and carried on. I thought at the end the students did very well going through their discussion questions. I wasn't quite sure how to have them go through their skeleton notes. I decided to have them read aloud and it actually went really well. I wanted them to remember the article and have good background information for next week. This way they read the article, wrote about it, discussed it, and then re-read it again. At the end of the lesson, the discussion question got them thinking about a real life scenario. I loved the student responses and how deeply they thought about it. I was really proud of this lesson and there is always room for improvement. I learned a lot in this lesson. I really enjoyed this lesson and I feel that I have found ways that I can make this lesson even better for in the future.

Atlantic Crossings During the Age of Exploration

By National Park Service, adapted by Newsela staff on 06.23.17

Word Count **569**

Level **820L**



An engraving of Ark Royal, an English galleon originally ordered for Sir Walter Raleigh and later purchased by the crown for service in the Tudor navy. The vessel was 100 feet long on the keel, had a beam of 37 feet and carried 44 guns. It was used as the English flagship in a number of engagements, including the battles that resulted in the defeat of the Spanish Armada, and had a career spanning more than 50 years. Source: National Maritime Museum, London, England

For centuries, Europeans explored the world by sea. They had few maps and their navigating equipment was poor. Progress was slow. Irish monks explored and lived on several North Atlantic islands in the 500s. The Vikings settled in Iceland in the 800s, Greenland in the 900s, and North America in the 1000s. In the 1200s, European traders reached the Canary Islands off the coast of Africa. In the 1300s, seamen from Genoa in Italy landed in the Madeiras and began regular routes between Italy and the Baltic.

The evolution of sailing ships

The most important thing was a reliable boat. From the beginning, European trading ships were small and clumsy. Still they were generally sturdy enough to sail the open seas. By the 900s, sails improved and ships became easier to steer. Around 1000, Europeans began using the magnetic compass. By 1280, mariners in the Mediterranean had simple navigational charts. Ships became

larger and better built, which let them go farther and longer. At first, they had to become bigger in order to carry guns. Then, they grew to carry goods for trade and the food needed for long voyages.

Beginning around 1400, Spain conquered the Canary Islands and killed the people there. In 1418, Prince Henry the Navigator of Portugal began sending expeditions farther and farther down the west coast of Africa. By 1450 or so, the Portuguese reached Guinea in Africa and began settling on the Cape Verde Islands. In the 1480s, Portuguese explorer Bartolomeu Dias rounded the Cape of Good Hope in Africa. In 1492, Christopher Columbus arrived in the New World. In 1498, Portuguese Vasco Da Gama sailed around Africa to India.

Spain was once ruler of the seas

By the early 1600s, ocean travel was flourishing. Spain was stealing the immense wealth of the New World. Portugal traded with India, the Spice Islands, and its New World colony, Brazil.

Spain became the ruler of the seas. Large groups of Spanish ships regularly crossed the Atlantic. They carried gold, silver, jewels, cacao, tobacco, and other valuable commodities back to Spain.

Other European countries were jealous of Spain. England decided to compete for a piece of the New World. However, England had few mariners with experience sailing in open water and little knowledge of the Atlantic or the Western Hemisphere. Even worse, the English government did not want to pay for it.

England raises the navigation bar

The English decided to become better at ocean travel. English mariners were very good at sailing along the coast. However, they had little experience with the open ocean. They determined to improve. They hired Spanish pilots and navigators to teach them. They wrote books on piloting and navigation. They also invented new navigational instruments and charts, and built ships that could sail across the ocean.

An interest in overseas trade and expansion began to flourish.

The British set sail to explore the New World in 1584. By that time, Englishmen had already circled the globe and explored the Arctic.

By the last half of the 1500s, English ships were crisscrossing the Atlantic. They became more skilled at navigating and they had better ships. England emerged as a sea power and began competing with Spain. The English raised the art of navigation to a science. A new age of discovery, exploration and expansion was about to begin. It would change the world and how people understood it.

This article is available at 5 reading levels at <https://newsela.com>.

Quiz

1 Read the selection from the first paragraph of the article.

For centuries, Europeans explored the world by sea. They had few maps and their navigating equipment was poor. Progress was slow.

Which sentence uses the word "poor" in the same way as it is used above?

- (A) Many people were poor and had little money during the Great Depression.
- (B) "You look like you don't feel well, you poor child," said the doctor.
- (C) He had a difficult time completing the painting because his paintbrushes were poor.
- (D) The desert is a region that is poor in the amount of rainfall it receives.

2 Read the selection from the section "The evolution of sailing ships."

The most important thing was a reliable boat. From the beginning, European trading ships were small and clumsy. Still they were generally sturdy enough to sail the open seas. By the 900s, sails improved and ships became easier to steer.

What is the meaning of the word "reliable" as it is used in the selection above?

- (A) determined
- (B) dependable
- (C) honest
- (D) honorable

3 Read the section "The evolution of sailing ships."

Which sentence from the section shows that explorers sometimes acted violently when arriving in new places? (A) Beginning around 1400, Spain conquered the Canary Islands and killed the people there.

- (B) In 1418, Prince Henry the Navigator of Portugal began sending expeditions farther and farther down the west coast of Africa.
- (C) By 1450 or so, the Portuguese reached Guinea in Africa and began settling on the Cape Verde Islands. (D) In 1498, Portuguese Vasco Da Gama sailed around Africa to India.

4 Read the section "Spain was once ruler of the seas."

Select the paragraph that shows how some countries felt about Spain ruling the seas.

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Read the text and answer the questions in complete sentences! Pull evidence from the text to answer the questions.

1. What two things caused the ships to be built larger and better?

2. Who was the first person to sail around Africa to India?

3. What is the main idea of the last paragraph in the text, find three supporting details that support the main idea. Write in complete sentences and pull evidence from the text to support your answer.

Main Idea:		
Supporting Detail	Supporting Detail	Supporting Detail

4. On the back of this page, write a summary of what you read in the article. Think about the important ideas and details.