

Explorers Database - 3rd grade, 2nd quarter LESSON PLANNER

Strand(s): Social Studies - History	SOL objectives: Social Studies: History 3.3 a, b Technology: 3.3.4, 3.3.5, 6.3	
1. DESIRED RESULTS		
<i>Enduring Understandings (BIG ideas)</i>		
Explorers have made important contributions to our world.		
<i>Essential Questions</i>	<i>Knowledge and Skills</i>	
Who were the explorers? What motivated their expeditions? What contributions did they make? How did/do their contributions affect us today?	Know: Explorers' names, accomplishments, reasons for exploring, information gained, results of travels (Christopher Columbus, Juan Ponce de Leon, Jacques cartier, Christopher Newport) Skills: Locate sending country on map, trip's route; Create database on explorers and enter information into the database <hr/> <u>Social Studies Vocabulary</u> Expedition Voyage Contribution Database	
2. ASSESSMENT EVIDENCE		
Prior knowledge Basic map skills Christopher Columbus	Ongoing throughout lesson <ul style="list-style-type: none"> Design database Research the explorers Enter information into database Use database to sort, find, and analyze information 	By the end of the lesson Finish database Compare and contrast the explorers
3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)		
Introduction (hook) Start by asking a few questions – <ol style="list-style-type: none"> 1. What would motivate you to go explore the world? 2. What would you need for a trip? 3. Why would the United States send you? 4. What would you offer the United States in return for sending you on a trip? 	What students are doing Creating the database, researching, and entering findings into the database.	Conclusion Students share personal evaluations of explorers' contributions. Decide which explorer made a contribution that affects us today. Have students choose an explorer they would like to make an iMovie about in the future. Ask students the following questions – We want to explore Outer Space. What would you look for in an explorer? What would be your criteria for the voyage?

<i>Accommodations</i>	<i>Materials and Resources</i>
<p>Extra support – Database template, variety of reference materials, teacher and peer guidance</p> <p>Enrichment or early finishers – Develop questions and answers about the explorers or questions you would like to ask the explorers.</p> <p>Various learning styles – Visual, Linguistic</p> <p>Limited English proficiency -- Database template, variety of reference materials, teacher and peer guidance</p>	<p>Computer (classroom or lab) Database guide sheets Reference materials</p>
<i>Related Technology</i>	<i>Literature Connections</i>
<p>Technology: 3.3.4, 3.3.5, 6.3 – Create and use a database to sort and find information; critical thinking skills; Internet for research (3.5.7) – optional</p>	
4. WRAP-UP (5-10 min)	
<i>Assessment</i>	<i>Homework</i>
<p>Evidence of student learning/understanding Completed database Students are able to understand and tell about each explorer (sending country, contribution, voyage, results). Students are able to discuss characteristics of an explorer and a voyage.</p>	
5. TEACHER REFLECTION	
<ul style="list-style-type: none"> • 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? 	