

Unit of Practice (UOP)

UOP Title: Early America Explorers

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School/District: Starlight Park School/Cartwright School District

Time Frame: 20 days, 50 minutes block period

Subject:

Any Subjects English/Language Arts Special Education
 Literature Philosophy/Psychology Gifted
 Languages Art/Music ESL
 Math Career/ Vocational Science
 Sports/Games/PE Social Studies Technology

Level:

Preschool Primary Intermediate Middle School
 High School College Adult
 Professional Development

Adaptation:

ESL Gifted Special Education

Prerequisite Skills/Knowledge:

Selected vocabulary words and use of Internet tools.

Abstract/Snapshot/Summary:

This unit on Early American Explorers is an integration of how and when the different continents were discovered. Students will explore how the different explorers discovered the continents, what was involved in their expeditions, what situations took place, and relate the voyages to real life situations. Achievement will be developed through the use of the Internet, other resources, performance in a play, and learning environments that will enhance students understanding and knowledge. Students will develop areas that are within the State standards and demonstrate the skills through various activities.

Through reading the school text called America's Story and other literature students will read about the stories of Early American Explores and the main focus will be on Christopher Columbus. The students will write a reserach paper and use journals



for note taking and documenting the information to be obtained in their research paper. Included in the research paper will be a map of the routes of various voyages, develop a timeline on the routes, and perform in a play about Columbus.

ARIZONA STATE STANDARDS

Social Studies

1SS-E1. Understand and apply the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials.

PO 1. Place key events on a timeline and apply chronological terms correctly, including B.C.E. (B.C.), C.E. (A.D.), decade, century, and generation

1SS-E5. Describe the causes, course, and consequences of early European exploration of North America, with emphasis on:

PO 1. the reasons for European exploration of the Americas

PO 2. the characteristics and results of various European expeditions, including those of Christopher Columbus, John Cabot, Hernando Cortes, and Hernando de Soto

PO 3. the political, economic, and social impact on the indigenous peoples

Writing

W-E1. Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing task

PO 1. Spell correctly

PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)

PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)

PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)

PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)

PO 1. Implement a research strategy that includes

- a. selecting appropriate source for a specific research purpose
- b. utilizing reference materials (e.g., dictionary, thesaurus, encyclopedia, informational trade books, multimedia sources, Internet)
- c. writing a paraphrase of information from a source
- d. recording relevant information (e.g., notes, graphs, tables) taken from a research source
- e. organizing notes and integrating notes into a finished product
- f. incorporating notes into a finished product



Reading

R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selection

PO 1. Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text

PO 2. Distinguish fact from opinion

PO 3. Summarize the text in own words (assessed at district level only)

PO 4. Compare and contrast the text (e.g., characters, genre, cultural differences, fact, fiction)

PO 5. Determine cause-and-effect relationships

PO 6. Identify the text in chronological, sequential or logical order

PO 7. Make an inference using contextual clues

Listening/Speaking

Students will effectively convey the information through verbal and nonverbal communications with a specific audience. Interpret and respond to questions and evaluate responses.

Technology

Technology production tools

3T-E1. Use formatting capabilities of technology tools for communicating and illustrating

PO 1. Use word processing editing tools to revise a document (e.g., cut and paste, tabs and margins, font size, font style, delete and undo, selecting, spell check, click and drag)

PO 2. Design a word processing document with graphical elements (e.g., clip art, digital photographs, symbols, using text wrap, cropping, sizing, drawing tools)

3T-E4. Use technology tools to support system analysis and modeling

PO 1. Manipulate several variables in a computer simulation to reach a desired outcome (e.g., simulation software, Web-based simulation, textbook support software).

Technology research tools

5T-E2. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources.

PO 2. Gather research from a variety of electronic sources and identify the most appropriate information for answering the research question.



TESOL STANDARDS

Goal 1, Standard 3: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

Descriptors

SPI's

Listening: Focusing attention on what is said
classmates

Listen to response of other

Speaking: Exploring alternative ways of saying things
a word

Ask someone the meaning of

Goal 2, Standard 2: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Descriptors

SPI's

Reading: Retelling information they read
assignment

Read information
appropriate to the

Writing: Demonstrating knowledge through writing

Edit written assignments

Outcomes/Objectives:

Learners will create a timeline of the explorers expeditions, demonstrate on a map the route in which the explorer had traveled, write a one page research paper about what they learned in this unit, and perform in a play called "Searching for the Indies". Students will demonstrate communication in their cooperative groups, and exhibit cooperating skills in the performance of the play.

Invitation/ Essential Question:

Did you know that world has many continents which are landforms that were founded by many famous people. How do you think America was discovered? Did you know that Columbus took his first voyage at the age of fourteen?



Situations/Learning Environments:

20 days 3 times a week for 50 minutes each day.

- The unit will be taught in the self-contained classroom where students have opportunities to work in cooperative groups.
- Students will have several opportunities to go to the computer lab to research the Internet sites and type their research paper.
- Tasks will be divided over a period of twenty days for one and a half hours two to three times a week.
- There will be opportunities for students to brainstorm, gather information, and to work in cooperative groups.

Interactions:

The students will be placed into cooperative learning groups. The students will have opportunities to research literature books that are provided. Teacher modeling writing process and helping students connect with key concepts through a bulletin board and relevant pictures. Teacher will pre-teach vocabulary words and students will generate sentences using the vocabulary words. Teacher pointing out important information for their report using the bulletin board and other resources with pictures. Teacher promotes asking and answering of questions. Teacher scaffolding students especially the L2 learners. Students and teachers cooperate together in the computer lab to obtain pertinent information for research project. Teacher models mapping the voyages while students follow along with an identical copy. Students communicating with one another to enhance knowledge and understanding of key concepts. Students will perform in a play to link prior learned concepts to a real life situation. Every student will have a position in the play. Teacher will guide students through learning their speaking parts of the play and students will interact with one another during the performance.



Tasks/Procedures/Activities:

1. Introduce the unit. Using the social studies book, read pages 96-97 The World in 1492 by Jean Fritz, Katherin Paterson, Patricia McKissack, Fredrick McKissack Margaret Mahy, and Jamake Highwater. As a whole class, students will brainstorm ideas about how Columbus might have been thinking when first set foot on land.
2. Creating a map. Using Mapmaking toolkit, the students will produce a map of the route that their explore had travel. Instruct the students that the map should represent what they know about the voyage(s). The students can shared and display their maps when completed.
3. Creating a timeline. Using the Timeline and their social studies book, the students will generate a timeline of the the expedition(s).
4. Construct a journal. The students will create a journal for note taking and documenting materials for their research project. The students will text book Americas Story, various Internet sites, various reference materials, and literature books from library.
5. Using Internet sites. Students will research various Internet sites to examine the age of exploration. The teacher will give these sites to the students.
6. Written research report. Students will operate AppleWorks word processing program to type their essay.
7. Students will evaluate the tools that were used to navigate the ships.
8. Students will perform in a play called "Searching for the Indies."

Tools and Resources:

Number of computers: Computer Lab - 35 computers

Classroom computers - 5 computers

Software: TimeLiner, AppleWorks, Internet, Mapmaker Toolkit

Peripherals: Printer, Overhead Projector, TV, Scanner

Internet URLs:

<http://www.geocities.com/EnchantedForest/Tower/1217/explorer.html>

<http://www.bham.wednet.edu/explore.htm>

<http://www.enchantedlearning.com/explorers/>

<http://library.thinkquest.org/J002678F/welcome.htm?tqskip=1>

http://www.empire.k12.ca.us/stroud/projects/early_american_explorers.htm



Printed Materials: American's Story (Social Studies Book) by Dr. Richard Boehm, Claudia Hoone, Dr. thomas McGowan, Dr. Mabel McKinney-Browning, and Dr. Ofelia Miramontes publish by Harcourt Brace & Company, and various literature books.

Supplies: Paper, Pencils, Coloring Pencils, Boxes, Map of the Atlantic ocean and surrounding continents.

Research Materials: School textbooks, Encyclopedia, Internet sites, and literature books.

Assessment:

1. Introduction: Using the white board, the teacher will model writing by the ideas/opinions generated for the students of what Columbus might have been thinking when he first set foot on land.
2. Map: The teacher will check to ensure that the students have trace all routes that their explorer took.
3. Timeline: The teacher will check to ensure that all dates have been enter on the timeline. After printing, the students will assemble their timeline by working together in pairs. These timeline will be turned in for a technology grade.
4. Journal: The teacher will check two or three times a week to ensure that the students are making notes in their journal for their written and oral presentation.
5. Internet: The teacher will observe the students ability to manipulate the web sites by walking around to each computer.
6. Written rough draft of research report.
7. Typed research paper. The teacher will grade the typed report using the 6 traits rubric. The report will be the district requirement for a research report.
8. Performance in a play which will demonstrate cooperating skills.

Adaptations/Modifications for Differentiated Instruction:

- Special Education: Students will be required to produce a written report at their level of learning. Students will be required to write a written report that is one to two paragraphs with minimum errors.
- BLE/ESL: Student will be required to produce a written report at their level of learning. If students are at LAS 1 through LAS 2, their written report will have one to two paragraphs with minimum errors. Students are LAS 3 through



LAS 5, their written report will have a minimum of three paragraphs with five sentences and minimum errors.

- The teacher will model all writing processes. Helping students to connect new information with previous experiences. The teacher will pre-teach vocabulary to assist all learners. Teacher will provide hands on activities to reach all learning styles and to have students physically manipulate the vocabulary to enhance knowledge.
- The teacher will be scaffolding student while encouraging active participation in all situations. Teacher will encourage communication among all students and help students generate questions and answers. Teacher will have other students translate when needed.

Project:

The students will create a map of their explorers voyage(s) using the Mapmaking Toolkit. The students will use keyboard skills in creating their timelines. The students will meet the writing standards using their journals by keep notes and documenting materials. The students will meet the writing standards using 6 traits rubric in their written report. The students will meet the listening and speaking standard when performance of the play.

Instructors Notes:

- **Preparation:** The teacher needs to ensure that the Mapmaking Toolkit, Appleworks, and TimeLiner programs are available on the computers for the students to utilize. The teacher needs to pre-teach the 6 traits rubric to the students before the students can do their written report.
- The teacher needs to have the journal ready for the students and explain/demonstrate how to take notes for the written report. The teacher provides students with an outline as to what is needed in the research report. The teacher must have all material available for the students. The teacher needs to ensure that various literature books are available for the students for their research report. The teacher needs to pre-teach computer skills, i.e., keyboard, Internet.
- **Implementation:** This unit needs to be implemented in the classroom, computer lab, and possibly outside to better facilitate students learning styles. The social studies book will be used as a guide for both the teacher and the students throughout this unit.

