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EDU 351-01 20 November 2017

Grade 6 Travelers

**INSTRUCTIONAL OBJECTIVES (*LESSON OBJECTIVE(S)\**)**

After students take a virtual field trip on where Marco Polo and Ibn Battuta have traveled, students will be completing a statement strategy and answering three questions, with at least two out of three questions correct.

**NYS-CCLS/ +NYS STANDARDS AND INDICATORS**

**New York State Social Studies Standard:**

**Key Idea:**

6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. - ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH, EXCH)

**Key Concept:**

6.7a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.

**Indicator:** This will be evident when the students complete a statement strategy and answering the questions.

**NCSS C3 Inquiry Arc:**

**Dimension 2:** Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history. Looks with lens and skills of the discipline.

**Dimension 3:** Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

**Indicator:** This will be evident when the students learn about the history of the 1200’s and what events occurred during that time.

**National Social Studies Standards and Themes**

3. People, Places, & Environments

5. Individuals, Groups, & Institutions

**Indicator:** This will be evident when the students learn about Marco Polo and Ibn Battuta, and where they have traveled to.

**Social Studies Practices Habits of Mind:**

D. Geographic Reasoning

1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.

6. Recognize that boundaries and definition of location are historically constructed.

A. Gathering, Interpreting, and Using Evidence

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

5. Identify implicit ideas to draw inference, with support.

**Indicator:** This will be evident when students take what they learned about the two explorers and complete a statement strategy, and have conversations on their thoughts on the topic.

**Common Core ELA Standard:**

**College and Career Readiness Anchor Standards for Reading**

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**College and Career Readiness Anchor Standards for Writing**

**Text Types and Purposes**  
1.Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Indicator:** This will be evident when the students complete the statement strategy and take evidence from what they have read to agree or disagree with the statements on the statement strategy sheet.

**INSTRUCTIONAL RESOURCES**

* Smartboard for slide show
* Pen or Pencil
* Statement strategy sheet
* Notebook

**MOTIVATION (*Engaging the learner(s)\**)**

At the beginning of the lesson the students will watch a BrainPop video introducing them to Marco Polo. After the video, students will then be told they are going to take a virtual bus tour.

https://www.brainpop.com/socialstudies/famoushistoricalfigures/marcopolo/

**DEVELOPMENTAL PROCEDURES**

1. The teacher will begin class by having the students watch a BrainPop video on Marco Polo. Throughout the video the teacher will ask guided questions to make sure the students are following the video and understand. (*Who has heard of Marco Polo and Ibn Battuta? What were your strengths based on flipgrid?*) (5-10 minutes)
2. Students will then go over a powerpoint that introduces Marco Polo and Ibn Battuta. The powerpoint will explain who these explorers are and what they did. Then the students will go on a virtual field trip, see pictures of where the two have traveled to, and how they changed the world as we know it. The teacher will remind the students to be safe when getting in their spots for the virtual field trip. (*Where did Marco Polo & Ibn Battuta travel to? What did they do along the way? How did they change things during that time?*) (10 minutes)
3. Once the students have finished the virtual field trip, the teacher will go over the statement strategy with the class. The teacher will go over an example before the class does it on their own. The students will take evidence from the statement strategy to answer their questions. (*What is a statement strategy? What will it be about? How should it be done?*) (10 minutes)
4. When the students finish the statement strategy the teacher will collect it to assess how they did. Once the students hand it in then can get into groups of two or three. They will have a turn and talk about what they learned from the lesson. (*What did you learn? Did you like this lesson? What were your thoughts on the virtual field trip?*) (5 minutes)
5. To close the lesson the teacher will ask the students what they thought of the lesson and each student will say one thing they have learned. As an exit slip, each of the students will tell the class at least one thing they have learned.Then the teacher will go over what to do for homework. The students will go home to watch a video and write a short summary on it. (*What did you learn from the video? What did it say about Marco Polo? How can you relate it back to the lesson?)* (5 minutes)

**INSTRUCTIONAL STRATEGIES (*Learning Strategies\**)**

* **Demonstration:** (showing, explaining, clarifying the correct way to do something)
  + **Indicator:** This will be evident when the teacher goes over the rules of the virtual field trip.
* **Cooperative Learning**: (engaging groups of students in working together on a structured activity)
  + **Indicator:**This will be evident when the students get into groups to work on the statement strategy.
* **Direct Instruction:** (explicit presentation of information)
  + **Indicator:** This will be evident when the teacher explains to the class how to do the statement strategy.
* **Guided Questions:** (engaging in meaningful discussions about the content)
  + **Indicator:** This will be evident when the teacher asks guided questions throughout the virtual field trip.

**ADAPTATIONS *(Exceptionally\*)***

* The student who is an English learner will receive a simplified worksheet of what will be discussed during the lesson.
* The student who is an English learner will have a peer buddy to work with.
* The student with ADHD will be able move around throughout the lesson.

**DIFFERENTIATION OF INSTRUCTION**

**Linguistically Able:** The linguistically able students will learn by reading and answer questions from the statement strategy.

**Visual:** The visual learners will learn through the powerpoint. They will be given the powerpoint on paper so they have it in front of them. They can also take notes on the powerpoint packet.

**Likes Social Interaction:** The students who like social interaction will be able to work in groups for the statement strategy. The teacher will let the students know they can work in groups, as long as they are staying on topic.

**ASSESSMENT *(artifacts\* and assessment [formal & informal]\*)***

Students will read a statement strategy and answer three questions, getting at least two out of three questions correct.

**INDEPENDENT PRACTICE**

Following the lesson on Marco Polo and Ibn Battuta, students will go home and view a short video related to the lesson and write down what they learned from it. (https://www.youtube.com/watch?v=vfe-eNq-Qyg&t=44s)

**FOLLOW-UP ACTIVITIES:**

**DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

**Direct Teacher Intervention:**

The student, who does not meet the instructional objective, will receive one-on-one attention with the teacher and will go over who the travelers are at a slower pace. The teacher will constantly check up on the student and ask guided question to make sure the student understands the topic. The teacher can read the statement strategy to the student and help the student with the questions.

**Academic Enrichment:**

Once the students are done with their work, they can go into the teacher's library and read the book, “Who Was Marco Polo?”, by Joan Holub. This will further their knowledge on Marco Polo.

**REFERENCES**

“Ibn Battuta Biography.” *Ducksters Educational Site*,

www.ducksters.com/history/islam/ibn\_battuta.php.

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www.ducksters.com/biography/marco\_polo.php.

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“The Silk Road and Ancient Trade.” *YouTube,*

<https://www.youtube.com/watch?v=vfe-eNq-Qyg&t=44s>.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Ells/Struggling Students Social Studies

Who Was Marco Polo & Ibn Battuta?

**Marco Polo:**

* He is known as a European traveler to China and the Far East
* He is from Venice, Italy
* He started traveling at the age of 17
* He traveled along the Silk Road, which was made up of trade routes between major cities
* This allowed major cities to trade and interact with each other
* He started traveling in 1271
* He traveled for 24 years along the Silk Road
* It took him 3 years to get to China
* He lived there for many years to learn their language and culture
* He returned home to Venice, Italy in 1295
* During a war he was arrested and told a man named, Rustichello, his story and that man made a book out of it.

**Ibn Battuta:**

* He is known as one of the greatest travelers in history
* He traveled for 29 years during the middle ages
* He began traveling around 1324
* He covered 75,000 miles of land, which included mostly the Islamic Empire
* At the age of 21 he decided he wanted to pilgrimage to the Holy city of Mecca
* He visited places like Tunis, Alexandria, Cairo, and Jerusalem
* It took him a year and a half to get to Mecca
* He lived there for many years to learn about the culture
* He returned home in 1354
* When he returned he told his story to a scholar who turned it into a book

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Statement Strategy



Many years ago most parts of the world did not interact with each other, until two explorers made a change. Marco Polo traveled from Venice to China, interacting with different types of people. Ibn Battuta traveled to Mecca and made many stops along the way. They have both had an impact on the world! They opened trading opportunities between major cities and countries.

Marco Polo is known as a European Traveler to China and the Far East. He started his travels in 1271 at the age of 17. He traveled for 24 years along the Silk Road. The Silk Road is made of many different trade routes. There were trade routes between major cities and trading posts that went from Eastern Europe to Northern China. It is called the Silk Road because silk cloth was the major export from China. It took Marco Polo 3 years to get to China. He lived there for many years to learn how to speak Chinese and learn about their culture. He finally returned home to Venice, Italy in 1295.

Ibn Battuta is known as one of the world’s greatest travelers in history. At the age of 21 he made a pilgrimage to the Islamic Holy city of Mecca. He traveled for 29 years during the middle ages. After a year and a half of traveling he finally reached Mecca. He stayed for many years to experience new people and cultures. He traveled through most of the Islamic Empire. He returned home in 1354.

**Statement:** The Silk Road got its name because it is actually made of silk.

Agree\_\_\_\_\_\_ Disagree\_\_\_\_\_\_

Evidence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Statement: Marco Polo opened the opportunity for major cities to trade with each other.

Agree\_\_\_\_\_ \_ Disagree\_\_\_\_\_\_

Evidence:

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**Statement:** It took Ibn Battuta five years to reach Mecca and when he got there he only stayed for a week.

Agree\_\_\_\_\_\_ Disagree\_\_\_\_\_\_

Evidence:

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