**5B Explorer lesson plan**

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| **Activity** | **Targeted questions** | **Preparation** |
| **How knowledgeable are you?**Students fill in the worksheets about  |  |  |
| **Watching video “Marcopolo”**Before watching video teahers write video about Marcoolo journey including the reasons and the impact of the journey.After students find the answer in the movie, have class discussion and finally students create mini story book. | What are the significants events in Marcopolo journeys?Why he did explorations?What were the impacts? | Teacher prepares the questions, stduents record in the book and get the paper to make the story book |
| **Reading skills code colors “Marcopolo” article**Students create table with 2 columns and 3 rows. In each cell students write the subheading such as captions and pictures, the years and events, the impacts, the accomplishments, etc, (see students book) | What happened to Marcopolo during their journeys? | Teachers drwa the big table  |
| **Analyze artifacts from olden times**Students bring the artifacts from olden times and try to analyzed it and connect it to the explorations in the past | What the explorer use/bring when they explore? | Student prepares the article by their own then they will do rolling to go to their friend’s artifacts and give comments. |
| **Get article from Encarta+5W1H analysis**Students make the use of encarta more effective now they will copy an article about an explorer from encarta and print it to analyzed using differet method. In the classroom students will analyzed the article based on the 5W1H strategy.  | What did the explorer experience?Who are the explorer and the people who help? Why did he explore? How did he explore? When did he explore?  | Student takes the article from encarta using computer lab. |
| **Trading cards**To facilitate students inquiry and in order to make the study more fun, students create trading cards (just like pokemon cards, etc) of explorers including picture, biodata, exploration area, year of significant events, map, reason and impact of exploration. They can also include interesting features like specification tools used by explorer or level of exploration. They will at least create 4 different *EXPLORER CARDS* by analyzing the article that they may get from encarta or othe source of info, it will help them in doing research about explorer in the summative task later on-**FINDING OUT** | Who is the explorer actually (biodata)?What is the accomplishment of the explorer?Why did the explorer explore? What is the impact of their journey annd also discoveries?Where in the world did the explorer landed? | Student prepares the articles from any source of information, and then they will analyze it using different method. After that they will start creating their trading caards on a quarter of A4 paper. They will decorate and color the cards. |
| **Visual Arts- Costume for the explorer**Every explorer wear costumes to represent their country or maybe to adapt to the new situation. Many aspect impact the forms of costume. In Visual unit students will learn abut part of the costume, design the costume for the explorer and create their own costumes. There will be guest speaker to help them undertand the element of design in making the costumes. *(see Visual art planner for the detail)* | Hwat costume that explorer wear? What aspect that influence the forms of the culture? Why costumes are different? How can we make costume? | Teachers try provides some pictures of explorer with their costume.  |
| **IT- mapping using encarta**To facilitate students understanding of navigation and map, teacher will also teach students how to use encarat map, especially to locate certain position. After that students will use encarta map to track the place that the explorer visit. | Can we track the explorer route? What are the physical features of earth? Is there any different with old map with now. | Teachers tecah the skills of using encarta maps. The activity mosty done in computer lab.  |
| **Reason Venn diagram (Gold, Glory, and Gospel)**After somme study about lots of explorer, teacher will ask students to discuss the reason why explorer do the journey until finally we come up with the conclusion Gold, Glory and Gospel. Then, Students will analyze certain explorer and their motivation of doing the journey, students will compare and contrast them in a form of venn diagram.  | What is explorer motivation when they did exploration? Which are more common reason golf, glory, or gospel? Which explrer who has different motivation? | Teachers discuss what reasons behind explorationsa and classify them into gold, glory and gospel. Students do venn diagram on A4 papers |
| **Impact of exploration**With certain graphic organizer students will analyzed the impact of exploration to society, the explorer him/herself and to the environment. Then to fulfill the reflection questions students must also write the impact of their chosen exploration to today’s society and student’s self. | What are the impacts of exploration to society, the explorer self and to the environment? What is the connection between past exploration and today’s society? | Teachers provide some sentence guideline to help students understand the concept of impact such as; after marcopolo come what happen in China,  |
| **Timeline of explorer life**Students will analyzed one explorer life and then described her/his life onto a timeline.before students must ndestand the concept of AD and BC so then they can put the significant events in the correct timeline. | What different time is BC and AD? What are the significant events of certain explorer? | Teachers share an undestanding about BC and AD. It may be integrated with Math integers. |