

Fall 11-1-2019

## Lesson Plan, Social Studies, 5th Grade

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## Lesson Plan

District:  
School/Campus:

Teacher: **J. Swanson**

Date: **11/1/19. Age of Discovery/ Age of Exploration**

Subject and grade level: / **Social Studies / 5th**

Materials:

**Pearson Textbook Chapter 2 pages 84-68 Studies Weekly Week 1  
Timeline Christopher Columbus Maps (math) Early European Explores  
Steam: Build a vessel**

TEKS (Texas Essential Knowledge and Skills):

**1.A, 6.A, 17.D, 22A, 23.C, 24.B, 24.C**

Lesson objective(s):

- 1. To understand the causes and effects of European colonization in the United States**
  - A. European cause and effect**
  - B. Indigenous People cause and effect.**
- 2. How to read a timeline**
- 3. Mapping Coordinates (Math)**

Differentiation strategies to meet diverse learner needs:

**Engagement: Family Interview: Have students interview the oldest family members possible. Use class discussion to form the list of questions for the interview. (Ensure that location is one of the interview questions) Have a map where students can place a marker to display where their family heritage possibly began. Students can compare locations.**

#### ENGAGEMENT

- Describe how you will use place-based and/or culturally relevant pedagogies to promote student engagement?
- What kind of questions should the students ask themselves after the engagement?

#### **1.Project Sal de Rey website (discussion)**

#### **2.Why were salt and spices important to people during the 1400's?**

**Stem: build a vessel with the material provided. The vessel must float, hold marbles and can be blown across the water.**

#### EXPLORATION

- Describe what place-based hands-on activities you could use to encourage students to engage the content.
- List "big idea" conceptual questions related to the content you can use to encourage students' exploration of the lesson.

#### **1.Pass around the salt sample from Sal de Rey.**

#### **2.Have students read about how important salt and spices were during that time**

#### **3.Debate: Columbus Day or Indigenous Peoples" Day**

#### EXPLANATION

- What questions could you pose to students before you precede to introduce the topic, themes or key terms?
- What questions or techniques will you use to help students connect their own knowledge to the main topic and/or key concepts under examination?
- List higher order thinking questions you could use to solicit participation and engage students in discussion and provide their own interpretations.

#### **Why did Europeans go exploring?**

**What was the cause and effect of the Europeans discovering North America? How did this discovery effect the Indigenous people of North America?**



## Lesson Plan

### ELABORATION

- Describe how students will develop a more sophisticated understanding of the topics, themes or key concepts.
- What vocabulary will be introduced and how will it connect to students' observations and/or personal knowledge?
- How will this knowledge be applied in their daily lives?

**explorer - New World - Western hemisphere -Christianity-colony - colonize - cartographer Aztec - conquer-Indigenous people - heritage - Age of Discovery.**

### EVALUATION

- How will students demonstrate that they have achieved the lesson objective? This should be embedded throughout the lesson as well as at the end of the lesson.

**Students will complete:**

**Timeline of Christopher Columbus.**

**Complete Early European Explorer mapping routes (math)**

**Unit test for either Person or Studies Weekly Writing Assignment: Write as if you are a European Explorer and are going to set out on a voyage to find a new route to Asia or write as if you are an Indigenous person who must interact with the European Explorers.**