

Expanded Lesson Plan
Unit: Age of Discovery Part 1

Goals: Student-Historians will be uncovering the contemporary mindset that led sovereigns and explorers to seek out new lands and will be utilizing the information they gathered to form argumentative theses.

Lesson Break-down

Key:

AoD: Age of Discovery

M/D: monarch/discoverer

PSD- Primary Source Document

15 minutes (8:00-8:15)

Class activity

- Student mapping: Students will create maps of the world according to the different map makers from their Map PSD worksheet, using themselves as the land marks.
 - For example, John representing the Middle East, will lay down on the floor in the middle of the room. Sam representing Spain, will sit on the floor to the West of John. From those spot, students will discuss advantages and disadvantages of those locations
 - This activities allows students to anchor landmarks from 2D maps to a 3D representation of the world.

7 minutes (8:15-8:22)

Mini Teach

- Mini lecture: I will be lecturing on the day's essential question, what contemporary thinking led sovereigns and explorers to seek out new lands?, and students will be taking noted
 - Students will be given the freedom to take notes however they wish—this is to allow them space to figure out their starting point with notes, in the coming months we will discuss different note taking strategies they could employ
 - Accommodations:
 - ELL Students will have to write down at least 5 bullets from the mini lecture based on their level of language competency and 5 vocab words that they did not understand to be looked up for homework
 - Students with learning disabilities will be encouraged to draw small icons either in or next to notes in order to keep up with the lecture

8 minutes (8:22-8:30)

Class discussion

- Discussion of note taking: I will ask students to give thumbs up or down about how they felt taking notes during the mini lecture. I will ask a few students to share how they felt about the activity and anything they would like to see improved

15 minutes (8:30-8:45)

- Thesis writing activity: Students were given a mini lesson on writing theses, on Tuesday, and basing them off of PSD on Tuesday, this will be a follow up class. Based on student's exit tickets from Tuesday's class, we will discuss in more detail how to write an argumentative thesis.

- We will write a practice thesis as a large group, then students will have 2 minutes to write their own, based off of their assigned historical figure from the 'Shark Tank' skit.
 - Example, if: Ferdinand and Isabella financed Columbus's exploration because they sought political power, by controlling more of the oceans, economic dominance, by having more trade ports, and social status, by naming protectorates and colonies.
 - The student's thesis statements will vary based on the historical figure they were assigned including Isabelle and Ferdinand, Columbus, Magellan, Cao, Dinis, and Barbarigo.
- Exit ticket: Students will hand in their personal thesis statement for a grade. They are getting a grade for this assignment to incentives them to understand how to write one properly because students will need to write thesis statements often over the year.