



University of South Carolina Aiken  
 471 University Parkway  
 Aiken, South Carolina 29801  
 803-641-3313  
<http://rpsec.usca.edu/CE-MIST/>

**Suggested Implementation Guide for: The Golden Age of Exploration**

**Grade 6**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>
<b>English Language Arts</b>	<p>Students will choose a destination from a hat. They will research their destination and begin planning and implementing a voyage to their destination. They will make notes of facts they research. They will keep a daily journal of their voyage, using dialogue of characters on their ships, and using facts from their research.</p> <p>Assessment: Journals            Characters &amp; Dialogue</p>	<p>Students will continue their research and voyage journals, using facts they have found in their research. They will “discover” the destination they chose and write an essay about the people (if any), plants, and animals in this “new land”. Journals will be continued using dialogue and characters.</p> <p>Assessment: Continuing Journals            Use of Dialogue            Essays</p>	<p>Students will begin planning their return journeys, including what plants and/or animals they will return with. When they return to their starting point they will write an argument paper defending their choices.</p> <p>Assessment: Completed Journals            Argument Papers</p>
<b>Social Studies</b>	<p>Students will complete a KWL chart about The Golden Age of Discovery. Students will watch the video “The Age of Discovery: Spanish and Portuguese Explorations. They will take notes and have a class discussion on the political, economic, and religious incentives of European nations reasons for exploration of new lands. They will watch United Streaming Videos: The Spice Trade and the Age of Exploration, The Great Age of Exploration (1400-1550), and take notes. Whole class discussion.</p>	<p>Students will watch the United Streaming video “ Smallpox and the Age of Exploration. Students will choose a topic: economic, political, religion of the time and will research their topics in relation to exploration and discovery. They will continue to research and begin prewriting activities for essays arguing for or against the exploration and/or conquest of an area, using their topic as a starting point. Was the spread of disease to plants, animals, and humans worth the new wealth or land? Was the spread of technology</p>	<p>Students will continue to study exploration and the reasons for it during the time period. They will use the knowledge, notes, and research from their prewriting activities to create a minimum 5 slide Power Point Presentation to present to their classmates.</p> <p>Assessment: Power Point Presentations</p>

Implementation Guide for The Golden Age of Exploration, Page 2 of 4

	<p>Assessment: Participation in discussions Notes</p>	<p>and religion good or bad? Why or why not? They will use the knowledge, notes, and research from their prewriting activities to complete their argument papers. Assessment: Completed arguments. Assessment: Notes Topic Choice Prewriting</p>	
<b>Math</b>	<p>Students will bring their destination/voyage research and world maps from ELA class. They will discuss latitude and longitude as a coordinate plane. Lessons on plotting points on the coordinate plane. Students will begin to plot their voyages on the maps using latitudinal and longitudinal lines. Coordinate plane classwork and homework will be given during this week. Assessment: Homework Classwork Map Plots</p>	<p>Students will continue plotting their voyages on the maps. Whole class lesson on plotting integer points on the coordinate plane. Students will transfer their map points to graph paper and label integer points. Classwork and Homework will be given during the week on integers and plotting integers on a coordinate plane. Assessment: Classwork Homework Map Plots Graphs</p>	<p>Lessons on rate problems involving unit pricing and constant speed will be taught during the week. Students will use their learning to determine how constant speed effects their voyages. They will discuss unit pricing in relation to the spice trade during the Golden Age of Exploration and today. Exit ticket determining constant speeds relative to a sailing ship will be required, as well as classwork and homework. Assessment will be: Homework Classwork Exit Tickets</p>
<b>Science</b>	<p>Students will use their knowledge of taxonomy to determine what types of plants and/or animals they “discover” on their voyages. They will classify plants and animals found in their destination</p>	<p>The teacher will teach lessons on the tropisms, and dormancy. Students will plant various seeds in plastic cups using various growing conditions (bright light/less light, more/less water, various types of soil)</p>	<p>Students will continue keeping a log of plant growth. After growth begins, they will complete an exit ticket listing three facts that prove their plant is either a monocot or dicot. Another day they will determine if their plant shows any signs of</p>

Implementation Guide for The Golden Age of Exploration, Page 3 of 4

	<p>countries/areas. Using the jigsaw strategy, they will research how plants were brought back by explorers. There will be whole class discussion.</p> <p>Students will use their research to write an argument as to the best way to transport plants to a new country.</p> <p>Assessment: Research Discussion participation Arguments</p>	<p>by drawing these conditions from a hat. They will keep daily logs of growth, if any. They will determine if their seeds are monocots or dicots, and will include their observations in their logs.</p> <p>Assessment: Completed Lab Assignment Daily logs</p>	<p>phototropism, gravitropism, thigmotropism, or hydrotropism and defend their observations on an exit ticket. During this week, the students will watch the United Streaming videos “Weather Smart: Forecasting and Weather Instruments” and Sailing Around the World Using Global Winds, Parts I and II. Using notes they take during the videos, they will determine the effect of global winds and weather on their voyages. Students will be given 3 minutes daily to step outside the classroom to keep a cloud chart classifying clouds and keeping a weather chart. At the end of the week, without watching the news or checking weather reports, they will try to predict the weather for the next week.</p> <p>Assessment: Notes Daily Logs Exit Slips Weather Predictions</p>
<p><b>Other</b></p>	<p><b>ART:</b> In art class, students will research the types of art from this period in history. They will determine the driving force behind the art from their areas of the world. Students will write note cards with their research and observations.</p> <p>Assessment: Note cards</p> <p><b>MUSIC:</b> In music class, students will study and research the function of music</p>	<p><b>ART:</b> Students will choose a type of art from the time period, using their research. They will choose a subject and begin to draw/paint/sculpt a picture or portrait representative of the time period.</p> <p>Assessment: Notes Subject choice</p> <p><b>MUSIC:</b> Students will watch the United Streaming video “Baroque Music” in</p>	<p><b>ART:</b> Students will complete their art work during this week.</p> <p>Assessment: Completed art project</p> <p><b>MUSIC:</b> Students will describe their research and share with others in the class. They may</p>

Implementation Guide for The Golden Age of Exploration, Page 4 of 4

	<p>and the role of musicians during the time period in their countries/areas they are exploring in other classes. They will keep note cards with their facts.                      Assessment:                      Participation                      Note cards</p>	<p>class. They will discuss the music in relation to their research in small groups and share with the class.                      Assessment:                      Participation in discussion</p>	<p>choose to sing a song from the time period, or write a song appropriate for this historical period.                      Assessment:                      Research Share                      Song or Lyrics</p>
--	---	---	---