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

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Daily Lesson Plan Day/Title: Wednesday/ Traveling with Hernando de Soto

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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 read at least two texts and summarize what they learned on Blabberize about Hernando de Soto 2. The student will write an informative essay about what resources found in nature in Florida that Hernando de Soto would have used to survive his journey (water, food). 3. The student will include other resources he may have encountered and possibly used (wind and solar energy, limestone, silicon, phosphate) in the informative essay. 4. The student will recognize Hernando de Soto and his accomplishments and will learn of his motivations for exploration. 5. The student will identify Hernando de Soto’s contributions to Florida. 6. The student will use various resources to create a unique imaginary animal that Hernando de Soto could come across |
| **NCSS Themes**  **Florida Standards (FS)**  **Next Generation**  **Sunshine State Standards (NGSSS)** | **NCSS theme(s):**   * People, Places, and Environments * Time, Continuity, and Change * Culture   **Florida Standard(s):**   * **LAFS.4.RI.3.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably * **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 * **SC.4.E.6.6:** Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy). * **VA.4.C.2.In.c:** Explore various resources to generate ideas for unique artworks |
| **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**:   * Daily journal to check writing skills and understanding of the material * Monitor during game board that the students are answering the questions correctly * Monitor the students’ ability to use various resources to create an unique piece of art * Assess the Blabberize for content and accuracy   **Scale/Self Assessment**  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 *https://lh6.googleusercontent.com/4WXQl_a89hR0lYuVVPfVq0S5nQeEn4ajv4ah8R6b5aA6EpbdHHfhVB02me4KZp7ssQaN8gWwz2xfBVGBXUg0CcKn_-MdiBy7Wbr85sBagpWawQdJ-nNI5Fz9zOONCxirZ2_zUjJkgbedg3YRIQ* | **Intro/Direct Teach: (10 min)**   1. Begin topic by reviewing yesterday.  Ask these questions.    1. What do you remember about Juan Ponce de Leon?    2. What was he searching for?    3. What other explorer did Juan meet?    4. What state did he name?    5. What was it called then? 2. Before the lesson begins ask the students to self-assess how much they know about Hernando de Soto and his journey using the scale.  Accommodations: Use the in class microphone to allow the students to hear you better. 3. Call the students to the carpet and read Chapter 1 of  *De Soto: Hernando de Soto Explores the Southeast* 4. Navigate the pictures of this book: Focus on page 6 with the map Hernando de Soto’s journey through Florida Accommodations: Make sure you are pointing at the picture that you are discussing.   **Center 1/ Daily Journal (10 min)**   1. Have writing prompt available in center. (Pretend you are Hernando de Soto.  Use these books to tell us about your trip.  Include what you ate, where you got water, and other resources you may have encountered and used, for example, wind and solar energy.  You may also include plants that you saw. 2. Students will then use their journals and write an entry using the prompt as a guide.   **Center 2/ Game Board (10 min)**   1. The students will enter a maze of sorts that is taped out on the ground 2. There should be a series of turns and dead ends 3. The students will carry the book “A Concise History of Florida” by James C. Clark to help them navigate the maze.  Have the page with the answers marked with a sticky note for the sake of time. 4. At each cross road there will be a question 5. The questions are multiple choice with two possible answers. Each answer will lead you in a direction, for example if you answered “A” you will go right and you will go left if you answered “B”. ESOL and ESE Accommodations: Allow the student to point to the answer if they see it to allow for full participation. 6. The students will navigate the maze until they come to a crossroad, pick up the book and question, and find the answer in the book to determine the direction that they should go. (There should be about 5 questions) 7. At the end of the maze place a few “gold pieces” for the students to add to their boxes. 8. They will run into dead ends for every wrong answer and will complete the maze only when they have answered all of the questions correctly. 9. After the students have completed their second center and are about to move on to the third have them self-assess their knowledge using the scale.   **Center 3/ Animal Creation (10 min)**   1. The students will be able to choose between creating a small 3D animal or a 2D animal on paper. There should be an example of both in the center of the tables. 2. The students choose what materials they would like to use.  There will be a selection of cotton, pipe cleaners, markers, buttons, shells, and confetti. 3. Instructions will be displayed at the center as well and will go as follows: “You are an explorer and you have discovered an exotic new land.  While examining your new home you discover a new animal.  Please use the supplies in front of you to recreate this animal.  Use your imagination!  It can be 2D or 3D, but it must fit in your box.”   **Center 4/ Blabberize as Hernando de Soto (10 min)**   1. The students will go to [blabberize.com](http://blabberize.com) 2. Upload picture of Hernando de Soto and place mouth in appropriate spot 3. Record on the topic below 4. After they have some information on Hernando de Soto they will pretend to be him and share his journey.  They may include animals and plants he encountered, what it was like to be on the ship, his motivations for coming to the new world, etc…ESOL and ESE Accommodations: Allow the student to write out what they would  say and have another student read it.  Allow the student to draw what they learned  in place of blabberize. 5. After the final center rotation is complete have the students self-assess one final time using the scale.  Resolve any question or confusion that the students might have.   **Conclusion (10 min)**   1. Ask the following questions and allow for discussion type answers 2. What kind of resources can be found in Florida? 3. What type of animals might Hernando de Soto have encountered when he explored Florida? 4. Why did Hernando de Soto decide to explore Florida? What were his motivations? 5. What did Hernando de Soto contribute to society by exploring Florida? 6. The mention that tomorrow we will continue the subject of explorers with Pedro Menendez de Aviles   **Homework**   1. Complete journal entry if not completed in class. |
| **Resources/Materials** | **Intro**   1. De Soto: Hernando de Soto Explores the Southeast by Ann Heinrichs   **Center 1/ Journal**   1. Journal that was created on day one 2. Pencils 3. Prompt 4. De Soto: Hernando de Soto Explores the Southeast by Ann Heinrichs 5. Hidden History of Florida by James C. Clark 6. Florida Wildlife: A Folding Pocket Guide to Familiar Animals by: Kavanagh/Leung 7. La Florida: Five Hundred Years of Hispanic Presence by Viviana Diaz Balsera and Rachel A. May   **Center 2/ Gameboard**   1. Masking tape 2. 5 note cards with questions    1. Which coast of Florida did Hernando de Soto land on? East(Left) West(Right)    2. What was Hernando de Soto’s purpose for coming to Florida? Explore Florida and spread the Catholic faith(Right) Go to war(Left)    3. What country did Hernando de Soto come from? Spain(Left) England(Right)    4. How did Hernando de Soto die? Disease(Left) War(Right)    5. When did Hernando de Soto journey to Florida? 1539(Right) 1550(Left) 3. A Concise History of Florida by: James C. Clark 4. Gold Piece   **Center 3/ Create an Animal**   1. Paper 2. Pipe cleaners 3. Buttons 4. Shells 5. Cotton 6. Markers 7. Confetti 8. Scissors 9. Glue 10. Pencils   **Center 4/ Blabberize as Hernando de Soto**   1. Computer 2. Any Notes they would like to use |