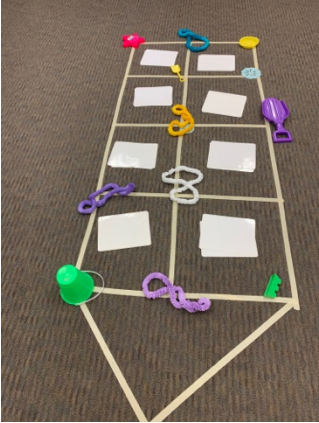


Lesson Plan Template
Date: October 15th 2020

Grade: 5th		Subject: Social Studies	
Materials: Tape, artifact sheets, bubble machine, paper, pencils, social studies text, decorations.		Technology Needed: Projector, Music Player	
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"/> Other (list) <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: <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) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) H.3_5.1 Compare and contrast multiple perspectives during the same time, event, or historical period. 5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		Universal Design for Learning Below Proficiency: Pair work, Supports from teacher Above Proficiency: Encouraging further research, prompt with critical thinking questions. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Textbook, and • Auditory: Group discussion • Kinesthetic: "Diving down" into the dive zone • Tactile: Creating journal, hands-on work with artifacts 	
Objective By the end of the lesson, students will analyze the possessions, feelings, and actions of European explorers and native Americans by gathering and compiling evidence from the text (social Studies alive) into their journals.			
Bloom's Taxonomy Cognitive Level: Applying			
Classroom Management- (grouping(s), movement/transitions, etc.) 1. Students can pick their pairings 2. Transitions will be done at a voice level 0 3. If you can hear my voice...		Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) 1. Voice level 1 when discussing with peers 2. When at the dive whole, no touching other students, move carefully and slowly 3. Flexible seating privilege will be lost if you cannot conduct yourself properly 4. Put artifacts back where you found them and treat them with respect.	
Minutes	Procedures		

15	<p>Set-up/Prep before lesson:</p> <ol style="list-style-type: none">1. Prep "Dive Zone" and sunken ship. See photo for details:  <ol style="list-style-type: none">2. Dress up in captains' hat and use the spyglass.3. Set up Artifact sheets<ol style="list-style-type: none">A1. PotatoesA2. TobaccoB1. Holy BibleB2. Gold CoinC1. BannerC2. MapD1. CompassD2. Astrolabe
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none">1. Say "Ahoy Mateys! I'm Captain Carr and today I'm going to be leading you scientists and researchers out on an exploration into the deep waters of the Atlantic Ocean. I've heard you all want to explore that ship that sunk hundreds of years ago in the middle of a treacherous voyage." Build anticipation in character.2. Say "Today you're going to be diving down into this sunken ship to collect artifacts! Does anyone here know what an artifact is" listen to responses and define artifact.3. "Now before you researchers get down there, you ought to know a little bit of history about this ship and the things on it!" Read introductory page aloud from "social studies alive" textbook.
20	<p>Explain: (teacher-led)</p> <ol style="list-style-type: none">1. Say "Now researchers, first things first. You're going to need somewhere to write all your findings. So, take out your journals!" Instruct the students in creating a grid between 2 pages, with 8 squared totals. Have them label the squares A1, A2, B1, B2, C1, C2, D1, and D2.2. "Now that you have your field journals ready to go, I'm going to ask you to take your journals, pencils, and textbooks, and find a partner." Make sure students don't move to do this until you specify. "Then, you and your partner are going to find somewhere in this room to set up your research spot. Remember, the dive hole is deep and dangerous, so make sure you set up far away from it" allow students to move about the room to find a workspace.3. Say "Now ye landlubbers, let me show you how to dive." Model for the students going close the tape, pretending to dive down, and grabbing one of the artifact sheets. "You're then going to take your artifact back to your workspace and with your partner you're going to sketch that artifact in your journals. See this number and letter at the top of the artifact, that corresponds with where you'll be putting the answers to the questions you'll see on the board?"4. Go over the 3 questions they will answer in that journal.<ol style="list-style-type: none">1. What is it?2. What was is used for/purpose?3. Why was it on the ship?5. Say "Alright researchers. I know you all have so much knowledge of explorers of old. But, it wouldn't be proper research if you just used information from your past experiences and background knowledge to answer the questions. Its good to use those things yes, and I believe you all are experts at that. However, you'll be happy to head that I provided you with a text that has all the answers you'll need... if you read! If you get stumped, I promise you, the answers are there!"6. "One last request researcher! Only one artifact at a time. And once you're finished, put it back where you found it. Where are your fellow researchers supposed to find the artifacts if you don't leave them where you found them? Alright! Good luck diving!" Start the activity

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<p>1.5 hours</p>	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ol style="list-style-type: none"> 1. During the activity, Monitor students. A few times restate the expectations for voice levels, full sentence answers, and that the answers are in the book! (Restate this often, finding textual evidence is a newer process for them). 2. Allow the students to work as long as they need. This is very long activity, so monitor process and engagement. Provide guidance in searching for textual evidence. Don't give answers, just facilitate the thought processes. 3. Once all the pairs are done, Use an attention getter. 4. Say "Alright researchers! It's just about time to close up the dive hole! If you could all finish your last thoughts if you're still working and then take your notebook, pencils, and textbook back to your seat! Move slowly and carefully, we've got an open dive hole here! Be Careful!" 5. Once students are seated, go over each question. For Each Artifact, review textual evidence. Guide students to pages where the information is. Where the conversation goes, invite students into deeper thinking with higher order questioning as follows: <ul style="list-style-type: none"> A1. Potatoes <ol style="list-style-type: none"> 1. Do you think potatoes would actually be found in a sunken shipwreck? 2. Why didn't they just grow potatoes in Europe? A2. Tobacco <ol style="list-style-type: none"> 1. From the text, why did the Europeans want tobacco? 2. The Europeans thought this was medicine, what do we know about tobacco now? 3. If Tobacco was so sought after, how do you think this affected the people that grew it? B1. Holy Bible <ol style="list-style-type: none"> 1. Why do you think they had the bible with them? (Aim towards evangelization) 2. If you were on a long journey, what type of things would give you hope? B2. Gold Coin <ol style="list-style-type: none"> 1. What did wealth look like for the Natives in the new world? 2. What do you think the natives thought of the Gold? C1. Banner <ol style="list-style-type: none"> 1. What do you think the natives thought about these banners? 2. Although most of the Earth has been claimed, can you think of any new frontiers? (Space) C2. Map <ol style="list-style-type: none"> 1. Did the explorers have a map to refer to on their way there? 2. How did they have a map with them if it was new territory? (they were making a new map) D1. Compass <ol style="list-style-type: none"> 1. Was the compass alone enough to get them where they were going? 2. What couldn't the compass tell them? D2. Astrolabe <ol style="list-style-type: none"> 1. Why would it be important for the explorers to know where they were? 2. Why do you think the explorers used the night sky to find their location?
	<p>Closure (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. Invite students to pack away their social studies work but to take out a piece of paper. 2. Ask them to answer the question on this paper. "Where do you think the explorers came from? What way was the ship going? And why?" when they complete this, they can get ready for specials.
<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) <ul style="list-style-type: none"> • Research Journals <ol style="list-style-type: none"> 1. Full Sentences 2. Connection to the text 3. Critically thinking about why the sailors had those items on their ships. • Exit Slips <ol style="list-style-type: none"> 1. The sailors were from Spain 	<p>Summative Assessment (linked back to standard, END of learning)</p>

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2. They were on their way back from the new world
3. Evidence of connection between the things brought from the new world to sell in Europe.

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

This lesson really scared me, in the best way. I wanted an opportunity for the students to lead their own way in learning and really develop their skills in gaining information and textual evidence. I wanted to also make it very collaborative and explorative. But I was terrified of their being able to handle the privileges that come with an activity like this. Also, this lesson wasn't intended to be done in one day. But, due to time constraints put on us to accommodate for COVID-19 regulations, we only had one 2-hour block of time for this activity. But I went in confident and excited to give them this opportunity.

All that being said, the lesson was an absolute success. The students were so engaged and intrigued with my captain outfit and accent. They were excited to explore this. All my worries about them being able to handle it were completely misguided by my fear. The students blew me away with their focus and dedication. The conversations and critical thinking I heard were beyond anything I ever expected from them. They anticipated my questions and brought the conversation to high critical thinking all on their own. They learned all about explorers and the things they brought to and from the new world. What particularly amazed me was their ability to put themselves into the shoes of the explorer to relate to their struggles, both with technology and emotions. The discussion section was something I will always remember as one of the best conversations about perspectives and attitudes of the explorers and the native peoples.

The one thing that wasn't as smooth as I would've liked was how many times, I had to reiterate that the information could be found in the text. However, I did expect this. The Students were still warming back up to academic procedures and up until this point had never been expected to find direct textual evidence without obvious clues like names and pictures.

Overall, this lesson impacted me as much as it impacted them. I could tell they really soared when given the opportunity to pursue knowledge and answers to questions without the direction of an adult. For me, it convinced me that these activities that involve a lot more prep on my end, but a lot less lecture on my end, are absolutely worth it.