

## Lesson Sample Two

Title: Obstacles to Early South American Exploration  
Class: Social Science  
Grade Level: Middle School

### **Step One: (1R)** Time: 5-10 minutes

Two students are selected to participate in this activity and are asked to leave the room.

The students remaining will create a maze with their chairs or desks. One half of the class will be instructed to give correct directions and the other half incorrect directions. The object is to move a student from the doorway to the end of the maze.

The two students in the hall are instructed that one is to be blindfolded and the other has the responsibility to make sure the blindfolded student doesn't run into anything. They are then given the task, one is blindfolded and they enter the room.

The blindfolded student begins to navigate through the maze with class members providing instruction.

### **Step Two: (1L)** Time: 2-5 minutes

After completion of the maze, or discontinuing of activity because of time, the class examines what has happened.

Why was it difficult to get through the maze?

What would have helped?

Did you know whom to trust?

Ask other such questions to expand on the difficulty and discuss general feelings.

### **Step Three: (2R)** Time: 2 minutes

Class takes their seats. They will now listen to some sounds that are heard in rain forests. They are to envision what the sounds are they hear.

**Step Four: (2L)** Time: From two to four class periods depending on the depth required.

Instructor presents information

- Who the first explorers were
- Where they came from
- What their home geography was like
- Language barriers
- Who to trust
- Natural geographic and other features – mountains, rain forests, jungle, rivers infested with life threatening creatures, native populations, etc.

Learners will engage in numerous reflection activities

Small group discussions

Brain/ball tosses

Think-pair-share

Be sure to help students see the connections between modern lyrics and the verses penned by the romantic poets.

**Step Five: (3L)** Time: 30 minutes

Students will be tested for their understanding, this will be done with a crossword puzzle.

**Step Six: (3R)** Time: Homework assignment

Break first into groups of 4 or 5

Each group select a feature or obstacle from the 2L presentation (give groups as much choice in selection as possible)

Their task is to determine how they would overcome that obstacle or feature given only the technology available to the early explorers.

They will present this information so they must make some presentation decisions. They will take resources home and be prepared to meet with their group the next day.

**Step Seven: (4L)** Time: One class period

Groups meet and begin to assemble research for presentation

Instructor checks to make sure information is accurate

Presentation assignments and responsibilities are made,

instructor again checks for even distribution of work

Group rehearses their presentation

**Step Eight: (4R)** Time: One class period

Each group makes their presentation

Groups respond to questions from the class