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Thematic Unit Theme/Title/Grade Level: People, Places, and Environment/Explorers of Florida/4th Grade

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Daily Lesson Plan Day/Title:  Monday/Introduction on Explorers of Florida

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| **Learning Goals/Objectives**  | **Learning Goal:**The students will be able to identify the effects of Spanish rule in Florida and identify the explorers who came to Florida and the motivations for their expeditions.**Learning Objectives:**1. The student will create artwork that is influenced by history.
2. The student will identify explorers who came to Florida.
3. The student will identify the effects of Spanish rule.
4. The student will interpret and create maps using map elements.
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| **NCSS Themes****Florida Standards (FS)****Next Generation****Sunshine State Standards (NGSSS)**  | **NCSS theme(s):*** Time, Continuity, and Change
* People, Places, and Environments
* Power, Authority, and Governance
* Global Connections

**Florida Standard(s):*** **LAFS.4.RI.1.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Next Generation Sunshine State Standards:*** **SS.4.A.3.1** Identify explorers who came to Florida and the motivations for their expeditions.
* **SS.4.A.3.6** Identify the effects of Spanish rule in Florida.
* **SS.4.G.1.4** Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
* **VA.4.S.1.3** Create artworks that integrate ideas from culture or history.
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| **Assessment** | **Unit Pre-Assessment:**The pre-assessment will be done with paper and pencil and will be administered two weeks prior to the beginning of this unit. It will be used to determine what the students know and need to learn. **Unit Post-Assessment:**The post-assessment will be a QR Scavenger Hunt with the same questions as the pre-assessment. This assessment will be administered on that Friday to inform the teacher what the students learned and did not learn. ***On-going* Formative (progress-monitoring/daily) Assessment**:*Journals:* The students will journal daily in their explorer journals so the teacher can monitor how much they are absorbing. *Monitoring:* The teacher will be progress-monitoring the students while they are in their centers. Scale: The students will use the maps that they create in the map center as a way of displaying where they evaluate themselves. The scale is as follows:1. I haven’t left Spain yet. I don’t understand this, even with help. (Students place pointer fingers on Spain on their maps.)
2. I’m on my way to the New World. I understand some of the material, but I still need some help. (Students place their pointer fingers on the dotted line in the ocean, between Spain and their ship.)
3. I’m the captain of my own ship to the New World. I have mastered the content. (Students place their pointer fingers on their ship.)
4. I’m leading an expedition in the New World. I can teach my friends about the content. (Students place their pointer fingers on Florida.)
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| **Design for Instruction** *https://lh6.googleusercontent.com/4WXQl_a89hR0lYuVVPfVq0S5nQeEn4ajv4ah8R6b5aA6EpbdHHfhVB02me4KZp7ssQaN8gWwz2xfBVGBXUg0CcKn_-MdiBy7Wbr85sBagpWawQdJ-nNI5Fz9zOONCxirZ2_zUjJkgbedg3YRIQ* | The teacher will act as the queen/king of Spain and tell the students that they will be explorers for Spain.  They will be given some information as to why the royalty wants them to venture out to the new world.ESOL Strategies:1. Visual Cues
	1. The teacher can use visual cues to signal the student when we’re transitioning to our centers.
2. Structure Small Group Activities
	1. The centers can act as structure small group activities.
3. Simplified Language

ESE Strategies (Hearing Impaired):1. Assistive Technology
	1. The teacher can wear a microphone and the student can wear a receiver, so the student can hear even if the teacher has his or her back to the student.
2. Visual Cues
	1. The teacher can use visual cues to signal the student when we’re transitioning to our centers.
3. Structure Small Group Activities
	1. The centers can act as structure small group activities.

Hook: Fountain of Youth Water1. The teacher will show the bottle inscribed “Fountain of Youth” to the students.
2. Dixie cups will be filled partially with this water and passed to out to the students.
3. After they have consumed the water the teacher will then say that they all look 1 year younger.  It would be more, but they only drank a small amount of the water.
4. The teacher will then explain that the Fountain of Youth is something that legend says that Juan Ponce de Leon searched for.  The teacher will then explain that he, along with others at different times, explored Florida looking for gold.
5. The gold coin will then be passed around for the students to see and hold.
6. Then the teacher should explain what it was like to be an explorer.  What was it like to be on the ship for a long period of time?

Direct Teach:1. Introduce Spanish exploration from the direction of a Spanish Monarch.
2. Tell students that Spain wants to explore in search for more gold and land.
3. “We will be sending you off with our three best explorers: Juan Ponce de Leon, Hernando de Soto, and Pedro Menendez de Aviles.  They will take good care of you, but I need you to report back to me the things you learn while traveling to “La Florida” in your Voyager’s Journal!  You will also need a ship box to bring back what you find.”
4. Divide students into four equal groups for centers. Explain directions for each center, then dismiss groups to the centers.

Center: Creating a map from Spain to the New World/La Florida1. Before the center, print out one copy of the map template and one boat template for each student and create a model for the students to follow.
2. Call the students to the center and tell them to bring their pencils and colored pencils/crayons.
3. When the students come to the center, explain that they will be creating maps of their journey from Spain to Florida and show the teacher example.
4. Draw students’ attention to the drawn compass rose on the map, as well as the hand-written labels for Spain, Florida, and the Atlantic Ocean.
5. Distribute a blank map template to each student.
6. Instruct the students to draw their own compass rose in the \_\_\_ corner of the map.
7. Have students label Spain, the Atlantic Ocean, and Florida and draw a dotted line from Spain to Florida.
8. Have students color their maps. Use yellow while coloring Florida, to symbolize that the Spanish were hunting for gold.
9. Distribute a blank ship template to each student and instruct them to color the ship, cut it out, and glue it on the dotted line most of the way to Florida.

Center: Make a Treasure Chest1. Students will be provided with shoe box to engage in the treasure chest activity where they will house all their activities such as their maps, diary entries, timeline, candy gold, etc.
2. The shoe box will be covered with brown construction paper to resemble a treasure chest.
3. The students may decorate and embellish their treasure chest as they like with construction paper, colorful, and/or duct tape.

Center: Start Voyager’s Journal1. Students will receive the materials needed to make this included a paper bag piece, string, and the paper to go within it.
2. Following the directions posted at the center, they will create their journals individually.

Center: Age of Explorers App1. Each student will use one of the provided tablets and open up the Age of Explorers App.
2. They can play independently or ask a partner if they are having difficulties on the app.
3. The students will pay special attention to the facts at the end of each level.
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| **Resources/Materials** | * Fountain of Youth Water
	+ a cool old bottle cleaned out
	+ water
	+ 17 small cups
* Map Center:
	+ 1 instruction sheet
	+ 16 blank maps from <http://www.d-maps.com/carte.php?num_car=3201&lang=en>
	+ 16 blank ships from <http://www.clipartpanda.com/clipart_images/sailing-ship-clip-art-5279313>
	+ 4 pairs of scissors
	+ 4 glue sticks
	+ 16 sets of crayons or colored pencils
	+ 1 teacher-created sample
* Treasure Center:
	+ 1 sample
	+ 16 shoe boxes
	+ black, brown, and gold/yellow construction paper
	+ 4 glue sticks
	+ 4 pairs of scissors
	+ 2 bottles of glue
	+ colorful gems
	+ reflective duct tape
* Journal Center:
	+ 1 sample
	+ 16 brown paper bag pieces
	+ 3 pieces of paper per student
	+ 1 Stapler
* App Center:
	+ 4 tablets with Age of Explorers downloaded on it
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