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Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk (TILT)

Title of Unit: The Golden Age of Exploration Grade Level: 6 Duration: Two – Three Weeks

Developed by: Deb Mims and Christine Walcott

Alignment with Common Core and/or South Carolina Academic Standards for two or more content areas:

Science	Social Studies	ELA	Mathematics
<p>6-2.2 Recognize the hierarchical structure of the classification (taxonomy) of organisms (including the seven major levels or categories of living things—namely, kingdom, phylum, class, order, family, genus, and species).</p> <p>6-2.3 Compare the characteristic structures of various groups of plants (including vascular or nonvascular, seed or spore-producing, flowering or cone-bearing, and monocot or dicot).</p> <p>6-2.4 Summarize the basic functions of the structures of a flowering plant for defense, survival, and reproduction.</p> <p>6-2.8 Explain how plants respond to external stimuli (including dormancy and the forms of tropism known as phototropism, gravitropism, hydrotropism, and thigmotropism).</p> <p>6-2.9 Explain how disease-causing fungi can affect plants.</p> <p>6-4.3 Classify shapes and types of clouds according to elevation and their associated weather conditions and patterns</p> <p>6-4.5 Use appropriate instruments and tools to collect weather data (including wind speed and direction, air temperature, humidity, and air pressure).</p> <p>6-4.6 Predict weather conditions and patterns based on weather data collected from direct observations and measurements, weather maps, satellites, and radar.</p>	<p>6-6.4 Compare the economic, political, and religious incentives of the various European countries to explore and settle new lands</p> <p>6.6-5 Identify the origins and destinations of the voyages of major European explorers.</p> <p>6-6.6 Explain the effects of exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa and the Americas (known as the Columbian Exchange).</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>6-RP 3.b. Solve unit rate problems including those involving unit pricing and constant speed.</p> <p>d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p> <p>6-NS b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>

Connections to one or more Exploratories:

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<p>Art</p> <p>VA6-4.1 Identify artworks from various cultures and recognize ways in which those works were influenced by man-made and natural factors.</p> <p>VA6-4.2 Discuss and write about ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.</p>	<p>Music</p> <p>IX. RELATING TO HISTORY AND CULTURE. Understanding music in relation to history and culture.</p> <p>Students will:</p> <p>B. Classify and define by genre and style exemplary characteristics of musical works from diverse cultures, naming the title, composer, and historical period.</p> <p>C. Compare and contrast the functions of music and musical settings in various cultures of the world.</p> <p>D. Compare and contrast the roles of musicians in various cultures of the world.</p>	<p>Technology</p>	<p>PE</p>
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<p>Summary of activities showing connections between content areas</p>	<p>ELA: The teacher will put world destinations into a hat. Students will choose a destination from the hat. Students will plan and carry out a mock expedition/exploration of their destination and keep a diary of their voyage. Research the voyage. What would be discovered? What, if anything would they return with? Why? They will then write a convincing argument defending their choices.</p> <p>Students will write a narrative about their travels. Include characters on ship and from the land visited. Use dialogue.</p> <p>Math: Plot the course of the voyage on a coordinate plane using latitude and longitude. Transfer your plot to graph paper and label with integers. Students will use ratio reasoning to determine constant speed/time of arrival</p> <p>SS: Examine reasons for exploration, effects of exploration and conquest. Choose a topic and research it thoroughly. Argue for or against the exploration/conquest of an area or for or against any result of the exploration. For instance: Was the spread of disease to plants, animals, and humans worth the new wealth or land?</p> <p>Science: Discuss the effects of moving/transplanting plants and animals to new climates and areas with different diseases/fungi that might affect them. Research using the Jigsaw strategy how plants were moved; for instance if they were brought alive in native soil, brought dormant, or as seeds. Discuss whole class. Determine the best way to import plants. Write an argument, citing references, for your determination. Plant various seeds (indigenous and imported) in various settings (hostile and friendly); keep a daily log of their growth. Include any variations on what should be expected for each plant if it were grown in optimum conditions.</p> <p>Keep a weather chart for one week. Students will be given a few minutes outdoors each science class period to identify clouds, weather patterns, etc. Without watching the news or checking online, and using what they've learned,</p>
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	<p>they will predict the weather for the next week.</p> <p>Art: Students will research types of art from this period in history. They will use the country/area you are exploring in SS class. What is the driving force behind the art from this area? Students will draw or paint a picture/portrait that might have been drawn/painted during this time period. Students will explain why they chose the subject of the drawing/painting and how it relates this period in history.</p> <p>Music: Research the function of music and the role of the musician in their chosen country/area during the time period (1400-1600). Students will briefly describe their research and share with others in the class. Students might sing a song from the time, or write a song appropriate for this historical time period.</p>
<p>Text Set (This might include children's literature, films, maps, brochures, magazines, websites, and other resources)</p>	<p>Books:</p> <p><u>Anacaonia: Golden Flower of Haiti</u> by: Edwidge Danticat <u>The Encounter</u> by: Jane Yolen <u>Explorers Who Got Lost</u> by: Diane Sansevere-Dreher <u>Exploration and Conquest</u> by: Betsy Maestro <u>Great Ages of Man: Age of Exploration Time-Life Books</u> <u>Are We There Yet?</u> By: Elizabeth Levy <u>Over the Edge of the World: Magellan's Terrifying Curcumnavigation of the Globe</u> by: Lawrence Bergreen <u>Lotus Seed</u> by: Sherry Garland <u>Milkweed</u> by: Millicent E. Selsen</p> <p>Videos:</p> <p>Age of Discovery: Spanish and Portuguese Explorations United Streaming: The Spice Trade and the Age of Exploration Culture and Math: The Age of Exploration \ The Great Age of Exploration (1400-1550) Smallpox and the Age of Exploration Weather Smart: Forecasting and Weather Instruments Sailing Around the World Using Global Winds, Parts I and II Baroque Music</p>

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Essential Questions	<ul style="list-style-type: none"> -How did the age of exploration impact the world? -How essential is the environment for plants survival? -How essential are particular pollinators for reproduction of plants? -How does being able to determine constant speed help in planning a trip?
Pre-Writing and Writing Activities	<ul style="list-style-type: none"> Research Lab report Journal Writing Note taking PowerPoint Presentation Narrative Writing
Instructional Strategies	<ul style="list-style-type: none"> Inquiry lab activity K-W-L chart Think-pair-share Jigsaw strategy Literature circle activity Role Play Whole class discussion
Accommodations, Modalities of Learning, Differentiating Instruction	<p>Accommodations: Seating (groups), Pre-printed notes, oral presentations, any accommodations noted in IEPs or 504 plans</p> <p>Modalities of Learning: verbal explanations, use of written explanations, illustrations and charts, kinesthetic (physical movement during projects), tactile (manipulatives)</p> <p>Diferentiation: Book levels, varied assessments (journal entries, different types of papers, exit slips, drawings, discussions)</p>

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Assessment	Various writings Exit tickets PowerPoint Presentation
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Attached:

1. Implementation Guide
2. Daily Lesson Plans in Learning Cycle, 5E, or 7E format