Irene Ramos

Days 1-5 Lesson Plans

\*Students will create a foldable that they will take notes in and turn in at the end of the unit.

Overall Unit Focus Question: Are bodies of water important in exploration?

**Day 1**

\*Create a simple notebook foldable prior to the start of the lesson, consisting of 5 pages folded in half and 2 staples.

Objective:

Students will compare and contrast reasons why early explorers ventured to America and why China built the Grand Canal.

Daily Focus Question: How did early explorers use water to explore?

\*Students will use this question to drive their investigation for the day and will be their main question in their foldable for the day.

Other guiding questions as students review sources:

-Why did early explorers such as Christopher Columbus set sail to new lands?

--What was their purpose?

(teacher can list student responses on board)

---What is the point of trading? Pros? Cons?

----Why trade with different countries?

-How did these explorers reach new lands?

Students will then watch video on China’s construction of the Grand Canal. Focus question as they watch the video: Was the intention of the Grand Canal different from early explorers trading endeavors?

Teacher may choose to show one or both videos during Day 1.

Video 1: <https://www.youtube.com/watch?v=5LCLv8Ml2ho>

Video 2: <https://www.youtube.com/watch?v=Yke9TNtv4sg>

Following the video(s), students will create a Venn diagram on one page of their foldable, comparing and contrasting early explorers reasons for explorations and Chinese Grand Canal aims.

Following the activity, students will share out answers then write 3-4 sentences answering the daily focus question: How did early explorers use water to explore?

**Day 2**

Objective: Students will investigate other significant uses of water in exploration.

Daily Focus Question: Are there other ways explorers use water?

Hook Exercise Map pg. 5

<http://www.nisdtx.org/cms/lib/TX21000351/Centricity/Domain/2727/Jamestown_DBQ.pdf>

\*Answer questions as a whole class.

Students will look at sources on the founding of Jamestown, Virginia with their desk partner.

Source #1: Document A pg. 13

<http://www.nisdtx.org/cms/lib/TX21000351/Centricity/Domain/2727/Jamestown_DBQ.pdf>

\*Students will answer questions on this page in their foldable

Source #2: <http://www.history.com/topics/jamestown>

(Students will need iPads or computers to explore this source, one per pair, or the teacher may designate 5 minutes to a pair then give the iPad to another pair if a limited number of iPads or technology is accessible.)

Students will document in their foldable ways in which the Jamestown settlers used water.

\*Remind students that the colonists are essentially explorers.

Guiding Questions:

-Is the water helpful or harmful to the settlers? Why? Why not?

--Are the settlers using the water effectively?

---Is water important?

Students will then share out some of their answers then write a 3-4 sentence opinion paragraph on the Daily Focus Question: Are there other ways explorers use water?

**Day 3**

\*This lesson connects to Day 2’s lesson on how water is used in multiple ways.

Objective: Students will investigate the uses of the Grand Canal in China.

Daily Focus Question: Was the Grand Canal used for more than just trade?

Lesson Introduction: Examine map. <http://www.wdl.org/en/item/7097/view/1/2/>

Whole class discussion:

-What is the map showing?

--What can inferences can be made?

---What does this tell me about the role of the Grand Canal?

Students will work in pairs to explore interactive websites focusing on life along the Grand Canal. Pairs may choose to explore only one site or both.

Source #1: <http://www.learn.columbia.edu/nanxuntu/html/scroll_q6.html>

Source #2: <http://www.learn.columbia.edu/nanxuntu/html/shops_index.html>

Guiding Questions:

-What is the picture showing me?

--What is the information accompanying the picture telling me about the picture?

---Did the Grand Canal affect daily life?

Students will draw at least 3 pictures in their foldable of ways in which the Grand Canal was used. The drawings need to be colored and have an accompanying sentence that describes what is happening.

**Day 4**

Objective: Students will examine the effects of American exploration and the establishment of the Grand Canal.

Daily Focus Question: What are the long-term effects of water exploration?

Hook Activity: Happy Hour

Students will walk around the room answering the question: How do waterways affect me today. This activity can be done with background music similar to musical chairs. Once music has stopped, students must go to the person closest to them and answer the question. Repeat for about 4-5 rounds.

Take students responses then have students return to seats.

Students will then examine sources to answer daily focus question.

Students will use iPads with desk partners depending on iPad availability.

Source #1: <http://environment.nationalgeographic.com/environment/freshwater/change-the-course/colorado-river-map/>

Guiding Questions:

-What are these sources telling me about water sources?

--What are the sources telling me about western expansion?

For Source #2, students will be in groups of 4. Each group will be given a piece of the article that focuses on one aspect of present day use of the Grand Canal.

Source #2: <http://www.chinahighlights.com/travelguide/culture/grand-canal.htm>

This article will need to be split up paragraph-by-paragraph starting at Agriculture and Industry Along the Grand Canal. The article may be split up at the instructor’s discretion according to how many groups the he or she prefers to have for the activity.

Students will work in groups to list what their paragraph states about present day use of the Grand Canal. Students will share out answers, one group at a time following the activity.

In foldables, students will list how the establishment of waterways has effected present-day living situations. One page will be for the Western United States and the other side for China.

**Day 5**

Objective: Students will be able to write a 5-paragraph essay answering the overall unit question: Are bodies of water important in exploration?

Students will use the notes in their foldables and other handouts from the unit in order to answer the question. They must use a graphic organizer of their choice in order to answer the question. Students must also provide evidence and state the source in which they received the information in their essays. Students will turn in a final copy that has been edited and proofread with their foldable and graphic organizer.

**Assessing Student Achievement**

Students will receive one overall grade based on the answers to the Daily Focus Questions from Days 1-4 and the essay answering the Overall Unit Question.

Grades will be assigned on a 4-point rating system.

Daily Focus Questions Foldable Grading

**4**- Includes detailed notes and clearly states from which source information is from. Also clearly answers each Daily Focus Question.

**3**- Includes detailed notes but mentions only some sources from which information was taken. Clearly answers each Daily Focus Question.

**2**- Includes some notes but does not state which source was used for information. Answers Daily Focus Question but does not follow directions for assignment.

**1**- Little to no notes and work done in foldable.

Unit Essay Grading

**4**- Clearly answers and focuses on Unit Question, has little to no errors, provides evidence to support answer, and states sources.

**3**- Answers the Unit Question and maintains focus. Has few errors, provides evidence to support answer, and states some sources of information.

**2**- Answers the Unit Question but maintains little focus. Contains some errors and some evidence to support answer. Essay does not mention sources of information.

**1**- Does not answer the Unit Question. Contains many errors and does not provide evidence or sources.