

Explorers, 3rd grade, 3rd quarter LESSON PLANNER

Strand(s): Social Studies	SOL objectives: Social Studies 3.5d Technology: 3.1.11, 3.3.8, 3.4.3
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1. DESIRED RESULTS

Enduring Understandings (BIG ideas)

Explorers made important contributions to our world.
Video is one means for presenting information and persuading an audience

Essential Questions

Whose exploration made the biggest difference for our world today?

How can video inform? How can it be persuasive?

Knowledge and Skills

- Ponce de Leon, Jaques Cartier, Christopher Newport, and Christopher Columbus
- Reason for exploration, sending country and successes/achievements of each explorer
- How to plan using a storyboard, film, import, edit, export, and present a short video

(Subject) Vocabulary

- Exploration
- Storyboard
- Import

2. ASSESSMENT EVIDENCE

<p style="text-align: center;">Prior knowledge</p> <ul style="list-style-type: none"> • Explorers, contributions, locations 	<p style="text-align: center;">Ongoing throughout lesson</p> <ul style="list-style-type: none"> • Students will compile information on their assigned explorer • Students will create a video about the explorer 	<p style="text-align: center;">By the end of the lesson</p> <ul style="list-style-type: none"> • Each group's part of the video will be scored against a rubric
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3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)

<p style="text-align: center;">Introduction (hook)</p> <ul style="list-style-type: none"> • Video clips on Neil Armstrong's exploration will be shown. • Students will move the clips from the Neil Armstrong video to re-create the video, giving them practice on moving clips, editing, and adding text, sound, and transitions. 	<p style="text-align: center;">What students are doing</p> <ul style="list-style-type: none"> • Each class will research and create a video on one explorer. • The class will be divided in to 3 groups -- (1) sending country, (2) reasons for exploration, (3) successes and achievements. • Each group will do the following for their part of the video: <ul style="list-style-type: none"> • Research • Storyboard • Filiming • Importing • Editing • Exporting the final product 	<p style="text-align: center;">Conclusion</p> <ul style="list-style-type: none"> • Each class's video will be broadcast throughout the school. All students will vote on which explorer made the most impact on our world today.
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Accommodations

Extra support Teacher support, peer help in small groups, additional guidance, modified instructions

Enrichment or early finishers: Find an outside video clip or activity sheet on the explorer

Various learning styles: Kinesthetic, visual, auditory

Limited English proficiency: modified research references, peer help in small groups, teacher support

Materials and Resources

Research references on explorers
Video Camera
Firewire Drive (optional)
Microphone
iMovie

Related Technology

3.1.11 Use camcorders, tvs, vcrs, peripheral devices
3.3.8 Participate in creating a class video

Literature Connections

3.4.3 Participate in creating a class video and share with an audience	
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4. WRAP-UP (5-10 min)

<i>Assessment</i>	<i>Homework</i>
Evidence of student learning/understanding Content Accuracy Persuasive and informative script/acting Video Skill Cooperative groupwork	Gather props and research for video

5. TEACHER REFLECTION

- Were my students talking about the history, or was I doing all of the talking and students were just listening to me?
- Were my students engaged at the beginning of the lesson?
- How much time did I spend reviewing homework, and how much time did I spend on new material?
- Did the students respond to “How” and “Why” questions?
- Did my students have an opportunity to discuss and/or write about history?
- What changes would I make next time the lesson is taught?
- What steps do I need to take next in this topic?