

Day 1

Learning Objectives

What will students accomplish / be able to do at the end of this lesson? Be sure to set significant (related to SSS), challenging and appropriate learning goals!

- The students will learn where St. Augustine and major landmarks around the city are located on a map
- The students will improve their teamwork with their classmates and understand how to use the Affinity Model

NCSS Theme/

NGSSS- Next Generation

Sunshine State Standards List each standard. Cutting and pasting from the website is allowed. *These can be downloaded from the Florida Dept of Education <http://flstandards.org>.*

NCSS:

- Significant Places in St. Augustine
- Maps
- Significant People in St. Augustine

NGSSS:

- SS.4.G.1.2: Locate and label cultural features on a Florida map
- SS.4.A.3.3: Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
- SS.4.A.6.3: Describe the contributions of significant individuals to Florida.

Assessment

- How will student learning be assessed?
Authentic/Alternative assessments?
- Does your assessment align with your objectives, standards and procedures?
- Informal assessment (multiple modes):
participation rubrics, journal entries, collaborative planning/presentation notes

Unit Pre-Assessment: For the Pre-Assessment I will split the class into groups and have each group construct an affinity model of anything and everything the students know about St. Augustine and once they finish have a class discussion and proceed to create one class model to save until the end of the week.

Unit Post-Assessment: For the post assessment I will have the class reform their groups and reconstruct an affinity model and once again have a discussion and have the class create a class model to compare to the original one constructed at the beginning of the week.

On-going Assessment: On-going Assessment would be class discussions probing how well the class is grasping the concepts being that there in groups class discussion is a way to bring all ideas together. There will also be chances for the teacher to watch over and have discussions with each group to help see how they are doing.

Design for Instruction

Student Activities & Procedures

- What best practice strategies will be implemented?
- How will you communicate student expectations?
- What products will be

Anticipatory Set:

I will break the class into groups of 5-6 at the beginning of class

Activity One (Pre-Assessment):

1. Once split into groups I will pass out different colored post-it notes for each group with each member having a different color
2. Pose the question: "What do you know about St. Augustine?"

- developed and created by students?
- Consider *Contextual Factors* (learning differences/learning environment/learning styles) that may be in place in your future classroom.

Exceptionalities

What accommodations or modifications do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities (SLD), etc.

3. Instruct the class to silently write down everything they know about St. Augustine with each fact going on a post it note
4. After approximately 5 minutes have the groups discuss their answers with each other
5. The class will then come together for a class discussion and each group will present their facts and one by one I will have them post their facts on a "Big Board" to be compared to the one at the end of the week
6. On the Big Board there will be main topics such as "People" and "Places" and the students will have to place the fact in the correct category
7. The teacher will review the Big Board and give some basic background information on St. Augustine
8. **Exceptionalities: Working with groups, writing out answers instead of speaking, and teacher will be floating from group to group to help out students having difficulties**

Activity Two:

1. Pass out a map to each group of the United States and they will attempt to tell me where they think St. Augustine is located by marking it with a marker
2. The teacher will come around and look over each member's guess as to where St. Augustine is located and then mark off themselves the location
3. I will pass out another map this time of just the state of Florida and again they will attempt to show where they think St. Augustine is located
4. Once again the teacher will come around and review with each individual group
5. I will hand out a third map, this one of all the attractions of St. Augustine (First Map of my artifacts)
6. The students will be given a list of "riddles" leading them to a destination which they will review and attempt to mark off on the map
7. The class will come together to go over the riddles with a little background information about each location
8. **Exceptionalities: Again working with groups, use of maps so a visual is available, and again teacher will be available to help**

Resources and Materials

Materials: Markers, Post-it notes, Printed Maps (from Google maps), Construction Paper, Tape, Pencil, Paper
 Resources: <http://maps.google.com/>

<http://www.staugustineattractions.net/member-attractions.php>

Map located in Artifact bag (first one under Zack's Artifacts)

Discussion Notes: Students are expected to bring in a cardboard box the next day.

Day 2

Learning Objectives

What will students accomplish / be able to do at the end of this lesson? Be sure to set significant (related to SSS), challenging and appropriate learning goals!

The students will be able to explain:

- The travels of their very own Juan Ponce de Leon,
- The Fountain of Youth and how it is famous.

We will be working in groups and as individuals.

NCSS Theme/ NGSSS- Next Generation Sunshine State

StandardsList each standard. Cutting and pasting from the website is allowed. *These can be downloaded from the Florida Dept of Education <http://flstandards.org>.*

NCSS THEMES

-Juan Ponce de Leon, Fountain of Youth, and Battles at the fort.

NGSSS

[SS.4.A.3.1: Identify explorers who came to Florida and the motivations for their expeditions.](#)

[SS.4.A.6.3: Describe the contributions of significant individuals to Florida.](#)

Assessment

- How will student learning be assessed?
Authentic/Alternative assessments?
- Does your assessment align with your objectives, standards and procedures?
- Informal assessment (multiple modes):
participation
rubrics, journal entries,
collaborative

Unit Pre-Assessment: For the Pre-Assessment I will split the class into groups and have each group construct an affinity model of anything and everything the students know about St. Augustine and once they finish have a class discussion and proceed to create one class model to save until the end of the week.

Unit Post-Assessment: For the post assessment I will have the class reform their groups and reconstruct an affinity model and once again have a discussion and have the class create a class model to compare to the original one constructed at the beginning of the week.

On-going assessments that the teacher will be doing is: observations during classwork, class discussions about their Traveling Ponce, and retelling of St. Augustine books.

These assessments directly correlate to the objectives, standards, and procedures.

planning/presentation notes

Anticipatory Set: We will build on From day one by looking at the St. Augustine map again. All students will get a chance to go to the board and write something they learned about St. Augustine on the interactive white board. We will use an unorganized cluster to accomplish this task.

Design for Instruction

Student Activities & Procedures

- What best practice strategies will be implemented?
- How will you communicate student expectations?
- What products will be developed and created by students?
- Consider *Contextual Factors* (learning differences/learning environment/learning styles) that may be in place in your future classroom.

1. Class discussion to figure out who has been to St. Augustine and, if they have, what they remember about it.
2. The class will watch a short clip about Juan Ponce de Leon's travels to help aid their own Traveling Ponce <http://www.youtube.com/watch?v=zhEQxNv51dw&feature=related>.
3. The class will read a book about the Fountain of Youth.
4. Research in groups to find out facts to tell the class about the battles at the fort.

Procedures for Activity 1:

1. The material gatherer for each table will get their material boxes and disperse them to the others at the table.
2. Each student will create their own Traveling Ponce; however, they can help and share ideas among each other at the table.
3. Each student will first draw/trace Juan Ponce de Leon. They will make sure to color him and make him look however they want; creativity is encouraged.
4. The students will then take out their specially decorated Traveling Ponce Journals and begin writing what their Ponce has discovered and seen.
5. Each child is expected to write a total of five journal entries with lots of details about the explorations of Juan Ponce de Leon.
6. After they have written five journal entries, the students will have to draw a picture for each entry (totaling five).
7. **ESOL students will have the opportunity to work with a partner. The teacher will also provide them with picture books that have pictures of Ponce de Leon's discoveries so they can hopefully better understand the material.**
8. The students can take their Traveling Ponce home. As a project, the students can send him to family members or friends. These close people can take pictures with him and send them back to the student. They should send him to 3-5 separate people and collect all the information and pictures to create a collage.

Exceptionalities

What accommodations or modifications do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities (SLD), etc



Traveling Ponce example

Procedures for Activity 2:

1. To begin this activity, the teacher will first ask the students what they know about fountains. This is a part of the assessment because the teacher can assess what they already know.
2. If there is a substantial amount of prior knowledge with fountains, the teacher will then introduce the Fountain of Youth.
3. The students will brainstorm in their groups and complete a KWL chart about the Fountain of Youth.
4. The teacher will hand out St. Augustine maps and have the students point out where the Fountain of Youth is. The students can also take this time to get a feel of some of the area's other attractions.
5. **ESOL students will benefit from the map because it is a visual, but some other things that the teacher should use for these students is by taking them to the drinking fountain. The teacher should take a couple sips and act if they feel great and can live forever.**
6. The students will now write a story about drinking water from the Fountain of Youth. This story should be creative and fun for them. This story should talk about what they would do if they could live forever.
7. The students now have the opportunity to share their stories with each other. The teacher should make it fun by playing some old music that fits the theme of the Fountain of Youth (pirate music).
8. Finally, after the students have finished sharing, the teacher can either answer questions that the students might have about the fountain (if they feel comfortable) or the teacher can research some information about the Fountain of Youth with the students

on the interactive whiteboard (if available). This is where the can finish filling in their KWL chart



Fountain of Youth the students can draw and incorporate in their story.

Resources:

<http://www.youtube.com/watch?v=zhEQxNv51dw&feature=related>.

<http://www.fountainofyouthflorida.com/index.php>

Resources/Materials

Books about the Fountain of Youth and any internet research.

Books about Juan Ponce de Leon and any internet research.

Materials:

Paper, scissors, colored pencils, glue, and music player.

Matt's Artifact Bag: map and book.

Discussion Notes: *Students will need to bring in a cardboard box to begin the constructing of their Fort. They will also need to complete the homework titled, "The Building of Castillo de San Marcos reading and answers"*

Day 3

Learning Objectives

What will students accomplish / be able to do at the end of this lesson? Be sure to set significant (related to SSS), challenging and appropriate learning goals!

The students will be able to explain how the fort looks on the inside and outside. They will also be able to talk in great detail about the battles at the fort and the famous people in these wars. The main purpose is to be able to explain how the fort was important in keeping safe African Americans and others during the Seminole Wars.

NCSS Theme/

NGSSS- Next Generation

Sunshine State StandardsList each standard. Cutting and pasting from the website is allowed. *These can be downloaded from the Florida Dept of Education <http://flstandards.org>.*

NCSS THEMES

-Fort, and fort battles.

NGSSS

[SS.4.A.3.3: Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.](#)

[SS.4.A.3.5: Identify the significance of Fort Mose as the first free African community in the United States.](#)

[SS.4.A.3.10: Identify the causes and effects of the Seminole Wars.](#)

Assessment

Unit Pre-Assessment: For the Pre-Assessment I will split the class into groups and have each group construct an affinity model of anything and everything the students know about St.

- How will student learning be assessed?
Authentic/Alternative assessments?
- Does your assessment align with your objectives, standards and procedures?
- Informal assessment (multiple modes): participation rubrics, journal entries, collaborative planning/presentation notes

Augustine and once they finish have a class discussion and proceed to create one class model to save until the end of the week.

Unit Post-Assessment: For the post assessment I will have the class reform their groups and reconstruct an affinity model and once again have a discussion and have the class create a class model to compare to the original one constructed at the beginning of the week.

On-going assessments that the teacher will be doing is: observation, questions and answers (reviewing), also check the forts to make sure they constructed them properly, and checking their homework reading questions. probing questions about the battles and fort, and personal journals about their views and opinions on the battles.

Anticipatory Set:

1. Watch a movie about the fort
<http://youtu.be/N696SqWvptA>

Design for Instruction

Student Activities & Procedures

- What best practice strategies will be implemented?
- How will you communicate student expectations?
- What products will be developed and created by students?
- Consider *Contextual Factors* (learning differences/learning environment/learning styles) that may be in place in your future classroom.

Procedures:

1. The students will get into groups of 5-6. They will have brought in their cardboard boxes and will get 4 different colors of markers and construction paper that will represent: coquina, mortar, tabby, and argamasa.
2. Once they have picked the materials they will make a replica of the fort. I will give each group a picture of the fort and they will have to replicate it, they will need to have the moat, draw bridge and even could make little cannons to add on the top. **(ESOL: show the students my model and model how to make it)**
3. The students then will time as a group to put together the fort.
4. Once the students have built their fort, they will need to label the major parts of the fort.
5. After the students have labeled the fort, we will create our own classroom fort out of desks and chairs.
6. Once created, the teacher will direct their students to sit at the carpet to read a story about the Seminole Wars that were fought at the city and how the fort was vital in the safety of African Americans.
7. After the story has been read, the student can now reenact a battle from the story and show exactly how their fort protects them from others trying to harm them using the classroom fort.
8. Now the students will write about the differences in

Exceptionalities

What accommodations or modifications do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities (SLD), etc.

similarities between their card box forts and the one in St. Augustine. If they want to draw pictures of their forts, they may do so.

9. If some students are struggling to find differences and/or similarities, the teacher can allow the students to use either a book or the computer to find facts about the fort in St. Augustine.
10. **ESOL students, if they need to, can write either write about their fort they created or the fort in St. Augustine; they don't need to compare.**
11. Finally, if the students have their forts done and papers written, they may share if they would like to do so. They can have a friend hold their fort as they compare their forts to the actual one. The teacher should ask questions like, "Where would the African Americans hide?", "What part of the fort was mainly used for the battles?", and/or any other battle related questions.

Resources:

<http://youtu.be/N696SqWvptA>

<http://www.fortmose.org/>

Materials:

The students' cardboard box, construction paper, markers, scissors, glue, paper.

Books on the Fort

Seminole Wars information through books or internet research.

Resources/Materials

Discussion Notes: *Students will need to bring their permission slips back for the field trip.*

Day 4

Learning Objectives

What will students accomplish / be able to do at the end of this lesson? Be sure to set significant (related to SSS), challenging and appropriate learning goals!

The students will know who Ponce De Leon is and how he discovered Florida
The students will be able to describe the fort and the elements that the fort was comprised of.

The students will learn about the Spanish Watchtower, known today as the St. Augustine Lighthouse

**NCSS Theme/
NGSSS- Next Generation
Sunshine State
Standards**List each
standard. Cutting and
pasting from the website

NCSS THEMES

-Explorers

-Significant places in St. Augustine

NGSSS

SS.4.A.3.3: Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

is allowed. *These can be downloaded from the Florida Dept of Education <http://flstandards.org>.*

SS.4.A.6.3: Describe the contributions of significant individuals to Florida.

Assessment

- How will student learning be assessed?
- Does your assessment align with your objectives, standards and procedures?
- Informal assessment (multiple modes): participation rubrics, journal entries, collaborative planning/presentation notes

Authentic/Alternative assessments? Unit Pre-Assessment: For the Pre-Assessment I will split the class into groups and have each group construct an affinity model of anything and everything the students know about St. Augustine and once they finish have a class discussion and proceed to create one class model to save until the end of the week.

Unit Post-Assessment: For the post assessment I will have the class reform their groups and reconstruct an affinity model and once again have a discussion and have the class create a class model to compare to the original one constructed at the beginning of the week.

On-going assessments that the teacher will be doing is: observation, questions and answers (reviewing), reading the poems and flipbooks that the students will be doing.

Design for Instruction Student Activities & Procedures

- What best practice strategies will be implemented?
- How will you communicate student expectations?
- What products will be developed and created by students?
- Consider *Contextual Factors* (learning

Anticipatory Set:

1. The students will listen to a voki that will explain to them what we will be doing today.
<http://www.voki.com/pickup.php?scid=4872727&height=267&width=200>
2. We will create our suitcases and begin our exploration around the classroom. **(ESOL: Visual Aid)**

Procedures:

1. Each student will have a paper suitcase. There will be 3 activities for the students to do on their field trip.
2. The first activity will be designing their own flipbook. In this flipbook they will be describing the three main features of St. Augustine: Ponce De Leon, Fountain of Youth, and Castillo de San Marcos.
<http://www.readwritethink.org/files/resources/interactives/flipbook/>
The teacher will show the students how to make a flipbook. **(ESOL: Visual Aids)**

differences/learning environment/learning styles) that may be in place in your future classroom.

Exceptionalities

What accommodations or modifications do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities (SLD), etc.

3. The teacher will first review the information about each feature they will be describing. Then the students will create the flipbook from information they have learned over the course of the week, they will be writing short facts about each, and drawing a picture to go with each.
4. Our second activity will be a model of the St. Augustine Lighthouse.
5. We will watch a video about the lighthouse. <http://youtu.be/jv-h4t3ZMHs>
6. Each student will then construct their own lighthouse.
7. Each student will need a paper towel roll (one without paper towels on it) and a piece of red and yellow construction paper.
8. I will show pictures of the light house to the students so they can design their paper towel roll the same color of the lighthouse. Also explain to the students that the yellow piece of construction paper is going to be the light in our lighthouse. **(ESOL: Visual Aids)**
9. Once the students have colored their roll it is time to put the light and top part of the lighthouse on the base of the lighthouse. The students will glue the top part of the lighthouse with the light in it.
10. After the students have built their lighthouse, they will have to write a Haiku poem about the lighthouse. **(ESOL: Show them examples)**
11. The third activity is all about Ponce de Leon. The students will be creating a character map on Ponce de Leon. They will draw a picture of Ponce de Leon and describe something that he sees, hears, touch, wears and eats when he founded Florida.
12. After the students have finished all three activities they will put all their souvenirs in their suitcase.

Resources:

<http://youtu.be/jv-h4t3ZMHs>

<http://www.readwritethink.org/files/resources/interactives/flipbook/>

<http://www.voki.com/pickup.php?scid=4872727&height=267&width=200>

Resources/Materials

Materials:

The students will each need an empty roll of paper towels, glue, markers, construction paper (red and yellow) white printer paper, notebook paper, staples and tap.

Discussion Notes: *Students will need to bring their permission slips back for the field trip. The students' homework is to go home and show their parents where they went for the day and the materials we made.*

Day 5

Learning Objectives

What will students accomplish /

- Students will learn how to access and go on a virtual tour
- Students will learn about different historical landmarks in St. Augustine

be able to do at the end of this lesson? Be sure to set significant (related to SSS), challenging and appropriate learning goals!

**NCSS Theme/
NGSS- Next Generation
Sunshine State Standards**List each standard. Cutting and pasting from the website is allowed. *These can be downloaded from the Florida Dept of Education*
<http://flstandards.org>.

Assessment

- How will student learning be assessed?
Authentic/Alternative assessments?
- Does your assessment align with your objectives, standards and procedures?
- Informal assessment (multiple modes):
participation rubrics,
journal entries,
collaborative
planning/presentation
notes

Design for Instruction

Student Activities & Procedures

- What best practice strategies will be implemented?
- How will you communicate student expectations?
- What products will be developed and created by students?
- Consider *Contextual Factors* (learning differences/learning

- Students will see the progress they have made over the week and how much they have learned about St. Augustine

NCSS:

- Virtual Tours
- Significant Places in St. Augustine
- Significant People in St. Augustine

NGSS:

- SS.4.A.4.1: Explain the effects of technological advances on Florida
- SS.4.A.3.3: Identify the significance of St. Augustine as the oldest permanent European settlement in the United States
- SS.4.A.6.3: Describe the contributions of significant individuals to Florida.

Unit Pre-Assessment: For the Pre-Assessment I will split the class into groups and have each group construct an affinity model of anything and everything the students know about St. Augustine and once they finish have a class discussion and proceed to create one class model to save until the end of the week.

Unit Post-Assessment: For the post assessment I will have the class reform their groups and reconstruct an affinity model and once again have a discussion and have the class create a class model to compare to the original one constructed at the beginning of the week.

On-going Assessment: For the On-going assessment I am going to be holding numerous class discussions as well as small group discussions in order to assess how well the students are grasping the material being taught

Anticipatory Sets:

Students will break into the groups from day one

Activity One:

1. In their groups, they will each occupy a computer and log on to a virtual tour website
(<http://www.augustine.com/history/walkingtour.php>)
2. From there they will be given 5-10 minutes to go over all of the available virtual tours located on the website
3. After the time has elapsed a new member of the group will go on an take a tour different than the one the previous member took
4. After all members have gone, the class will enter a discussion and each group will have a chance to give a point or a few on each tour that was taken

environment/learning styles) that may be in place in your future classroom.

5. **Exceptionalities: Use of computers and groups make it easier for student because there are a lot of ways for the student to receive help**

Exceptionalities

What accommodations or modifications do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities (SLD), etc.

Activity Two (Post Assessment):

1. Still in the groups, I will once again pass out the post-it notes with each group member receiving a different color
2. Once again the groups will right down facts about St. Augustine silently, this time having specific topics such as "Ponce De Leon" and the "Oldest House"
3. After about 5-10 minutes the groups will be able to talk and create a group model
4. After 10-20 minutes I will bring the class together and have the class discussion of each group's model
5. Like Day One, the class will construct another "Big Board" and have the students once again place facts on it
6. Once completed I will bring out the Board from Day One and show them the difference and have the class comment on how much they notice the contrast between the two Boards
7. **Exceptionalities: Working with groups, writing out answers instead of speaking, and teacher will be floating from group to group to help out students having difficulties**

Resources/Materials

Materials: Markers, Post-it Notes, Construction Paper, Computers, Internet Access, Pencil, Paper, Tape

Resources: <http://www.augustine.com/history/walkingtour.php>

Dawn Huskey and Karen Cox, Media Research, 2012-13