

Age of Exploration - Unit Plan Overview by Karyn Vogel

Unit Title: The Age of Exploration		Subject/Course: Social Studies	
Topic: 1492 and After: Impact of Exploration		Grade: 5	Time Frame: 13 days
Desired Results			
<p>Established Goals (standards or GEs): Grade 5-6 History Grade Expectations H&SS5-6:9 Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • <u>Identifying multiple perspectives in historic and current events</u> (e.g., How might one of Santa Anna's soldiers describe the events at the Alamo? How might an American soldier describe the same events?). i <p>H&SS5-6:10 Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> • Identifying an important event in <u>the United States and/or world</u>, and <u>describing multiple causes and effects of that event</u>. 			
<p>Understandings:</p> <p>Students will understand that...</p> <ol style="list-style-type: none"> 1. Explorers changed the European's perception of the world. 2. Explorers were often considered heroes in their countries of origin but invaders to the inhabitants of the lands they "discovered". 3. Exploration had a significant and lasting impact on the world. 		<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do people explore? • What are some different perspectives on exploration? • What is the impact of exploration and what might we learn from it? 	
<p>Learning Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • European exploration precipitated a global exchange of foods, plants, people, diseases and ideas that continues today. • Cultures were forever changed and many were destroyed due to exploration. 		<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify 2 European explorers and their main accomplishment, impact, and/or area they explored; • Cite 2 reasons for exploration and 2 significant impacts of exploration. 	

Standards/GEs	Lesson	Learning Objectives	Assessment—Product or Performance and Tool (formative-f; summative-s)	Learning Opportunities <i>(what the students do)</i>	Instructional Strategies <i>(what the teacher does)</i>
H&SS5-6:9 <u>Identifying multiple perspectives in historic and current events</u>	1. San Salvador: Taino perspective	Understand both Explorer and Native perspectives	(f) Drawings of the Taino’s encounter with Columbus and his crew.	Visualize the scene at San Salvador when Christopher Columbus arrived. Draw a picture of their visualization.	Introduce the Age of Exploration Unit. Use Google Earth to illustrate Columbus’s first voyage. Read <u>Encounter</u> by Jane Yolen.
H&SS5-6:9 <u>Identifying multiple perspectives in historic and current events</u>	2. Columbus perspective	Understand both Explorer and Native perspectives	(f) K-W charts for the Age of Exploration.	Watch a short video about Columbus. Create KW charts for the unit.	Allow students time to finish drawings and give a few a chance to share them with the class. Show video, then ask students to share learning. Break students into groups for KW charts and share.
H&SS5-6:9 <u>Investigating how events, people, and ideas have shaped the United States and/or the world;</u>	3. Spanish Explorers and Native Peoples	Learn basic info about Spanish Explorers and Native People they encountered.	(f) Exit Card: Spanish Explorers and Native Peoples	Watch slideshow about Spanish explorers and listen to their stories.	Give an overview of Spanish explorers and native peoples they impacted, using photos, maps, and written text.
H&SS5-6:9 <u>Investigating how events, people, and ideas have shaped the United States and/or the world;</u>	4. French Explorers and Native Peoples	Learn basic info about French Explorers and Native People they encountered.	(f) Exit Card: Samuel de Champlain	Listen to journal entry from Samuel de Champlain and answer a question.	Set the context about Samuel de Champlain and read from his journal. Discuss impact to natives in our region.

H&SS5-6:9 <u>Investigating</u> how events, people, and ideas have shaped the <u>United States and/or the world</u> ;	5. English Explorers and Native Peoples	Learn basic info about English Explorers and Native People they encountered.			Introduce English explorers and give basic information.
H&SS5-6:9 <u>Investigating</u> how events, people, and ideas have shaped the <u>United States and/or the world</u> ;	6. Timeline and mapping activity	Learn basic explorer information including approximate year(s) of exploration and influence.	(f) Creation of class Timeline and Map for Age of Exploration	Students research an explorer, then add them to the timeline or map. Look at these as a class and comment.	Assign explorers, hand out materials. Assist students as they research and then complete timeline and maps. Review with students when finished.
H&SS5-6:9 <u>Investigating</u> how events, people, and ideas have shaped the <u>United States and/or the world</u> ;	7. Begin filling in character sheet.	Learn about one Age of Exploration character in depth.	(f) Progress on character template.	Use a template to organize information. Fill it in using classroom materials.	Introduce character templates, giving suggestions for how to use resources. Share performance rubric, facilitate discussion.
H&SS5-6:9 <u>Investigating</u> how events, people, and ideas have shaped the <u>United States and/or the world</u> ;	8. Topic Share	Learn explorers routes, places discovered, impacted by exploration.	(f) Topic exit card.	In small groups, read different short texts about the Age of Exploration, highlight or take notes, then share with group.	Distribute short texts and facilitate sharing.
H&SS5-6:9 <u>Investigating</u> how events, people, and ideas have shaped the <u>United States and/or the world</u> ;	9. Practice for performance.	Learn about one Age of Exploration character in depth.	(f) Progress on character template and observations of oral practice.	Students add to their character templates.	Help students work on their character research.

<p>H&SS5-6:9 <u>Investigating</u> how events, people, and ideas have shaped the <u>United States and/or the world</u>;</p>	<p>10. Role Play</p>	<p>Learn about one Age of Exploration character in depth.</p>	<p>(s) Students performance—oral presentation of a perspective in the Age of Exploration—graded with performance rubric. (s) Exit card:</p>	<p>Students act like one of the characters in the Age of Exploration: explorer or native. Tell their basic story and perspective or learnings. Answer the question: Should we celebrate Columbus Day?</p>	<p>Facilitate and assess the performance.</p>
<p>H&SS5-6:9 <u>Investigating</u> how events, people, and ideas have shaped the <u>United States and/or the world</u>;</p>	<p>11. Written assessment</p>	<p>Understand multiple perspectives in the Age of Exploration.</p>	<p>Class discussion - debrief role play. (s) Written assessment. Includes assessment of (Students will know, Students will do) as well as a short evaluation.</p>	<p>Students reflect on the unit and take a written test.</p>	<p>Facilitate reflection, administer written test.</p>

Learning Plan Sequence

Monday	Tuesday	Wednesday	Thursday	Friday
1. San Salvador: Taino perspective	2. Columbus perspective and KW chart.	NO SCHOOL	NO SCHOOL	NO SCHOOL
3. Spanish explorers and natives	4. French explorers, Samuel de Champlain	5. English explorers and begin Timeline and mapping activity.	6. Continue timeline and mapping activity. Fill out character preference sheet.	7. Assign characters. Begin character research.
8. Topic Share	9. Character research.	10. Character research.	11. Character practice.	12. Oral Performance
13. Written Assessment				