

Casey Anderson

Module 5

EDUC 295

Content Area: Social Studies

Unit: The Age of Exploration

Grade Level: 3rd Grade

Regular 3rd Grade Classroom with mixed abilities

Component	Original Unit Outline
Content	<ul style="list-style-type: none">• Research: Students will research explorers to understand explorers' accomplishments.• Analyzing: Students will interpret cause and effect by analyzing why things happened and possible consequences.• Geography-Students will develop geography skills and understanding by using a map and globe to determine location, measure distances and interpret information from a map legend.• Social Studies: Students will learn about the exploration of Florida, the American Southwest, and the search for a Northwest Passage to Asia during the Age of Exploration.
Assessment	<ul style="list-style-type: none">• Evaluation Activity• Students graded on their research and team effort• Paragraphs graded• Student research presented in the form of maps, diagrams, skits, dioramas, essays, political brochures, mobiles, etc.
Introduction/Debriefing	<ul style="list-style-type: none">• Teacher displays a chart with the names of all the explorers covered in unit. Go over each name and give two brief facts to grab student attention.• Teacher dramatization of the Fountain of Youth
Grouping Strategies	<ul style="list-style-type: none">• Whole group instruction• Group discussions• Cooperative Group Work.• Partner work• Individual work
Teaching strategies	<ul style="list-style-type: none">• Vocabulary: Students record vocabulary words that they learn during the unit.• Students choose an explorer they would like to research with a partner.• Model for the class how to gather information and record it on the Explorer Research sheet.• Read the class short books on explorers and fill in overhead sheets with their help.• With students, locate and label routes of explorers
Learning activities	<ul style="list-style-type: none">• Classifying-classify and rank qualities of an explorer.

	<ul style="list-style-type: none"> • Drawing conclusions • Building models • Map work • Interpreting reading passages • Dramatizing • Writing • Evaluating • Creating class books. • Creating time lines • Researching
Products	<ul style="list-style-type: none"> • Bulletin Board • KWL chart • Written Paragraphs • Vocabulary list • Advertisement for the “Fountain of Youth” • Presentations: map diagrams, skits, dioramas, essays, mobiles, political brochures, etc.
Resources	<ul style="list-style-type: none"> • <u>Timeline</u> • Maps and Globe • Yarn • Lined paper • Map pencils • Markers • What Does It Take to Be An explorer? Activity • Butcher paper for KWL chart • “Explorer Research” Activity Sheet • Selected reading materials about explorers • Research sheet copied on overhead transparency • Chart with names of all explorers for unit
Extensions	<ul style="list-style-type: none"> • Field Trips: visit a travel agency, visit a naval recruiting base, and visit an advertising agency.
Differentiation	<ul style="list-style-type: none"> • None: this unit was designed for a third grade class without any differentiation planned.

Component	Comment	Needed Revision (s)
Content	Is not clear regarding other curriculum components.	<ul style="list-style-type: none"> • Math: Data Analysis- students construct and analyze tables, bar graphs, picture graphs, and line plots and use them to solve problems. • Science: Use reasoning, strategies and knowledge to identify problems; propose and implement solutions; evaluate products or designs.

		<ul style="list-style-type: none"> • Language Arts: Engage in one-to-one and group interaction for the purpose of gathering and sharing information. • Art: Makes connections between visual arts and the Age of Exploration unit by creating visual projects. • Technology: Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
Assessment	<p>Does not include a pre-assessment</p> <p>No grading criteria included.</p>	<ul style="list-style-type: none"> • Pre-assessment: Students are given the Evaluation Activity as a pre-assessment before the unit. • Quick Assessments-On the day of a certain lesson, use quick assessments to determine flexible groups based on learning needs. • Rubrics will be used to assess products.
Introduction/Debriefing	<p>Students are not actively involved in the introduction(s)</p> <p>Too teacher directed</p>	<ul style="list-style-type: none"> • Use a pre-reading strategy such as an anticipation guide to pique the students' interest followed by students looking at resources and making connections.
Grouping Strategies	<p>Many options for grouping but it isn't clear what criteria to use in order to group students.</p>	<ul style="list-style-type: none"> • Large group- instruction for introductions and culminating activities. • Flexible grouping-Allows students to work at an appropriate level. Allows for multiple versions of the same activity. • Small group work for learning activities-groups can be based on pre-assessments. • Small group and individual work to produce products-groups may be based on interest. • Individual work-May work individually on products. Also may work on enrichment activities depending on prior knowledge determined with pre-test.
Teaching strategies	<p>Do not promote students' cognitive engagement as much as they could.</p>	<ul style="list-style-type: none"> • Provide different types of learning experiences based on different learning needs (multiple intelligences): Tactile/kinesthetic, visual, auditory, etc. • Provide opportunities for questioning, critical thinking, creative thinking and for problem solving.

		<ul style="list-style-type: none"> • Used tiered assignments • Use learning centers for leveled activities.
Learning Activities	Could add more variety by including more technology use.	<ul style="list-style-type: none"> • Students use the Internet for research purposes. • Students use computer technology to create learning products.
Products	Could add more variety relating to other disciplines.	<ul style="list-style-type: none"> • Math and Science-Students create an astrolabe to learn how the explorers learned to navigate by the stars. • Language Arts-Students write a letter home or journal entry about a journey studied.
Resources	Students are not challenged to use alternate resources such as web resources.	<ul style="list-style-type: none"> • Utilize the Internet by having students explore websites such as the following: Explorers of the Millennium http://tjunior.advanced.org/4034 European Explorers on the WWW http://www.stemnet.nf.ca/CITE/explorer.htm Discoverer's Web http://www.win.tue.nl/~engels/discovery/index.html European Voyages of Exploration http://www.acs.ucalgary.ca/HIST/tutor/eurvoya/index Latitude http://www.ruf.rice.edu/~feegi Teach-nology http://www.teach-nology.com/themes/social/explorers/
Extensions	Provide opportunities for enrichment.	<ul style="list-style-type: none"> • Researching related topics, for example, the Exploration of Space.
Differentiation	None included in the original plans.	<ul style="list-style-type: none"> • Use Tiered Assignments • Use flexible grouping strategies • Allow for Curriculum Compacting • Provide different types of learning experiences based on different learning needs (multiple intelligence): Tactile/kinesthetic, visual, auditory, etc • Students can work on related activities or enrichment activities as they complete assignments/lessons and/or show understanding of the subject matter.

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Reflection

I like how this method of reviewing and revising lesson plans breaks the process down into specific parts. I am a very visual learner and this worked as a graphic organizer to help organize my thoughts. Looking at the details helped me to better understand what would work well in this unit and what needed changed. When making the changes I tried to keep in mind the gifted students that would be in the class and asked myself, “what changes would benefit gifted learners?” This is a tool that I will definitely be using in the future. The activity helped me to feel more confident regarding curriculum evaluation.