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Grade: 4th

**Goals/Objectives:**

Students will be able to:

- Read, analyze and synthesize information pertaining to an explorer.
- Apply and demonstrate knowledge and understanding of an explorer through the completion of a graphic organizer and assessment item.

**Learning Standards:**

*Standard 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.

3.1: 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.

**Materials:**

- Sentence Strip Timeline
- SMART Board
- European Explorers graphic organizer
- European Explorers reading passage
- “In 1942” Poem
- YouTube video: [http://www.youtube.com/watch?v=oSJkoaRZmE](http://www.youtube.com/watch?v=oSJkoaRZmE)
- Exit Card
- YouTube video: [http://www.youtube.com/watch?v=tokpfE1Y910](http://www.youtube.com/watch?v=tokpfE1Y910)
- Samuel de Champlain Fill In The Blank
- Samuel de Champlain Reading
- Images of voyages
- Interactive Map of explorer routes

**Procedure:**

**Day One:**

Introduction to Explorers—Christopher Columbus
- **Introduction/ Attention Grabber—Timeline:** This is a timeline that we will be completing as we move along through our social studies unit on exploration and the settlement of New York. First, we are going to begin learning about explorers. I am going to have you determine the first explorer we are going to be learning about through the next activity.

**Presentation:**
- Introduce and model the next activity (Poem Activity) for them and how they should complete it.
- Poem: As a “Do Now”, have students read and try and determine which explorer they will be learning about today.

  - Determine which explorer it is and distribute the graphic organizer. Give and model instructions about the graphic organizer.

  - Discuss some informational facts about the poem and Christopher Columbus. (How many ships did they take? Does anyone know the names of them? What year did he come? Which country sent him on the voyage? What are some things they saw or encountered?)

  - Distribute “European Explorers” page to the class and read aloud. Read a second time and have them identify information that fits in their graphic organizer that they may not already have.

**Closure:**
- Put Christopher Columbus on the timeline
- Direct students to but the graphic organizer in their stay in school folder.
- Play Video [http://www.youtube.com/watch?v=oSJkoOaRZmE](http://www.youtube.com/watch?v=oSJkoOaRZmE) or Brainpop video.

- Inform students that as lessons move forward, we will be learning and filling in the graphic organizer with the other explorers. We will also be filling in the timeline with explorers and important invents in the history of discovering America and settling New York.

**Assessment/ Evaluation:**
- Introduce and give instructions of completing an exit card.

- Distribute and have students complete the exit card.

**Day Two:**

Giovanni da Verrazano and Samuel de Champlain
- **Introduction/Attention Grabber**—Play Verrazano video to grab students’ attention and introduce them to the first of the two explorers that will learn about in the lesson.

**Presentation**
- Have students recall information or facts that they recognize or remember from the video of Giovanni da Verrazano.
- Discuss this information with the students and replay the video, making sure to pay close attention to the information being given.
- Use the information presented and discussed to fill in the Giovanni da Verrazano section of the European Explorers graphic organizer.
- Introduce the Samuel de Champlain reading and Fill in the Blank passage and discuss with students any previous knowledge or information they have about Samuel de Champlain.
- As a class read the reading passage, stopping occasionally to have students identify and highlight important information.
- Once this reading is complete, have students complete the Fill in the Blank using their new information and understanding of Champlain. When the class is finished, read through the Fill in the Blank passage, checking, correcting and filling in any missing responses.
- Discuss important information and facts regarding Champlain.
- Fill in the Champlain section of the European Explorers graphic organizer.

**Closure:**
- Class discussion summarizing the two explorers learned in this lesson.
- Also, review Christopher Columbus from the previous lesson.
- In the discussion and review, compare and contrast similarities and differences.

**Assessment and Evaluation:**
- Student learning will be evaluated based on their participation in class discussion.