 10th grade World History CC Exploration Detectives Part 2 Unit 3 Day 3

20-30 students 82 minutes

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| **Think about…**   **What do I want students to learn and be able to do?**   What content knowledge and/or skills do I want students to acquire, demonstrate, or refine?   What assessment(s) will be used before instruction to measure the level of student mastery of each objective?   How will the objectives be shared with students?   **Why are the objectives for today’s lesson important?**   How does this lesson align with curriculum standards and school initiatives?   How does today’s lesson connect with previous and subsequent lessons?   What resources and materials will be needed for this lesson? | **Lesson Objectives:**    Students will examine different explorers in order to identify their impact on the world. | **Time:** |
| **Think about…**   Will students be able to complete the warm-up independently?   How will the warm up provide scaffolding for the lesson?   How will feedback from the warm up inform instruction?   Will there be accountability for completion?   How will correct answers be shared? | **Warm Up/ Drill:**    List three facts you learned about your explorer last class. | **Time:**    5 |
| **Think about…**   Will there be accountability for completion?   How will correct answers be shared?   How will questions be answered? | **Homework Check:**  Collect Guided Reading questions towards end of class | **Time:** |
| **Think about…**   **How will I teach the lesson?**   What will spark student interest in the lesson?   What connections can be made between this lesson and real-world applications?   What connections can be made across curricula? | **Motivation and Connection:**    Continuation of last class. Students will use the information they gathered from the reading in order to create a poster. | **Time:** |
| **Think about…**   What previously learned concepts will connect to this lesson?   How will the new concept(s) be introduced?   What strategies will encourage active learning?   What technology, hands-on activities, and manipulatives could enhance student understanding?   How can reading and writing be incorporated?   What research-based strategies could extend and refine student understanding?   How will activities connect to one another?   What strategies and methodologies will convey content and skill objectives to all students?  What are the pivotal points of the lesson at which assessments are essential?   How will student understanding be monitored? | **Instructional Activity/Activities:**   1. Go over drill  * What is happening as a result of all of the exploring? (disease, war, colonization) * Have the students get back into their groups. * Tell them to get out their guided reading questions, instruction sheet, and their reading packet.  1. They should have completed the guided reading questions for homework so go on to step 2 of the instruction sheet:  * Give the students a few minutes to finish answer the questions for the poster and for them to compare with other group members to make sure the questions are answered correctly.  1. Go to step 3  * Explain to them that they need to write the information in a declarative sentence combining the answer and the question. Give example with Columbus question \*\* write on the board\*\* * Remember that we are grading for accurate information * Hand out the markers and the poster paper. * When the groups start to finish start hanging them up to save time. Put half in the hall then half in the room.  1. Gallery Walk  * Go over the organizer for the gallery walk * Escort half of the students into the hall for the gallery walk. Explain to them that they will have 5 minutes for each poster. They need to write the information in the provided space on the organizer. * The other half of the class will be in the classroom with Martha. * When the gallery walk is complete the students will return to their seats.  1. De-Brief Gallery Walk  * Talk about different points the students learned. * Ask for examples of information they learned from another poster during the gallery walk.  1. Manipulative Activity.  * Have the students work in their tables to complete the activity. * They should be matching the main idea with why it matters? Then they need to decide on a theme * Tell them that this will be graded so they need to make sure they do a nice job on this. * **Do Not give answers just hints (talk to Martha about this)** * Students need to copy the cards onto the organizer. | **Time:**    5  5  20-25  20  15 |
| **Think about…**   **How will I know if students learned what I wanted them to learn?**   What assessments will be used after instruction to ascertain the level of student mastery of each objective?   How will the results of this assessment impact subsequent lessons?   **How will I ensure that all students have learned?**   What will I do to accommodate students who are struggling and students who have mastered the lesson’s objectives and are poised for additional challenge? | **Closure:**    On the map students will make a visual representation where each set of explorers went.  Ex: they could draw a line from Europe going to north America. | **Time:**    5 |
| **Think about…**   How does the assignment connect to the lesson?   Are directions clear?   Will students be able to complete the assignment independently? If not, how will you differentiate? | **Homework (if applicable):** | **Time:** |
| **Think about…**   What went well?   What should be changed? | **Reflection:** |  |