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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.