

Emily Erickson

Introducing Explorers Unit Outline

- Students join me at the front. Explain what the Explorers Unit is:
 - Opinion writing based on research that they do.
 - Link back to the opinion writing we have been practicing and the readings from Social Studies this week.
 - After we go through expectations and our timeline, we will get our explorers.
- We will go in phases: (I will be guiding their research, writing, and creating so we stay on pace and finish on time.)
 - background readings (we've done this week during Social Studies)
 - research (3 days + the long weekend)
 - writing (1 week)
 - 2 days for finishing up visual aids, costumes and notecards.
 - Explain expectations for visual aids (need world map with route in addition to another visual aid)
 - Explain costumes
 - We are not going out and buying something. We are looking up what our explorer looked like and are trying to find things that are already in our homes that we can use to create our costume. These will be graded on creativity! (Is it creative to go out and buy a costume? No. This is why we are making them ourselves from what we already have.)

- Students will need to be working on their visual aids and costumes throughout this process
- Presenting: Flipgrid
 - We will be putting our research on notecards to help us present
 - Wear costumes and have visual aids ready to show for presentation
 - We will create these Flipgrids in class on 11/5
 - Put the pacing with dates on the board for them to see
 - I will make a calendar with this information that will be hung up in the room for them to refer to, if needed.
- Go through documents:
 - Read through parent letter
 - Go through rubric (Will go through again next week)
 - Briefly touch on the opinion writing outline (Go more in detail during the writing week)
 - Go through fact card sheet
 - Show the map of the world that they will be drawing their explorer's route on
- Explorers folders:
 - Explain what they are and what information is found inside.
 - Some of their fact information can be found in the folders, but they will also need to use their computers to conduct more research.
 - Explain the process of how they will choose their explorers (draw out of a hat)
- Students back to their desks. Hand out fact card sheets.
- Start explorer folder choosing

- M.V. & B.I. will get the Viking explorers.
- Give students a few minutes to look through their explorer folders.
 - Ask them to pull out their fact card sheets and explain again that we will be filling out the information on these sheets using our folders and computers.
 - Let students know that they can begin researching this weekend if they would like to get a head start. I would recommend that they do, as this is a big project and it is fast paced.
- Taking care of research folders:
 - You can take these home, however, you need to take care of them.
 - You should treat this folder and the documents in them as if they are important historical documents that only have one copy.
 - What does taking care of these folders look like?
 - What should we not do to our folders?
 - It is your responsibility to bring these back to school with you every day. If they are left at home, you will need to do the work that we did that day in class at home. Remember, this is a fast-paced unit, so we need to be on our A-game, which means we are prepared and ready to go. This includes having all of our resources and materials. (Refer to class constitution about being prepared.)
- Homework:
 - Students' homework is to explain to their parents about this explorers unit and tell them who their explorer is.
 - We will be making an area in our planners for this at the end of the day.