**4th grade Social Studies: Columbus’ Journey to America**

Name: Lyndsey Church

**I. PRE-INSTRUCTION PHASE: What you are planning to teach.**

**1. TEACHING STANDARDS**

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| **NY-CC-ELA-2011.ELA.4.RI.10** | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4â5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| **NY.SS.K-12.1** | History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. |
| **NY.SS.K-6.1.1** | The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions |
| **NY.SS.K-6.1.1.1** | â¦know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it |
| **NY.SS.K-6.1.3** | Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups |

**2. LESSON OBJECTIVE (S):**

Cognitive:  Given the information about Columbus presented in the story and the BrainPop video, LWDAT describe Columbus' journey to America in a journal format using descriptive language and 5 facts with 100% accuracy.

Affective: LWDAT understand and empathize with the struggles Columbus and his crew members experienced during their voyage.

**3. CONCEPT OR CENTRAL FOCUS:**

Students will learn about how Columbus was one of the first explorers to travel to America.  During his journey, he experienced many difficulties. Students will use critical thinking skills to analyze what is must have felt like to sail with Columbus.

**4. ENROUTE OBJECTIVES (TASK ANALYSIS):**

Students must be able to:

1. Comprehend a grade level text
2. Write down facts and details on a notes page
3. Attend to the story and the video.
4. Participate in the class discussion
5. Imagine how they would feel if they were Columbus or one of his passengers
6. Write with proper grammatical conventions
7. Recall details from the story and incorporate them into their writing.

**5. LANGUAGE DEMANDS:**

Vocabulary: Columbus, voyage, captain, exploration, boatswain, steward, destination

Syntax: Student must understand grammatical structure of sentences, paragraphs.

Discourse:  Student must know how to convey information in the first-person narrative and letter format.

Language Functions:

* Seek information: listening to the story and the video and taking notes on the information presented
* analyze: think about how the passengers must have felt and using this information in the journal writing activity

**6. INSTRUCTIONAL AIDS/RESOURCES/TECHNOLOGIES:**

*You Wouldn't Want to Sail with Christopher Columbus* book, BrainPop Columbus Video, ideas/details note page, blank paper, pencils

**7. STUDENT ADAPTATIONS (with or without disabilities):**

R.T will:

* receive typed notes page that conveys the facts listed in the video and in the book written at her level
* on Ideas/Details page, some of the information will already be filled out, in order to provide the  modeling and guidance Rachel needs
* work in small group with other struggling learners and teacher assistant to complete journal entry  (students will all write their own entries with their own ideas- assistant will provide refocusing, redirection and checks for understanding that are listed on IEP)
* only include 3 facts in the entry, as opposed to five
* have the option to use a word processor to type her entry, as mandated by her IEP

**II. INTERACTIVE PHASE: How you actually teach the lesson, step by step.**

**8. SET/FOCUSING EVENT:**

Tell students you want them to imagine they are about to embark on a long sea voyage.  Put a few prompting questions up on the screen and ask students to partake in a brief discussion:

* What role would you like on the ship? Doctor, Cook, Captain? Why?
* What would you bring to eat?
* How would you keep yourself clean?
* What would you do for fun?
* What will you do to make sure you and the other passengers are safe?

Ask students to share some of their answers aloud with the whole class (5 minutes).

Bridge to objective: "Now that you have begun thinking about what a sea voyage might be like, we are going to talk about the first explorer who voyaged to America and what his journey was like."

**9. IMPLEMENTATION:**

Active Learning Strategy 1- Read *You Wouldn't Want to Sail with Christopher Columbus* by Fiona MacDonald

* read aloud to students, pause after each page for commentary about the new information that was given
* ask students to compare Columbus's journey with the voyage they imagined at the start of the lesson
* complete ideas/details note page (obtain from: http://www.brainpop.com/educators/community/graphic-organizer/ideasdetails/)
  + Formative Check: These pages will be collected at the end of the lesson to assess student understanding.

ALS 2- BrainPop Video (http://www.brainpop.com/socialstudies/famoushistoricalfigures/christophercolumbus/)

* watch video as a class, have students add additional information to their worksheets
* discuss information that was similar to what was heard in the book, and also new information
  + Formative check:  If students hear information they already learned, they should give a "thumbs up".  If students hear new information, they should place their hand on thier head. (chart students who are actively participating).

ALS 3- Journal Writing

* Explain to students that when Columbus was sailing to America, he wrote journal entries describing the experience
* Ask students to write a journal entry of their own, imagining they were on the voyage with Columbus
* Journal entries should be descriptive and include at least five facts from the book
* Prompting Questions:
  + Why are you going on the voyage?
  + How do you feel about the trip?
  + What do you do on a typical day?

**10. CLOSURE**

Complete a ticket out the door: What was the most interesting thing you learned today?

**11. EXTENDING ACTIVITY:**

For homework, students will be asked to find one additional fact about Columbus and bring it in to share with the class the following day.

**III. POST INSTRUCTION PHASE: Identify how you check for understanding.**

**12. EVALUATION:**

Student understanding will be assessed based on active participation during discussion, completion of the note page, and completion of the journal entry.