**Grade Level:** 5th Grade

**Subject(s) Area:** Social Studies- Exploring Sunken Ships

**Materials Needed:**

* Gym or classroom area
* Social Studies Alive! America’s Past textbook
* Placards with images on them
* Student notebooks
* Masking tape
* Ocean sounds CD

**Standards:**

* **5.2.2** Describe similarities and differences between past events and current events in U.S. history (e.g., in the lives of people from different cultures past and present)
* **5.2.7** Explain reasons for early exploration (e.g., search for Northwest passage, “gold, glory, and God,” riches, trade)
* **5.2.4** Explain the significance of scientists, inventors, and historical figures (e.g., Christopher Columbus, Juan Ponce De Leon, Benjamin Franklin, George Washington, Paul Revere, Benjamin Rush, David Rittenhouse, Thomas Paine)

**Objectives:**

* Identify and record key information about objects on an explorer’s ship.
* Categorize eight objects of exploration as one of the following: a navigation tool, a motive for exploration, or a newly introduced product from the Americas.
* Write an entry in an exploration log.

**Learning Activities:**

* Introduce the students to the activity and write the words airtight spacesuit, dehydrated food, and flag on the board.
* Ask students to explain why astronauts bring these items with them when traveling in space.
* Introduce History Alive Graphic Organizer *Transparency 4: Archeologists Investigate a Sunken Ship* by projecting the transparency and guiding a discussion based on the following questions: What do you see here? Why would people investigate a sunken ship? What items or artifacts might you find on a ship that has been underwater for 400 years? What would people who investigate sunken ships want to carefully track where they found each item? How does this relate to our essential Social Studies Questions: What is History? Why Study History? How is “then” important to “now”?
* Classroom arranged with “sunken ship” as described in History Alive Lesson 4.
* Project Transparency 4. Revisit questions posed to the class the day before to check for understanding. Read History Alive section 4.2 as a class. Pass out History Alive Reading Notes 4. Project image on overhead and discuss the activity, rules, and expectations. Model correct (and incorrect!) behavior, as well as satisfactory (and unsatisfactory!) notes for the activity.
* Students will work with groups to rank each of the items (within each category) from most important to least important and discuss as a class. Be sure to direct the class discussion in such a way as to keep in mind the universal generalization – organizations seek out new opportunities that will help them survive and improve).
* Exit ticket: Independently, students must choose what they feel is the most important artifact discovered. They should justify why it is the most important on the grounds of how it will help England to survive and improve.

**Assessment:**

* Entries in exploration log.
* Correct categorization of the objects found in the sunken ship.
* Correct categorization of objects under one of the three headings.

**Reflection:**

This lesson went very well. It allowed for movement and group collaboration from each group of students. I think that by actually laying out a ship made out of masking tape, the students were able have a more real experience of diving down to get the sunken treasure. I had to continue walking around the classroom to make sure that each group stayed on task, and that the correct questions were being answered. Besides this small classroom management technique, the 5th grade students were able to do a lot of this activity independently and take responsibility for their own learning.