


SOCIAL STUDIES LESSON PLAN

Student Teacher: Abby Slippen

Lesson Title: EUROPEAN EXPLORERS- STORY MAPPING

Length of Lesson: 35-40 minutes

Content Standards	<p>Social Studies Standards</p> <p>5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)</p> <p>5.3b Europeans encountered and interacted with Native Americans in a variety of ways.</p> <ul style="list-style-type: none">-Students will examine how Native Americans viewed the newcomers.-Students will examine European interactions with Native Americans <p>ELA Standards</p> <p>5W1c: Use precise language and content-specific vocabulary while writing an argument. 5W1e: Provide a concluding statement or section related to the argument presented.</p>
Learning Objectives	<ul style="list-style-type: none">- I can complete a “story arc” of the text <i>Encounter</i> by Jane Yolen. -- I can explain my opinion on Christopher Columbus and how that opinion may have changed after reading this text.
Background Knowledge	<p>Background Knowledge:</p> <ul style="list-style-type: none">- Students have worked with a set of vocabulary words all week about the story and received a glossary for the story.- They have also listened to the story prior to this activity and have background about the plot.- Students have learned about European Explorers and Christopher Columbus as well as the lives of the Taino people. Intro (2 minutes)- Students are familiar with “story arc” vocabulary
Introduction	<p>Introduction</p> <ul style="list-style-type: none">- Students will be told that they will listen to the story <i>Encounter</i> and complete a “story arc.”- Together as a class we will create an “I can” statement for the lesson.
Teaching and Learning	<ul style="list-style-type: none">- Together as a class, students will listen to the story <i>Encounter</i> by

	<p>Jane Yolen. https://www.youtube.com/watch?v=lyldYRLnzIo</p> <p>- Students will have out on their desks their writing notebooks turned to the page with their glued in “Story Arc Vocabulary” sheet, as well as their “Encounter Story Arc Chart”. “Story Arc” Vocabulary Mapping the story chart</p> <p>https://docs.google.com/document/d/1EJuXPqQUAem1G2DGNZPo3SMCqfneAX6jKX4u3eVLABY/edit?usp=sharing</p> <p> Story Arc</p> <p>- The teacher will explain that as students listen to the story, they will raise their hand and instruct the teacher to pause the story whenever they can complete a story arc box. Answers for each box will be decided on as a class.</p>
Differentiation and supports	<p>Differentiation</p> <ul style="list-style-type: none"> ENL students who speak Ukrainian will receive a glossary of words used in the story in their language. They will also receive all handouts in Russian. (Please note, students speak both Ukrainian and Russian, but students prefer to read in Russian) <p>Supports</p> <ul style="list-style-type: none"> Glossary for the story (English and Russian) Vocabulary sheet of “story Arc” terms created earlier in the week (English and Russian) “Story Arc” Vocabulary Students who speak Ukrainian have access to google translate at all times.
Closing	<ul style="list-style-type: none"> After listening to the story, students will independently complete an exit ticket. The question they will answer is, “Does your opinion change about Christopher Columbus? If so, how has it changed?”
Assessment	<p>Formative: Students insights during the whole group activity, as they raise their hand to complete “story arc” sections.</p> <p>Summative: Students exit ticket about their opinions about Christopher Columbus after hearing the story.</p>
Materials	<ul style="list-style-type: none"> <i>Encounter</i> Glossary “Story Arc” Vocabulary sheet

	<ul style="list-style-type: none">- Mapping the story worksheet- Exit ticket worksheet- Social Studies notebooks- Aquos board- Pencils
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