**S.S. Review Early Explorers Lesson Plan**

**Age Level:** 5th grade

**Subject(s) Area:** Social Studies

**Materials Needed:** computers or tablets (1 per student), computer for teacher, projector, PowerPoint

**S**tandards**:**

5.2.4 Explain the significance of scientists, inventors, and historical figures (e.g., Christopher Columbus, Juan Ponce De Leon, Benjamin Franklin, George Washington, Paul Revere, Benjamin Rush, David Rittenhouse, Thomas Paine)

5.2.7 Explain reasons for early exploration (e.g., search for Northwest passage, “gold, glory, and God,” riches, trade)

**O**bjectives**:**

The students will **select** the explorer that matches the description provided.

The students will **choose** the correct reasons for early exploration.

**L**earning Activities:

**Opening:**

* I hear that you have been learning about early exploration and explorers.
* You are going to be tested on who the explorers are soon.
* Today we are going to play a review game to help you prepare for the test.
* Talk with a neighbor and try to name as many of the 14 explorers as you can.
* Everyone will need to get his or her computer or tablet. When you have it and are ready to go you can review the explorers and what they did as you wait.

**PowerPoint:**

* Go through early explorers PowerPoint
* Use mnemonic devices to help remember differences between explorers
	+ Found on slides
	+ Have the students repeat
* Refer to maps so students can visualized where people traveled

**Review Game:**

* Go to Kahoot.it (login and get game ready on user site)
* Are you familiar with Kahoot? Has anyone ever used it?
1. Sign in using your number and a name
2. When I start the game a question will show up on the projector. The answer choices will show up on your screen. You will have to choose the correct answer on your screen.
3. Do your very best because getting the answer correct will get you points.
4. Does anyone have any questions?
* Start game.

<https://play.kahoot.it/#/?quizId=1264f8c2-d355-4d72-9655-1028ef688cf3>

**Wrap-Up:**

* Review answer results as they register back with the teachers account.
* You all did a great job on this quiz. What did you think about it? Did you like using Kahoot?
* Have short discussions about most incorrect answers.
* Your test is on at the end of this week so study those explorers if you are not sure about some.
* Have students quietly return their computers to the computer rack.

**Required Vocabulary:**

* **Marco Polo** – traveled to Cathay China in 1250’s
* **Christopher Columbus** – landed in San Salvador on Oct. 12, 1492
* **John Cabot** – sailed further north than Columbus and found what is now part of Canada
* **Amerigo Vespucci** – explored east coast of South America & the Americas were named after him
* **Vasco Núñez de Balboa** – first explorer to see what is now called the Pacific Ocean
* **Ferdinand Magellan** – started 1st complete sailing trip around world
* **Juan Ponce de Leon** – explored present day Florida looking for “Fountain of Youth”
* **Hernando Cortés** – looked for gold in the land of the Aztecs
* **Francisco Vásquez de Coronado** – Looked for “Seven Cites of Gold” in what is now Southwest United States
* **Francisco Pizarro** – explored western coast of present day South America and land of the Incas
* **Hernando de Soto** – first explorer to see the Mississippi River
* **Giovanni da Verrazano** – sailed for France, was 1st to look for New Passage
* **Jacques Cartier** – found the mouth of the St. Lawrence River and claimed it for France
* **Henry Hudson** – explored a river in present day New York and claimed the river valley for the Dutch

**Technology:** Computers/Kahoot website

**Differentiation:**

* Change time limit to accommodate for students who read slower or need more think time.
* The questions will be displayed for visual learners and read out loud for auditory learners.

**A**ssessment:

**Formative:**

* Teacher will monitor student results on Kahoot and will be able to see answers chosen by each individual. The teacher will use this to check student understanding about early explorers.

**Summative:**

* The students will take a paper pencil test where they are required to match the explorer to their accomplishment. They will write the letter given to the accomplishment next to the explorer’s name.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **1** | **2** | **3** |
| **Student Performance** | The student answers less than 60% of the questions correctly. | The student answers 60% of the questions correctly. | The student answers 80% of the questions correctly. |

Reflection:

I feel that the lesson went fairly well and connected to both the standards and objectives defined. The class was applying previously learned information to demonstrate their understanding and ability to use the information. I made some alterations as suggested before teaching the lesson to help students meet the objectives.

The lesson started with a review of who the early explorers were and what they were known for. I used the Activeboard to display a PowerPoint that dedicated a slide to each explorer. This way the students could see a picture of the man, a map to see their voyages and understand locations, and facts about each explorer. The students followed along in their Social Studies textbooks so they could add information they saw to the discussion. I also added in mnemonic devices to help the students remember why the explorers were famous. The class repeated the devices before moving on, and I quizzed the class using them while the video and Kahoot loaded. For example, one mnemonic device was about Ponce de Leon searching for the Fountain of Youth. We said that he pounced like a lion into the fountain. The phrase sounds similar to his name. We also watched an Animaniacs video with a song Magellan.

The students followed the lesson very well and participated in the discussion. I was surprised to have answers and ideas volunteered by students who typically kept to themselves. I would use the PowerPoint in the future because it helped display the information and show a large map of the world. It also allowed me to differentiate the lesson. Students worked with the information in a verbal, oral, musical, interpersonally, or in a technological way. Some students did some intrapersonal work. Even though the test was going to be open book, a large number of students decided to take notes and others researched facts to answer some questions that I did not know the answer to.

The Kahoot quiz was very informative review for me. Classroom management is definitely something to rethink though. Although class had used this format before, the students were almost too excited about playing the game and became very loud. I had to redirect and get them to settle down after every question. If I use a Kahoot in the future I need to explicitly state my behavior expectations before starting and only allow the students to use their name or number as their nickname. Nicknames take too long and lead to off task behavior. Also, my practicum teacher mentioned that two of the students were ELL students and other have lower reading levels so I read the questions and possible answers off of the board to them. This way, students could read or listen. That being said the information the Kahoot provided was very beneficial. I was able to see the results after each question and discuss what the answer was while the questions and answers were still displayed for the class to see.

Overall I believe that the lesson helped the students achieve a performance percent closer to the mastery level needed for the test, 80%. This was the second lesson that the students had about early explorers and the test was the next day. The Kahoot result breakdown showed that just below 50% of the students achieved a score of 80%, nine students earned a 2, and 6 were at a one or below 60%.