**Lesson Plan Outline for LEA**

**Lesson Name:** Exploring the Mayflower.

**State Standard:** 4.1.12 Experience various literary and media genres.

**Instructional Objectives:**

* TLW recognize and interpret various literary (e.g. historical fiction and nonfiction) and media (e.g. videos and webcasts) genres.
* TLW demonstrate the ability to compare and contrast characteristics using evidence from print and/or non-print texts.

**Materials and Media:**

* Virtual tour of the *Mayflower* found at <http://www.scholastic.com/scholastic_thanksgiving/voyage/tour_fs.htm>
* Teacher Computer
* Blank Word document to record student’s responses to the retelling.
* 27 copies of the “Ship Blueprints” for extension activity.

**Lesson**

**Set (Introduction):** “Today we are going to take a virtual fieldtrip! This trip will not only be an exciting new way to view the world around you, but to take a step back in time, to relive the voyage that some of our very own ancestors may have experienced many years ago. We are going to log on to the scholastic website and tour different areas of the *Mayflower*. By touring this historical ship, we will learn many exciting, new facts regarding the past, as well as, a look into the trip that lead up to the very first Thanksgiving. Then after we have toured the *Mayflower*, you will get to create your own ship. Finally, we will compare and contrast the ships of the past with the ships that you have created today!”

**Instruction (Body):**

* **Pre Reading**
* **Provide a common experience:** 
  + - Visit <http://www.scholastic.com/scholastic_thanksgiving/voyage/tour_fs.htm> to take a virtual tour of the *Mayflower*, as well seeing a map that outlines her trek across the Atlantic.
* **Post Reading**
* **Spark discussion of the experience from students.**
  + - Begin a whole class discussion of the virtual fieldtrip.
    - Prompt higher order thinking skills with questing such as:
      * What was your favorite part of the “trip”? Why?
      * If your best friend missed the “trip” and you wanted to tell him/her about it, what would you tell him/her first?
* What are some things that you seen, but already knew? What are some things that you seen but did not know?
* **Write a story:**
  + - By using guided writing, encourage the students to begin telling you what events they experienced during the “fieldtrip”.
    - Begin writing the students responses in the word document projected overhead.
    - **MAKE SURE TO USE STUDENTS EXACT LANGUAGE**
* After all ideas are recorded, reread their story to make sure all important events have been covered.
* Use the text to demonstrate the revision process. Discuss sequencing and the order in which the students viewed/visited the ship.
* Reread and revise as needed.
* **Follow-up activity: Create your own ship.**
* Pass out blueprints of a ship with the following questions:
  + What is the name of your ship?
  + What are the colors of the flags flown on your ship?
  + What is the purpose of your ship (cargo or passenger)?
  + What is your job on your ship (What do you do)?
  + What different types of foods are served on your ship?
* Allow students to color and be creative with their own personal ships.
* Follow up by comparing and contrasting the things that they have on their own ships that the Pilgrims may or may not have had on the *Mayflower.*

**Closure (Conclusion):** “Isn’t it amazing to look back in time to view a little piece of the lifestyles that some of the first settlers in this country lived? Isn’t it also fascinating to imagine how different life would be without the technologies that we have today, if we were traveling? What I would like for you to do now is to flip your ship blueprints over to the back side. On the back, I want you to write 2 sentences. One telling me something you learned today, and the other telling me something you would like to know more about! I am so proud of how hard you guys have worked today. Isn’t it fun using the computers to learn more about our past!”

**Assessment and Evaluation:** All students will be participating in a holistic assessment. The teacher will monitor participation and contributions. Group feedback, the collaborative text, and their own blueprints will help the teacher determine if:

* Students can navigate through different areas of a webpage to read and locate information.
* Students can recall and retell specific events within the literary reading.
* Students can compare and contrast the differences between the *Mayflower* and their own more modern ships.
* Students can sequence the order of events in which they toured the ship.

**Reflection of Candidate:**

I felt that this lesson was very successful! The students responded with great enthusiasm to the scholastic website, and seemed to enjoy looking into the past. The writing as a group took several guided questions before it really got off the ground. The students were initially hesitant in listing the order, because they were unsure of their responses. I broke down the process by saying, “ The very first thing that we did was line up to go to the computer lab…. What did we do next?” This seemed to jog their thinking process. The after activity (ship blueprints), was very successful! The students were very creative and put a large amount of thinking into their own ships. We also discussed how their ships may differ from the Mayflower. Overall, I feel that this lesson was successful, and I hope to have the opportunity to teach it again.