

<p>Preparation</p>	<p>Build a word wall. Introduce vocabulary of the discipline or allow students to build this during their learning adventure.</p> <p>Prepare vocabulary bookmarks to be handed out after the word wall is done to be used during the writing process.</p> <p>Plan for ways to engage learners and to generate thinking in the discipline of social studies.</p> <p>Identify BIG IDEAS that unify content and promote understanding using the EQ, themes, and concepts.</p> <p>Determine your "Knowledge Product"—writing assignment with expectations for audience, purpose, and task.</p>
<p>Preassessment Ideas</p>	<ul style="list-style-type: none"> • RAN Chart: Recreate the RAN Chart (see example below) on the board. Ask the students to tell you what they think they know about the topic of the book to be read. Record their responses on the chart. You may wish to have students create their own RAN charts and archive this as an individual preassessment. While reading, the students should pay attention to how the new information connects to their previous knowledge. Does it confirm what they thought they knew? Did they have any misconceptions? This can be done as a group or individual activity.

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<p>Set the Stage</p>	<p>Create a timeline of journeys of key explorers from Europe to the New World.</p> <p>Generate a map using different colors and images to show the geography of their voyages, with a special focus on New York.</p> <p>In an information to knowledge journey, collaboratively create and display a series of travel logs for Verrazano, Champlain, and Hudson using drawings and captions. Leave the travel logs on display, and develop and revise as you read the eBook and other sources of information.</p>
<p>Close Reading / Purposeful Reading</p>	<p><i>Using the essential questions and guiding questions as the purpose for reading, have students read the entire book at least once. Choose read aloud, guided, or independent format according to each student's reading level.</i></p> <ul style="list-style-type: none"> • Consider the VIPs: Very Important Points and People graphic organizer as a guide for close reading this book. Ask students to work in pairs to spotlight their choices. Hold an evidence-based discussion after completion of this task. This is good for 1 to 1 device classrooms. • After reading the text with a purpose and doing close reading, students develop questions about connections between their own lives and the history of New York's European explorers. • Use guiding questions to spark curiosity and build connections between people, events, and geography. • Share your questions and connections with your peers.
<p>Concept Mapping / Mind Mapping</p>	<p>Using the Cause-Effect-Why Chart graphic organizer, ask students to make connections from the text.</p> <ul style="list-style-type: none"> • The causes and effects of European exploration in New York • The causes and effects of a quest for valuable resources in New York • The causes and effects of European interactions with Native Americans • The causes and effects of discoveries and technology to support exploration

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Text-Dependent Questions	Concrete Questions:	<p>Page 6: What did European rulers want from exploration of the New World?</p> <p>Page 8: What did Columbus assume that was not correct when he landed in the New World?</p> <p>Page 8: How did America get its name?</p> <p>Page 10: When did European explorers interact with Native Americans in a friendly way?</p> <p>What European countries explored North America over time?</p> <p>Page 12: Why was Verrazano's achievement related to maps?</p> <p>Page 14: How did Champlain define his friends and enemies?</p> <p>Page 16: Why did Henry Hudson fail in his last journey?</p> <p>Page 18: How did Block's map cause colonization?</p> <p>Page 20: What examples of trade show the wants and needs of the earliest New Yorkers?</p> <p>Page 22: What were the opposing goals of Native Americans and colonists in New York?</p>
	Main Idea & Supporting Details	<p>Was the discovery of the New World based on facts or misconceptions?</p> <p>What were the reasons for positive and negative interactions between the Native Americans and Europeans?</p> <p>How did Champlain set up the lines for future conflicts?</p> <p>How did Henry Hudson begin Dutch colonization?</p> <p>How did explorers like Block get pictures of their discoveries before cameras were invented?</p> <p>Why is the history of New York the history of trade?</p>
	Deep Meaning	<p>How were Henry Hudson's goals unrealistic?</p> <p>What if New York had never been discovered by Europeans?</p> <p>What compromises could have been used to help change the history of New York for the better?</p>

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<p>Building an Evidence-Based Claim</p>	<p>Possible focus questions for an evidence-based claim identifying a decision or action that presented opposing perspectives during the Age of Exploration:</p> <ul style="list-style-type: none"> • How did the achievements of European explorers justify their risks and impacts on the New World? • How did natural resources define the quest for exploration? • How did the impact of European explorers and colonists on Native Americans change their immediate and distant future? • How did New York's history change for the better and the worse from 1400 to 1650? • How did economics or geography produce a New World map in the Age of Exploration? • How would the history of exploration in New York inform present and future explorers of this world and others?
<p>Metacognitive Modeling</p>	<p>Model using the Identifying Main Ideas and Details graphic organizer. Students in groups use the graphic organizer for chapters under consideration to analyze text for main ideas and supportive details. They share and generate a map of their big ideas.</p> <p>Model the Cause-Effect-Why Chart graphic organizer. Students in groups analyze text to identify and connect significant causes and effects involving events or people in the text. They share and generate a map of their ideas. See concept mapping above.</p> <p>Model Drawing Conclusions from Information graphic organizer. Students in groups practice drawing conclusions from information, and share their process of deciding.</p> <p>Model CEI: Claim, Evidence, and Interpretation from the IFC with 7th graders as a guided practice exercise preliminary to their independent development of an evidence-based claim.</p>
<p>Prewriting Activities</p>	<ul style="list-style-type: none"> • Decide on a choice of topic for a writing activity using concept maps or mind maps, or the drawings and captions for the travel logs of explorers. • Discuss and chart possible focus questions from a postreading RAN activity. • Use graphic organizers for determining and supporting main ideas and a conclusion. • Share the rubric for a quality final product. • Use Planning a Historical Fiction Narrative from Engageny Grade 4 • Use Evidence-Based Claim handouts from Odell: <p style="text-align: right;"> EBC Criteria Checklist I – G6-8 EBC Criteria Checklist II – G6-8 Forming EBC Handout Text-Centered Discussion Checklist </p>

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<p>Shared Knowledge Product / Postassessment Ideas</p>	<p>Writing Activities to Support a Conclusion</p> <ul style="list-style-type: none"> • Narrative, detailed travel log or diary from a specific perspective • Expository writing and reenactment of an Explorer's News from the Scene • Expository: Write postcards from European captains back to their "nancier." • Expository: Write an Explorer's Code of Ethics that would have changed the past, and could change the future. • Persuasive writing to express a viewpoint and support it with evidence • Write a testimony from Henry Hudson about his life before he was set adrift by his crew in 1610. • Write a journal entry for a captain sailing up the Hudson River. • Write a speech from a Native American to early explorers around a council fire. • Write an argument to support a claim with evidence from multiple texts.
<p>Learning Extensions for Differentiation</p>	<ul style="list-style-type: none"> • Using a timeline of historical events and people in the Age of Exploration, teams create dialogue boxes for tweets from one point in the timeline backward or forward from leaders or those who could have been nameless witnesses to history. Use multiple information sources to look closely at what your witnesses would say and why. • Research the world in the Age of Exploration and explain the reasons why the world was transformed at this point in history. Economics, technology, geography, and what was known at the time are important considerations. • Reenact a very important event from the history of New York in the Age of Exploration. Demonstrate understanding of goals, multiple perspectives, risks, geography, and people interacting at a time when change was occurring that would reshape the world. • Hold a classroom debate using the Decisions and Dilemmas graphic organizer to identify a decision or action in the Age of Exploration that involves opposing perspectives: <ul style="list-style-type: none"> ○ about the reasons why Europeans crossed unknown waters to explore ○ about reasons why Native Americans lost life and land due to European impact ○ about the process of discovery and how it connects economics and geography ○ about why the Age of Exploration happened when it did

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<p>Accommodations</p>	<p>Active listening: Have English Language Learners or students who are reading below grade level listen to the audio narration in the Interactive eBook as they read along with the text. Students who need practice in listening comprehension may benefit from hearing the audio recording before reading the text.</p>
<p>Reflection</p>	<p>Questions for reflection:</p> <p>What do I already know?</p> <p>What are the big ideas?</p> <p>What are the connections to me and my world?</p> <p>How do facts and main ideas connect?</p> <p>What are 1.68jsn connect?Questions for rn connect?Quesl2N7do I already know?</p>

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Vocabulary of the discipline:

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Introduce the vocabulary by listing the words and phrases for students on a word wall. Go over each term and pronounce it several times. Ask the students to explain what they think the term means. When students use vocabulary knowingly, this indicates that they have an understanding of the meaning. Use these words in your grading rubrics to ascertain content mastery. See the introduction for additional vocabulary ideas. Students can benefit from personal bookmarks and other mnemonic devices for helping to build classroom word walls.

adrift	exchange	merchants	voyage
cartographer	expedition	natural resources	wampum
coast	explorers	profitable	water route
colonists	foragers	settlers	
currency	impact	trading posts	
descendants	interactions	traditions	