

Come Sail Away!

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Theme: Change

Big Idea: Impact of Change Helps Us Develop

Standards:

Utah 5th. Grade Social Studies

Students examine the sequence of events that led to the development of the New World and the United States.

Utah 5th. Grade Science

Students will understand that chemical and physical changes occur in matter.

Utah 5th. Grade Language Arts

Students understand, interpret, and analyze narrative and informational grade level text.

Need to Know Questions:

What reasons are there for making changes?

Do we have to change in order to develop?

When people change does the community change?

How does the environment react to change?

How will past decisions effect our future decisions?

Materials:

1. Internet access
2. Word processing software
3. Mapping software
4. Multimedia software
5. Drawing software
6. Digital camera
7. Graphics editing software

8. Craft supplies
9. Clothing for costumes

Mission:

Students will be broken up into groups of four and receive a charter which reads:

“Her royal majesty has commissioned you to go forth and explore a new world, claiming it for her highness and returning with maps, natives and riches with which to bring glory to the nation.”

Each member of the group must take on one of these assigned roles:

Navigator – decides where the group is going

Cartographer – keeps maps of the journey

Timekeeper – keeps a timeline of the events that occur on the journey

Anthropologist – keeps records of the discoveries made in the new world

Together they will plan, simulate and document an imaginary journey to a new land.

Mapping to Intelligences:

Verbal/Linguistic: keep a journal of your travels and share your adventures as part of your final presentation

Mathematical/Logical: calculate miles, estimate time of travel, keep a timeline, estimate travel needs (weight, budget, costs), predict what will occur

Visual/Spatial: document your journey with a digital camera; read and create maps which document your adventure

Musical/Rhythmic: experience music that reflects the spirit of the journey; add music to your final presentation

Bodily/Kinesthetic: use creative drama and role play events from your journey, using costume and props

Interpersonal: take a role and work together as a group; be persuasive in your ideas about the journey; invite school to see presentation and acts like guides

Intrapersonal: list goals, attitudes, preferences, during your imaginary journey simulation; study one authentic journey and evaluate choices made for change; self assessment (survey, rubric, reflection piece)

Naturalist: build a database of sorting and categorizing information

Existential: Share how I have contributed to this journey, describe future journeys in your life, future goals

Culminating Event:

Each group will return as heroes, sharing events from their journey and artifacts they have collected along the way. They will answer questions and present pictures in a multimedia presentation.

Resources

Literature:

Blue Latitudes: Boldly Going Where Captain Cook Has Gone Before by Tony Horwitz

Call It Courage by Armstrong Sperry

Endurance: Shackleton's Incredible Voyage by Alfred Lansing

Explorer by Rupert Matthews

Explorers: From Columbus to Armstrong by Felicity Everett

Explorers Who Got Lost by Diane Sansevere-Dreher

Island of the Blue Dolphins by Scott O'Dell

Julie of the Wolves by Jean Craighead George

Leif Eriksson: Norwegian Explorer by Robert B. Noyed

Lewis and Clark: Explorers of the American West by Steven Kroll

My Side of the Mountain by Jean Craighead George

Pirate Hunter: The True Story of Captain Kidd by Richard Zacks

Prairie Songs by Pam Conrad

Sign of the Beaver by Elizabeth George Speare

Songs:

American Tune - Paul Simon

Brother Can you Spare A Dime (traditional)

Come Sail Away – Styx

Cool Change – Little River Band

Games without Frontiers - Peter Gabriel

Learning to Fly - Tom Petty

Message in a Bottle - The Police

My Beautiful Balloon – Fifth Dimension

Orinoco Flow (Sail Away) - Enya

Roam - B52s

Stand - R.E.M.

Swing Lo Sweet Chariot (traditional)

Sweet Surrender - John Denver

Up Around the Bend - Creedence Clearwater Revival

We Didn't Light the Fire – Billy Joel

When Johnny Comes Marching Home (traditional)

Where the Streets Have No Name - U2

Web Sites:

Age of Exploration
<http://www.mariner.org/age/menu.html>

Ageless Heroes
<http://www.pbs.org/kcet/agelessheroes/>

American West

<http://www.americanwest.com/>

The Costume Page

<http://users.aol.com/nebula5/tcpinfo2.html>

Explorers

http://www.mce.k12tn.net/explorers/explorers_start.htm

Exploring Mars

<http://www.exploringmars.com/>

Exploring Planets in the Classroom

http://www.spacegrant.hawaii.edu/class_acts/index.html

Frontier House

<http://www.pbs.org/wnet/frontierhouse/>

Frontiers

<http://www.pparc.ac.uk/frontiers/>

The Hero's Journey

<http://www.mcli.dist.maricopa.edu/smc/journey/>

Lewis and Clark WebQuest

[http://oncampus.richmond.edu/academics/as/education/projects/webquests/lewis clark/](http://oncampus.richmond.edu/academics/as/education/projects/webquests/lewis_clark/)

The Navigators

<http://www.abc.net.au/navigators/>

Pioneer Life in America

<http://library.thinkquest.org/J001587/>

Voyage of Exploration: Discovering New Horizons

<http://library.thinkquest.org/C001692/?tqskip1=1>

Zoom Explorers

<http://www.enchantedlearning.com/explorers/>

Assessment:

Participation	Needs Improvement 1	Satisfactory 2	Exemplary 3
Participates in class activities.	Occasionally when interested in the task.	Regularly whenever prompted to join.	Consistently with interest and enthusiasm.
Cooperates with peers.	Depends on whom he or she is working with.	Shares and works cooperatively.	Serves as a role model for sharing and cooperating.
Is a collaborative partner.	Does not share ideas or does not listen to others.	Collaborates to successfully complete tasks.	Is a class leader in forming collaborative partnerships.
Demonstrates an understanding of change.	Does not demonstrate an understanding of change.	Demonstrates a working understanding of change.	Demonstrates a working understanding of change which the learner then applies to new and different structures.
Demonstrated mastery of skills specified in state standards.	Did not meet the minimum requirements for state standards targeted in this unit.	Met the minimum requirements for state standards targeted in this unit.	Exceeded the minimum requirements for state standards targeted in this unit.

Project	Needs Improvement 1	Satisfactory 2	Exemplary 3
Is done neatly with attention to detail.	Project is incomplete or lacks sufficient depth.	Project is neat and shows attention to detail.	Project is neat, shows attention to detail and exhibits craftsmanship that goes beyond grade level expectations.
Is based in an identified content area of the unit.	Is not related to any content area being studied under the theme of perspectives.	Is based in one identified content area.	Is based in two or more identified content areas.
Applies skills and concepts in a new or different way.	Project imitates objects or examples studied in class.	Project demonstrates mastery of skills and concepts in a unique way.	Project demonstrates mastery of skills and concepts in a unique way at the highest levels of thinking.
Adds to the class study of change.	Does not add to the class experience or understanding of change.	Adds to the class understanding of change.	Adds to the class understanding of change by elevating the level of discussion or activity.
Demonstrates high personal standards for work.	Does not demonstrate high personal standards in the completion of the project.	Demonstrates high standards for work as outlined by the teacher and/or class.	Demonstrates high personal standards for work that exceeds teacher expectations.