Teacher(s) Name: Cassandra Jones

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

Weebly address: http://ucfgr4explorersoffloridasp17t.weebly.com/

Daily Lesson Plan Day/Title:  Tuesday/Juan-derful Juan

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| **Learning Goals/Objectives**  What will students accomplish be able to do at the end of this lesson? Be sure to set significant (related to SSS/CCSS), challenging and appropriate learning goals! | **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 write an informative text to convey information clearly. 2. The student will identify Juan Ponce de Leon and his motivations. 3. The student will describe the contributions of Juan Ponce de Leon to Florida. 4. The student will create art that integrates culture and history. 5. The student will manipulate and publish multimedia artifacts. |
| **NCSS Themes**  **Florida Standards (FS)**  **Next Generation**  **Sunshine State Standards (NGSSS)** List each standard.  Cutting and pasting from the website is allowed. [*http://www.cpalms.org/Public/*](http://www.cpalms.org/Public/) | **NCSS theme(s):**   * Time, Continuity, and Change * People, Places, and Environments * Power, Authority, and Governance * Global Connections   **Florida Standard(s):**   * **LAFS.4.W.1.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   **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.6.3** Describe the contributions of significant individuals to Florida. * **VA.4.S.1.3** Create artworks that integrate ideas from culture or history. * **SSC.35.CS-CS.3.1** Manipulate and publish multimedia artifacts using digital tools (local and online). |
| **Assessment**  ·How will student learning be assessed? Authentic/Alternative assessments?  ·Does your assessment align with your objectives, standards and procedures?  ·Informal assessment (multiple modes): participation rubrics, journal entries, collaborative planning/presentation notes, etc. | **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.) |
| Design for Instruction  Student Activities & Procedures  · What best practice strategies will be implemented?  · How will you communicate student expectations?  · What products will be developed and created by students?  · Consider *Contextual Factors* (learning differences/learning environment/learning styles) that may be in place in your future classroom.  **Exceptionalities**  What accommodations or modifications do you make for ESOL<http://teachsocialstudies.wikispaces.com/file/view/ESOLStrategiesComprehensibleInstruction.pdf/42902857/ESOLStrategiesComprehensibleInstruction.pdf>  and ESE (Gifted/Talented students, Learning/Reading disabilities, SLD etc.)  <http://www.udlcenter.org/aboutudl/udlguidelines/udlguidelines_graphicorganizer> | 1. The teacher will review the content from the day before, asking questions such as    1. What do you remember from yesterday?    2. What country was I the king/queen of?    3. Can someone tell me something about Spain?    4. Why did I, as the ruler of Spain, send you to voyage? 2. Introduce Juan    1. The teacher will call the students to the carpet and recite a poem about Juan Ponce de Leon.    2. http://scholarcommons.usf.edu/las\_hhfc/K-12\_Curriculum\_Materials/Elementary/1/ 3. Direct Teach    1. This can all be presented with a powerpoint presentation.  The images will be very helpful for ELLs because they are able to follow along with the materials visually.  It is also beneficial for our hearing impaired student, because they will be able to see the images on the screen and connect them to the bullet points/written information.       1. https://docs.google.com/presentation/d/1sU3Bo6ovLiLsyIhNUuW52LdMasdsluwCrKmcmqFsW\_E/edit?usp=sharing    2. Early Life       1. Juan=John; de Leon=from Leon       2. initially a servant (if you were a servant, you would get paid in food and an education)       3. 14 y.o. -> promoted to squire (personal assistant)       4. Spanish soldier       5. met Christopher Columbus in 1493 at the port of Cadiz & convinced him to let him sail with him back to the New World          1. What do you think it felt like to meet a famous explorer?          2. What do you think would have happened if Juan had not decided to go to the port of Cadiz that day?    3. What he did & why       1. Coming to Florida          1. He was not the first explorer on mainland, but he was very influential.          2. Spanish Empire: King Ferdinand sponsored him             1. What does sponsored mean?          3. In March 1513, he left the Bahamas to sail to Florida.  He arrived in April 1513 and named it Florida.          4. When he returned to Spain, King Ferdinand told him he had to keep exploring, and allowed him to go again in 1521.             1. Why did King Ferdinand want to explore Florida more?             2. If he wanted more land, why?             3. Why did King Ferdinand want to settle Florida?          5. This second trip was supposed to settle Florida.  However, the Native Americans, who we will learn about next week, did not let that happen.       2. Fountain of Youth          1. “Yesterday, we all drank some water from the fountain of youth.  This is what many people believe Juan was trying to find, as per the request of the king.  Today, you will see what he was really trying to find.”             1. What do you think he was trying to find?   answer: gold   * + - * 1. Do you think he ever found it?   answer: no   * 1. Implications      1. He named Florida!      2. First governor of Florida      3. Helped to complete the map, Europeans believed Florida was an island off the coast of Asia.      4. He did not settle Florida, but he helped to start others on the idea.   2. Spain      1. “We talked about how Spain wanted to set up a colony in Florida.  This is because they wanted to gain more land and gold so they could be more powerful than the other European countries, or empires.”      2. One thing people do when they explore a new place is they put up a flag.         1. Show image of USA flag on moon         2. Why do people/countries do this?      3. This is the Spanish flag.         1. Red: Courage         2. Yellow: Sun, Wealth         3. Coat of Arms:            1. The Different Kingdoms            2. Hercules’ Pillars: Power            3. Large Crown: Royalty, Regality      4. One of the centers you have today is to design a “Flag of Monarchy”.  There are more flag examples and their meanings at the table.  1. Centers    1. The teacher will introduce the centers and relate them back to what the students learned in class. 2. Recap    1. Call all of the students back to the carpet and re-read the poem.       1. Did you learn anything today?       2. Do you have any questions?    2. The teacher will go around and ask the children to rank how comfortable they feel about the material by pointing on their map scales.    3. Tomorrow you will be learning about another Spanish Explorer named Hernando de Soto. |
| **Resources/Materials** | Direct Teach:   * Powerpoint   + <https://docs.google.com/presentation/d/1sU3Bo6ovLiLsyIhNUuW52LdMasdsluwCrKmcmqFsW_E/edit?usp=sharing> * Presentation Material   Centers:   * Diary Entry   + 4 writing instruments   + Prompt * Flag of Monarchy   + Flag examples with meanings   + 40 Pieces of paper (at least two per student)     - one for planning     - one for the actual flag   + Old magazines   + Crayons/colored pencils   + 5 Pencils   + 4 Pairs of scissors   + 4 Glue sticks * Fountain of Youth Scavenger Hunt   + 2 Tablets   + Box/treasure chest   + Chocolate gold coins   + Printed QR codes * Blabberize   + 2 Computers with internet |

Discussion Notes:  *Make comments here related to ideas for assessment measures, parent involvement, field trips, or extension to the unit plan ideas.*