

# SAMPLE SOCIAL STUDIES UNIT PLAN GRADE 3: EXPLORATION

**Important Note:** The following unit plan fills in the gaps between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies. In addition to thoughtful preparation from these resources, there are additional components for which educators will need to plan and prepare. This includes but is not limited to the following: reviewing all activities prior to use, adapting the unit plan for the teacher's specific classroom, and adjusting material as seen fit.



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## **GUIDANCE FOR EDUCATORS**

#### 1. WHY IS THE DEPARTMENT PROVIDING SAMPLE GAP UNIT PLANS?

To support social studies instruction in Tennessee and in response to feedback from educators over gaps between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created sample gap unit plans for grades 3 and 4. The resources found in each of these unit plans serve as a model to reference as educators begin designing units and becoming more familiar with the revised standards. These lessons are intended to be used at the end of the 2018-19 school year to cover one-time content gaps some students will experience as a result of the shifts in standards.

#### 2. WHAT ARE THE SPECIFIC GAPS IN CONTENT THAT THESE UNIT PLANS ADDRESS?

Though the majority of the content remained the same between the current (2014) and revised (2019) social studies standards, some content has shifted to new grade levels:

<b>Grade Level</b>	Current Standards (2014)	Revised Standards (2019)
Grade 3	World Geography and Cultures	Part 1: Geography and Economics Part 2: Early American and Tennessee History
Grade 4	The History of the United States (to 1850)	The History of the United States: Revolution to Reconstruction

Content students cover in grade 4 in the current standards (2014) will shift to grade 3 in the revised standards (2019) and content students cover in grade 5 in the current standards (2014) will shift to grade 4 in the revised standards (2019). These shifts will cause one-time content gaps for students who are in grades 3 and 4 during the 2018-19 school year. These gaps are outlined below:

Grade Level	Gap
Grade 3	<ul> <li>Early American History (including: American Indians, Exploration, and The Thirteen English Colonies)</li> <li>Early Tennessee History</li> </ul>
Grade 4	<ul><li>Pre-Civil War</li><li>Civil War</li><li>Reconstruction</li></ul>

To ensure that students cover this material, the department has developed a series of six sample unit plans that focus specifically on the content outlined above.



#### 3. WHAT IS INCLUDED IN THE SAMPLE GAP UNIT PLAN?

The sample gap unit plans include several key components that serve as a foundation for a strong unit:

**Essential Question:** Essential questions are open-ended questions that guide students' exploration of content while building knowledge and promoting thinking. Essential questions are not typically answerable with in a single lesson as their aim is to stimulate thought, provoke inquiry, and spark thoughtful student questions. In other words, essential questions ask students to understand, not just recall, information after the deep exploration of content. An example from Grade 3 is *Why do people come to a new place?* This question helps students understand the beginning of the Thirteen English Colonies.

**Supporting Question(s):** Supporting questions help guide students in answering the essential question. These are specific to each lesson and lead students in answering the essential question. Some supporting questions are used for multiple lessons within a units as they may take students more time to answer. Supporting question(s) are open ended and support student thinking, exploration, and learning. An example from Grade 4 is *What were the social, political, economic, and physical implications of the Civil War on the United States?* This question directly relates back to the essential question (*How did the end of the Civil war impact the United States?*) by guiding students into their exploration of the chosen topic.

**Standards:** The standards for the sample gap unit plans come from the revised Tennessee Academic Standards for Social Studies Standards (2019) and address the specific gaps between the current (2014) and revised (2019) standards. Although not all of the gapped standards are used in the lesson plan, the units cover the most essential gaps between the standards.

**Content Strands:** Each sample gap unit plan includes narratives about the connections to the content strands. The content strands are the seven disciplines that are used within social studies that help guide learning. The content strands include culture (C), economics (E), geography (G), history (H), politics/government (P), Tennessee history (T) and Tennessee Code Annotated (TCA). Each unit plan will focus on a selection of content strands but will not necessarily include all of them.

**Social Studies Practices:** The sample gap unit plan includes connections to the social studies practices. The social studies practices are specific skills that students should apply when learning social studies in order to create and address questions that will guide inquiry and critical thinking. The practices allow students to progress through the inquiry cycle by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards (SSP.01–SSP.04) and to develop historical and geographic awareness (SSP.05–SSP.06).

**Lessons**: Each sample gap unit plan includes lessons for multiple days of instruction and provides opportunities for students to demonstrate their understanding by applying what they have learned. These lessons have been carefully sequenced within their units to support students in building disciplinary understanding so that students can successfully engage in the end-of-unit task. It is up to teachers to determine the amount of time needed for each lesson.

**Extension Activity:** Each sample gap unit plan includes an extension activity that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer essential questions for the unit through authentic and meaningful context.

**Appendices:** Additional resources and activities developed for use within lessons are linked throughout the unit. <u>Click here to view the folder</u> that contains all of these resources and activities.



## 4. ARE DISTRICTS REQUIRED TO USE THE SAMPLE GAP UNIT PLANS?

No, districts are **not** required to use the sample gap unit plans; however, if districts do not address the gaps in content, students will **not receive instruction on essential content** and may be unprepared for the next year's academic content.

#### 5. WHEN SHOULD THESE BE USED IN THE CLASSROOM?

Districts are not required to use the sample gap unit plans; however, these sample lessons are designed for use after teachers have completed teaching their current social studies standards (2014). Because these lessons focus on the revised standards (2019), teachers may wish to focus on these sample lessons after completing TNReady testing, as they are not focused on the current (2014) social studies standards.

#### 6. HOW WERE THE STANDARDS SELECTED?

The standards used in the sample gap unit plans do not include the totality of the revised Tennessee Academic Standards for Social Studies. Instead, these units have a narrowed focus on the content gaps students in grades 3 and 4 during the 2018-19 school year will incur without intentional, targeted instruction focused on this content.



#### **UNIT BACKGROUND**

# **Essential Question**

How did European exploration change the world?

# **Social Studies Standards Alignment**

The questions and tasks outlined in this unit plan are aligned to the following Tennessee Academic Standards for Social Studies, social studies practices, and content strands:

### **Content Standards**

- **3.21** Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.
- **3.22** Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population, spread of disease (smallpox), increased conflict, loss of territory, and increase in trade.

#### **Further Social Studies Standards Connections**

Though the standards below are not the focus of the questions and tasks outlined in this unit plan, these standards are also connected to the lessons.

- **3.03** Examine major physical features on globes and maps, including: Desert, Gulf, Island, Isthmus, Mountain, Ocean, Peninsula, Plain, Plateau, River, Sea, Strait, Stream, Valley
- **3.05** Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information.
- **3.06** Identify and locate the major continents and oceans using maps and globes: Africa, Antarctica, Asia, Australia, Europe, North America, South America, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean
- **3.07** Identify and locate major countries, including: Brazil, China, Egypt, France, Great Britain, India, Italy, Japan, Russia, Spain
- **3.11** Identify major physical features of the U.S., including: Rivers—Colorado, Mississippi, Ohio, Rio Grande; Mountains—Alaska Range, Appalachian, Rockies; Bodies of Water—Great Lakes, Gulf of Mexico; Desert— Great Basin; Landforms—Grand Canyon, Great Plains

### **Social Studies Practices**

This unit directly addresses all six of the social studies practices. **SSP.01** and **SSP.02** are incorporated by gathering a variety of sources (e.g., maps, photographs, readings) and allowing students to



examine those sources to summarize ideas and draw conclusions. **SSP.03** is addressed through the students completing assignments to compare and contrast multiple sources and recognize the differences between multiple sources. When using **SSP.04**, students demonstrate their ability to show their understanding of ideas, distinguish viewpoints, illustrate cause and effect, and predict outcomes through argumentation and producing evidence of learning. For example, students are asked to analyze the impact European exploration had on American Indians. Additionally, this can be seen through the various activities students are asked to complete, including "bell work" and "exit tickets." **SSP.05** is explored through student understanding of historical empathy (e.g., understanding the difference between the "New World" and the "Old World") and making connections to the present. Additionally, students will use **SSP.05** to show their historical awareness by recognizing how events were experienced during that time period. Finally, students will develop geographic awareness using **SSP.06**, which includes understanding the relationships between people, resources and ideas based on geography (i.e., the impact of European exploration on American Indians) as well as understanding the association between European Exploration and its world-wide impact.

#### **Content Strands**

**Culture** is incorporated by analyzing why explorers explored and the cultural implications they had on the world.

**Geography** is incorporated by investigating different explorers' routes (i.e., Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci). This investigation will build on students' background knowledge from earlier in the school year when they learned about geography as a whole and help them understand that geography played a large role in exploration, why explorers explored, and the world-wide impact of exploration.

**History** is incorporated by examining the contributions of explorers and making connections to today's world. Teachers can bring in other resources (such as books or videos) to build students' knowledge of explorers and their impacts. It is important for students to understand how Europeans found their way to the New World, but that there were people here prior to European exploration, and the impact this exploration had globally. This standard builds upon the exploration of the first people in the Americas and prepares students for their exploration into colonization.

**Tennessee Connection** is incorporated by teaching students that Hernando de Soto explored parts of what would become Tennessee and is credited as the first European to step foot in the state.



### **Supporting Question(s)**

What is an explorer?

# **Vocabulary**

The following words should be addressed during this lesson:

- explorer
- convince
- monarch
- privileges

## **Lesson Sequence and Instructional Notes**

Prior to this lesson, the teacher should have prepared an anchor chart with the word "Explorer" written at the top and columns labeled "Definition," "Synonyms," and "Examples." This chart should remain posted for the duration of the unit.

The teacher will begin the lesson by using a Think-Pair-Share strategy. The teacher will ask students to think of an example of something they wanted badly and how they convinced or failed to convince someone to provide that thing. Students should think independently for a moment before sharing with a neighbor. Then, several volunteers should share with the whole class what they wanted and if they convinced someone to provide it. During the discussion, the teacher should ask follow-up questions like, "Did you more than one person?," "Did you get different reasons from different people?," and "Why did you want that thing, why was it important for you to get to?"

After the discussion, the teacher will tell students that explorers did this too. They had to ask a monarch to support their explorations. Often, monarchs did not want to support their journeys, so explorers had to ask again or ask another country. When monarchs did agree to support explorations, they provided money, ships, people, supplies, and documents that granted the explorer certain rights and privileges.

The teacher should then ask students, "What is an explorer?" They should work as a class to create a definition of "explorer." The teacher should record their definition on the anchor chart and ask if students know any examples of famous explorers. These examples should be written on the anchor chart next to the definition of "Explorer." During the discussion, the teacher should ask follow-up questions such as, "How did you hear about him?" and "Why do you think he is famous?"

Next, the teacher should show the map of <u>The Known World 1400-1499</u> and ask students to identify the continents and oceans. The teacher should point out the white part of the map and explain that in 1400 this was the area of the world that was "known" to Europeans and ask students which continents, or parts of continents, this included. Once students have identified that Europe and parts of Africa and Asia were "known" to Europeans the teacher should then ask students which continents were "unknown." Once students have identified the rest of the continents as "unknown," the teacher should ask students to discuss



with a partner why they think Europeans had never traveled to these places. The teacher should allow about a minute of discussion before asking for volunteers to share responses with the whole class. The goal is for students to understand that people had limited means of getting from place to place in the 1400s.

The teacher should explain that in the 1400s people believed that the world was much smaller than it is today and show <u>The World as Known to Europe, 1418</u> map beside <u>The Known World 1400-1499</u> and have students point out the differences. During the discussion, the teacher should ask questions like, "What continents are found on both maps?" "Which oceans are found on both maps?" "What are some differences?" and "What are some similarities?"

As a closing activity, the teacher should have students answer the following questions as an exit ticket:

- 1. List three words you would use to describe an explorer.
- 2. Pretend you were an explorer, and answer the following questions in complete sentences: "What would make you go into the unknown world?" and "What kind of things would you be looking for?"

Students should turn in their exit tickets so the teacher can select several to use as part of the warm-up activity in the next lesson.



### **Supporting Question(s)**

How did explorers contribute to broadening the world as known to Europeans?

# **Vocabulary**

contribution

#### **Lesson Sequence and Instructional Notes**

Prior to this lesson, the teacher should compile a shortened list of words students used to describe an explorer from the previous lesson's exit ticket and add them to the "Synonyms" column on the anchor chart. The teacher should also select several answers to question 2 (i.e., What would make you go into the unknown world? What kind of things would you be looking for?) for discussion. The teacher should also prepare an anchor chart labeled "Christopher Columbus" that has two columns labeled "Where" and "What." This lesson requires students to be in groups of four; some work will occur in pairs within the larger group.

The teacher will begin the lesson by revisiting the class's definition of "explorer." Then, students should complete a Mingle-Pair-Share. They will walk around the room until the teacher says, "stop!" The person closest to them will be their partner. The teacher should then read the words listed in the "Synonyms" column of the anchor chart and ask partners to discuss which synonym is the most accurate and why. The class should complete a few rounds of this activity, finding a new partner after about a minute of discussion.

Once students have returned to their seats, the teacher should lead a discussion of the answers to question 2 (i.e., What would make you go into the unknown? What kind of things would you be looking for?) using follow-up questions like, "Do you agree with this reasoning?" "Why or why not?" and "What else would you be looking for that wasn't mentioned?"

Then, the teacher will tell students that they are going to learn about four different explorers: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci. *If students listed these explorers during the previous lesson, the teacher should point them out on the anchor chart. If not, the teacher should add them.* The teacher should then ask the class, "Have you heard of any of these people?" and follow-up with questions like, "Why might you have heard of them?" "What did they do?" and "Why are they important?"

Following the discussion, the teacher will hand out a one-sided, <u>Four-Door Foldable (Appendix A)</u>. The foldable includes a map of the world and a blank column on the right-hand side that includes four tabs, one for each explorer (i.e., Columbus, de Soto, Magellan, and Vespucci). The teacher should explain to students how to fold and cut the foldable to make the four tabs. The teacher should then instruct students to write the names of the four explorers on the outside of each tab and label the map with the continents and oceans. This can be done from memory or using a textbook or a map like <u>The World as Known in our Own Day</u>, 1884.

Once students have completed building the foldable, the teacher will explain that they will use it to learn about famous explorers, but they don't need it yet, so they should put them away for now. The teacher



should pass out two sticky notes to each student (large sticky notes are best; scraps of paper work as well). Students should label the two sticky notes "Where" and "What" and use them to take notes while watching the video below. The first time they watch the video, they should take notes on the "Where" sticky note only. The teacher may wish to prompt students with the following questions: "Where did the explorer go?" "What ocean did he cross?" and "Where did the explorer start?" The teacher should play the video of <a href="Christopher Columbus">Christopher Columbus</a>.

After the video, students should discuss in pairs within their groups of four to discuss their notes. They can circle things they both noticed and add any relevant differences. After about two or three minutes, students should share some similarities they found with the class. The teacher should record these on the "Where" column of the Christopher Columbus chart. The teacher can ask follow-up questions such as, "What makes you say that?" or "Why is that important?" During this discussion, the teacher should ensure that students have recorded the "correct answers" (e.g., Columbus sailed from Spain to the Caribbean Islands).

Once the teacher has recorded the groups' responses, the teacher should display a World Political Map and ask students "What country did Columbus leave from?" "In which direction did Columbus travel?" and "Where did he land?" As the students answer, the teacher should trace the routes of the voyages on a map using a whiteboard or overhead and make a key for the map. After the teacher has traced the route, the teacher should have students take out their foldables and trace the route of Columbus' voyage on their map and mark the key.

Next, the teacher should tell students to take out their "What" sticky note and explain that they are going to watch the video again, but, this time, they should take notes about what Christopher Columbus did. The teacher may wish to prompt students with questions like, "What was he looking for?" and "What made him important?" Once the students have watched the video again, the teacher will have students discuss their notes with heir groups. Each group should come to a consensus on what the most important thing Christopher Columbus did was. After two or three minutes, groups should share their answer with the class The teacher should record these in the "What" column of the anchor chart and ask follow-up questions such as, "Why did you choose that?" or "Why do you think that?" During this discussion, the teacher should highlight that Columbus was the first European in the Americas. If students are missing information, the teacher can show the video again. The teacher should have students record Columbus's contributions on the inside of the "Columbus" tab of their foldable and circle them on the anchor chart.

As an exit ticket, students can draw a picture/graphic/emoji that describes Christopher Columbus.



### **Supporting Question**

How did European explorers contribute to the broadening of the known world?

# **Vocabulary**

- cartography
- circumnavigation

#### **Lesson Sequence and Instructional Notes**

Prior to this lesson, the teacher should have three new anchor charts prepared with each of the remaining explorers' names at the top (i.e., Ferdinand Magellan, Amerigo Vespucci, and Hernando de Soto) with "Where" and "What" columns. The teacher should also have the "Explorer" anchor chart accessible. This lesson also requires students to be in groups of four; some work will occur in pairs within the larger group.

The teacher will begin the lesson by revisiting the "Explorer" chart, the class definition of explorer, and the synonyms that the students gave for explorers. Then, the teacher will ask students, "Which of these words apply to Christopher Columbus?" and lead a whole-group discussion. The teacher should include additional questions such as, "Do we need to add any words?" and "What is the best word to describe Columbus?"

Then, the teacher will tell students they will learn about three other explorers: Ferdinand Magellan, Amerigo Vespucci, and Hernando de Soto. *The teacher can decide the order in which they want to introduce the explorers. The order below is only a suggestion.* The teacher should follow the same procedure for these three explorers that they did with Columbus, beginning with the sticky notes "Where" and three of them "What." The teacher should show the following videos: Ferdinand Magellan, Amerigo Vespucci, and Hernando de Soto.

To close this lesson, students can complete a four-sentence wrap-up activity. They can follow this model or a model already in place in the classroom:

Sentence 1: Today I learned					
Sentence 2: A	_ is an example of a	_ because of			
Sentence 3: My favorite part of today's lesson was					
Sentence 4: I am still unsure ab	oout				

The wrap-up activity should be reviewed by the teacher to ensure that students understood the material. It may be most important to look at Sentence 4 because that's where students can identify where they may be struggling.



### **Supporting Question**

How did European exploration impact American Indians?

# **Vocabulary**

The teacher should identify any words they feel their students may struggle with.

#### **Lesson Sequence and Instructional Notes**

This lesson will require group work; four to five students each is ideal. Each group will need a copy of the <u>American Indian Card Sort (Appendix B)</u>. The teacher should cut these out prior to the lesson.

The teacher should begin the lesson by leading the students in a discussion of each explorer's anchor chart, focusing on what they did that was important, leaving Christopher Columbus for last. After the teacher reviews what Columbus did, the teacher should pose the question, "Was Columbus the first person in the Americas?" As students discuss, the teacher should pose other questions such as, "What do you remember from our previous unit?" and "Who lived here before Europeans came here?" Once students conclude that American Indians were already in the Americas, the teacher should revisit this <a href="Smart History map">Smart History map</a> to refresh students' memories. Students should turn and talk with a neighbor and share two things they remember about the American Indians. After one to two minutes, students share what they remember with the class.

Next, the teacher should tell students that they are going to learn about how life may have changed for American Indians after Europeans arrived in the Americas. The teacher should pass out the "American Indian Card Sort" to each group and tell students that they are going to make two columns: American Indian Life Before European Exploration and American Indian Life After European Exploration. Students should sort the cards under the correct column. The teacher should allow about five minutes for this activity.

After five minutes, students should complete a gallery walk around the room and discuss the order other students have placed their cards in. Students should spend about one minute at each group's table before returning to their own to make any adjustments based on other groups' work.

The teacher should project the correct answers, one column at a time. When the teacher displays the correct answers, the students should make necessary adjustments to their work. The teacher should also discuss each of the columns individually and ask students how life would change for American Indians after they had exposure to the "new" items. For example, how would having access to new weapons made from metal impact American Indian life?

Once all of the answers have been covered, the teacher should hand out the <u>American Indian T-chart</u> (<u>Appendix C</u>) for students to complete. *Students could also construct their own T-charts*.

As a closing activity, students should write two sentences about how exploration of the New World by Europeans impacted American Indians.



# **Supporting Question:**

How did European exploration impact American Indians?

# **Vocabulary**

The teacher should identify any words they feel their students may struggle with.

# **Lesson Sequence and Instructional Notes**

Prior to this lesson, the teacher should draw a K-W-L chart on a new piece of poster/butcher paper (a KWL chart guides students through exploring a topic: first, they will brainstorm everything they know about a topic [K]; then, they will ask what they want to know about a topic [W]; and finally, they will identify what they learned about a topic [L]). Teachers should also print and cut out the <u>Columbian Exchange Trading Cards (Appendix D)</u> on two different colors of paper—one for New World and one for Old World. There should be enough cards for every student to have two. The teacher should also randomly select six cards from the New World and place an "X" on the back.

The teacher should begin the lesson by telling students that they are going to learn about the Columbian Exchange. First, they're going to list everything they already know the Columbian Exchange. The teacher should point to the K-W-L chart and say "What do you know about the Columbian Exchange?" The teacher may want to ask follow-up questions like, "Where do you think the name came from?" or "What does exchange mean?" As students respond, the teacher should record their answers in the "K" column. The teacher should then show this map of the Columbian Exchange and read the paragraph at the bottom of the web page aloud. The teacher should ask students, "Based on this, what do you want to know about the Columbian Exchange?" and record their responses in the "W" column.

Then, students will complete a four corner activity in which students will move to the corner of the room that matches what they think happened when...." The corners are Decreased Population, Caused Conflict, Increase in Trade, and Loss of Territory. Then, the teacher will read each of the descriptions (one at a time), and students should move to the correct "corner":

- 1. New weapons were introduced
- 2. New diseases were introduced
- 3. New types of food were introduced
- 4. New methods of transportation were introduced

Once students have moved to their corner, they will discuss for one minute why they chose that corner. Each group should share their reasoning with the class.

Then students should return to their seats and the teacher should display the <u>Columbian Exchange</u> map again and re-read the first sentence of the paragraph beneath the map (i.e., "European exploration of the



Americas in the 15th and 16th centuries brought the so-called Old and New Worlds into contact with each other"). The teacher should ask what students think is meant by "Old World" and "New World," asking follow-up questions like, "Why do you say that?" The goal is for students to come to the conclusion that "Old World" refers to Europe, and "New World" refers to the Americas. The teacher should ask who already lived in the "New World" at this time. Students should answer "American Indians". Then, the teacher should ask who lived in the "Old World" at this time. Students should answer "Europeans."

Next, the teacher should hand out the <u>Columbian Exchange Trading Cards (Appendix D)</u>. One half of the room should get one color and one half of the room should get another color; every student should have two of the same color. The teacher should explain that these cards represent "food" and that that one color represents the Old World and the other represents the New World. Students should move to opposite sides of the room based on whether they have New or Old World cards. The teacher should then explain that they are going to trade their food cards within their "World." Students can choose not to trade if they like the cards they have. After a few minutes, the teacher should ask students to raise their hands if they are happy with their trades. Then, two students from each "World" should share what they started with, what they ended with, and why they are happy about it.

Students should complete the trading simulation again, but this time they can trade with anyone. After five minutes, the teacher should call time, ask students to stop where they are, and ask anyone with a "New World" card to raise their hands. The teacher should then say "Oh no! Some of you have been exposed to a new disease! Turn over your card, if there is an 'X' on the back, please sit down." The teacher should then explain that although American Indians were introduced to many things due to the Columbian Exchange, disease, specifically smallpox, had the most impact. The teacher should then tell students that smallpox is a viral infection that enters the body through the nose or throat. The teacher should motion to the students who are sitting and say that the students who are sitting represent the 90 percent of American Indians who died as a result of the Columbian Exchange.

The teacher should ask the students who still standing to raise their hand if they are happy with their trades and ask two students to share out what they started with, what they ended with, and if they are happy about it and why. The teacher should then ask the students who are sitting if they are happy with their trade and have them share why or why not. Once students are done discussing, the teacher should have all students return to their seats.

As a closing activity, the teacher should display the <u>Columbian Exchange</u> map and ask students to answer the following questions:

- 1. What caused a decrease in the American Indian population?
- 2. How did exploration lead to increased conflict?
- 3. Why did trade increase after the Columbian Exchange?



#### **CULMINATING ACTIVITY: PODCAST**

# **Activity, Part 1**

Prior to this lesson, students should be broken into seven groups. The teacher should have prepared seven envelopes, each with one topic inside: Christopher Columbus, Ferdinand Magellan, Amerigo Vespucci, Hernando de Soto, Plains American Indians, Northeast American Indians, and Southeast American Indians. For this lesson, the teacher can ask the librarian to pull informational books on Columbus, Magellan, de Soto, Vespucci, and American Indians/Columbian Exchange or find materials on these topics online (e.g., Britannica, Biography.com, History Channel). Students will also need any notes from the prior unit on American Indians for this activity.

The teacher should have the four corners, or walls, of the room labeled "A," "B," "C," and "D" for a four corners activity.

The teacher should read the following paragraph, which provides context and instructions for the activity, to the students:

"Imagine you are the host of a podcast that interviews people about their lives, travels, and contributions to society. This podcast is special because it is the only podcast that has access to a time machine! This means you can go back in time and interview anyone from history. But, you have had a request to interview either a famous explorer or a group of American Indians. The teacher should hand out one envelope to each group and ask each group to open their envelope to reveal their topic.

Using your foldable, other notes, and what you have learned, you will each write three sample interview questions. You may want to use the following guiding questions to help in writing your interview questions: "What land is known?" "What land is unknown?" "What lies across the Atlantic Ocean?" "How big is the Earth?" "Who was here first?" and "Why should people remember them or their name?" The teacher may want to write the guiding questions on the board so students can refer to them as they work.

Students should have at least five minutes to complete this exercise. After they have had time to write, students should share their questions with their groups. Then, the teacher should ask for volunteers to share one sample question with the class. The teacher should then tell students: "As a group, you will now narrow the questions you have created to five total. You should ensure that the questions focus on the explorer's life and travels, how exploration changed the world and daily lives of American Indian groups, and how exploration changed the world. Please write your final questions on a new sheet of paper."

Once each group has completed their narrowed-down their list, they will prepare possible answers for each question. The answers should be from the point-of-view of the person/group (i.e., first person). The teacher should also point out the library books and/or printed articles and explain that these sources may help the students answer the questions.

The teacher should allow students a good amount of time to craft answers for the questions. After all the groups are done, the teacher should collect their work and hand out two index cards (or scraps of paper) to each student. As an exit ticket, students should individually come up with a title for their podcast and a title for their episode of the podcast. Their goal is for the podcast and the episode to get as many "downloads" as



possible, so the names should be inventive but should also describe their podcast and interviewee! They use separate index cards to write the name of their podcast and the episode title. *The teacher should read through these and find an equal number of good examples from each to use at the start of the next lesson.* 

## **Activity, Part 2**

The teacher will begin this portion of the lesson by reading a selection of podcast and episode titles. The teacher will then lead a discussion of which podcast and episode title best represents what they have been discussing.

After the discussion, the teacher should tell students to return to the groups they were in the day before. Each group will act out a mock recording of their podcast. Each person in the group must have a "job." Possible jobs include interviewer, co-interviewer, explorer, microphone holder, photographer, note taker, timekeeper, and commercial break host. Each group will have five minutes to present. It is up to the students to decide who does what and how they want to act it out. The teacher may want to tell the students that at the beginning of podcasts, the interviewer usually welcomes their listeners with the name of the podcast and the episode title. The teacher should provide a time limit for preparation that is based on class need. Students may need some materials (e.g., a pencil, the group's interview questions and answers).

Once the groups are ready to present, the teacher reviews appropriate behavior for watching others present. Then, groups should take turns presenting their skits. After each interview, the class should briefly discuss each interviewee.

The presentation of the podcast interviews may take more than one day. Teachers should also consider creating a final exit ticket for this lesson (e.g., sentence summary).



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