

In the Footsteps of Explorers

A Closer Look at the Exploration of the World

From our multinational culture to the spices in our foods, from the shapes and locations of our cities to the GPS systems that help us get from place to place—almost every aspect of modern American life can be linked to global exploration. The explorers who set out to find cities of gold never dreamed of a place like this! The *In the Footsteps of Explorers* series allows students to discover their world.

The topic of exploration gives you a rich opportunity to link history lessons to students' daily lives. The lessons in this Teacher Guide help students become explorers in their own right. Students will gain a broader understanding of historical topics while making connections to modern times.

The lesson plans are tailored for grades 4–6 and can be used together or independently. They do not have to be presented in sequential order. The subjects include art, astronomy, economics, geography, history, psychology, science, and writing. The titles in the series include:

Christopher Columbus: Sailing to a New World

Daniel Boone: Woodsman of Kentucky

Ferdinand Magellan: Circumnavigating the World

Francisco Pizarro: Journeys through Peru and South America

Henry Hudson: Seeking the Northwest Passage

Henry the Navigator: Prince of Portuguese Exploration

Hernando Cortés: Spanish Invader of Mexico

Hillary & Norgay: To the top of Mount Everest

Jacques Cartier: Exploring the St. Lawrence River

Jacques Cousteau: Conserving Underwater Worlds

James Cook: The Pacific Coast and Beyond

Lewis and Clark: Opening the American West

Marco Polo: Overland to China

Marquette and Jolliet: Quest for the Mississippi

Peary and Henson: The Race to the North Pole

Ponce de León: Exploring Florida and Puerto Rico

Radisson and des Groseilliers: Fur Traders of the North

Roald Amundsen: The Conquest of the South Pole

Samuel de Champlain: From New France to Cape Cod

Sieur de La Salle: New World Adventurer

Sir John Franklin: The Search for the Northwest Passage

Sir Walter Raleigh: Founding the Virginia Colony

Vasco da Gama: Quest for the Spice Trade

All lesson plans included in this guide may be used in combination with one or more of the *In the Footsteps of Explorers* books.

With this series the classroom becomes a laboratory for investigation and inquiry. Students will be scientists and voyagers or writers of poetry and prose. They will develop their own interpretations of history. Venture out and plot your own course as you travel to new heights with your junior explorers!



National Standards Correlation

Lesson Plan Title	Correlation to National Standards
<p>Mystery Explorers</p>	<p>Language Arts Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>Social Studies The learner can compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past. The learner can identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.</p>
<p>Map This!</p>	<p>Social Studies The learner can interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs. The learner can use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information. The learner can estimate distance and calculate scale. The learner can locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans. The learner can work independently and cooperatively to accomplish goals.</p>
<p>Follow that Star!</p>	<p>Science Students should develop the abilities necessary to do scientific inquiry. Students should develop understandings about scientific inquiry.</p> <p>Social Studies The learner can use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information. The learner can identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.</p>
<p>What's in Your Toolbox?</p>	<p>Language Arts Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p> <p>Science Students will develop the abilities necessary to do scientific inquiry.</p> <p>Social Studies The learner can use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information. The learner can identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.</p>

Lesson Plan Title	Correlation to National Standards
The Spice of Life	<p>Language Arts Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p> <p>Science Students will develop the abilities necessary to do scientific inquiry.</p> <p>Social Studies The learner can give examples of ways that economic systems structure choices about how goods and services are to be produced and distributed. The learner can use economic concepts to help explain historical, current developments and issues in local, national, or global contexts.</p>
As Time Goes By	<p>Social Studies The learner can demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships. The learner can identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. The learner can compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.</p>
Poetry Fun	<p>Language Arts Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p> <p>Social Studies The learner can compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past. The learner can identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.</p>
Help Wanted: Explorer	<p>Language Arts Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>Social Studies The learner can describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services. The learner can work independently and cooperatively to accomplish goals.</p>

For state specific educational standards, please visit <http://www.crabtreebooks.com/>.

Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
Mystery Explorers	Art History Writing	<ul style="list-style-type: none"> • drawing a representation • famous explorers and expeditions • organization and note taking skills
Map This!	Geography History	<ul style="list-style-type: none"> • creating, interpreting, and using maps • documenting known exploration routes
Follow that Star!	Astronomy History	<ul style="list-style-type: none"> • stars and constellations • celestial navigation
What's in Your Toolbox?	History Science	<ul style="list-style-type: none"> • researching and recording information • navigational instruments
The Spice of Life	Economics Science Writing	<ul style="list-style-type: none"> • global economy and global interdependence • growth and production of spices • gathering data • note taking skills
As Time Goes By	History Writing	<ul style="list-style-type: none"> • recording events in chronological order • interpreting and creating timelines • summarizing and organizing information
Poetry Fun	History Writing	<ul style="list-style-type: none"> • historical figures in exploration • poetic forms
Help Wanted: Explorer	Psychology Writing	<ul style="list-style-type: none"> • characteristics of explorers • writing an advertisement • composing a letter of introduction

Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
Mystery Explorers	2–3 class periods	explorer	Check reproducibles for accuracy, complexity of information, spelling and grammar, and creativity.
Map This!	1–2 class period(s)	cartographer route	Check reproducible maps for correctly-labeled continents, oceans, and voyages.
Follow that Star!	1 class period	celestial navigation constellation	Observe student participation for understanding of key concepts.
What's in Your Toolbox?	2–3 class periods	astrolabe chip log compass cross staff global positioning system navigation quadrant/sextant	Check reproducibles for correct definitions and drawings.
The Spice of Life	1 class period	spice	Review reproducible charts and check for accuracy of information.
As Time Goes By	2 class periods	chronological timeline	Observe student participation for understanding of key concepts.
Poetry Fun	2 or more class periods	acrostic form free verse meter mood narrative theme	Evaluate student poems for accuracy of information, proper poetic structure, and spelling.
Help Wanted: Explorer	2–3 class periods	letter of introduction want ad	Evaluate student writing tasks for overall understanding of key concepts.

Mystery Explorers

A Lesson on World Exploration

Content

Students will learn how to organize notes by developing a list of clues about an explorer.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Social Studies

The learner can compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.

The learner can identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Verbal-Linguistic



Logical-Mathematical



Spatial



Interpersonal

Prerequisites

Students will use books in the *In the Footsteps of Explorers* series. They will read about an explorer and remember important information.

Materials

- *Marco Polo: Overland to China*
- paper and pens
- *Mystery Explorers* reproducible
- colored pencils
- colored construction paper
- glue

Instructional Procedure

Anticipatory Set

Ask students to think about the names of explorers. Ask students whether they have encountered any of these names and, if so, where. (Responses may include Columbus, Ohio; the Hudson River; La Salle Street; etc.) Ask: *Why have we named so many places after explorers?* (To honor people who have reshaped our world, to recognize their discoveries, etc.)

Class Discussion

Demonstrate how to identify important clues or facts. Read aloud the first page of *Marco Polo: Overland to China*. Ask: *What are the most important pieces of information from that page?* As students answer, model taking notes in outline form. Point out that you are not copying the book's language word for word.

Assign each student an explorer. Tell students they are to keep the identity of their explorer a secret. Explain to students that they will be gathering information that will help someone else identify their explorer without knowing his name. Examples of these facts include information on the explorer's life, expeditions, and accomplishments.

Objectives

The student will be able to...

- identify major explorers and their accomplishments
- connect historical explorations to present-day landmarks and place names

Activity

Distribute the *Mystery Explorers* reproducible to students. Tell students to select ten important facts. Students should rewrite the facts as clues (withholding the name of the explorer) onto the sheet. Offer these examples: “Though his ship successfully sailed around the world, he died before the voyage was complete.” (Magellan) “He was Italian, but he sailed under the Spanish flag.” (Columbus)

On a separate sheet of paper, have students draw a picture of their explorer or a significant image to identify him. Ask students to write the name of their explorer underneath their picture. Have each student glue his or her fact sheet to one side of a piece of construction paper and his or her drawing to the other side.

Display the explorer sheets, facts side out, on a bulletin board. Affix the sheet at the top, so it can be lifted up to reveal the identity of the explorer. Allow students to examine the board and guess the identity of each explorer.

Accommodations and Extensions

Students can use a concept web to take notes.

As an extension, each student can trade facts with a classmate. Students can write a one-paragraph biography about his or her partner’s explorer, using only the information on the facts sheet.

Closure

Have students speculate what life was like as an explorer. Ask students if they would have liked to have been explorers long ago.

Assessment

Check reproducible for accuracy, complexity of information, spelling and grammar, and creativity.

Map This!

An Activity in Mapping the Voyages of Explorers

Content

Students will become familiar with the world map and the routes of several explorers.

National Standards

The following standards will be addressed in the lesson:

Social Studies

The learner can interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

The learner can use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.

The learner can estimate distance and calculate scale.

The learner can locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.

The learner can work independently and cooperatively to accomplish goals.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Spatial



Verbal-Linguistic

Prerequisites

Students will need to have read or have access to one or more books from the *In the Footsteps of Explorers* series to learn about routes the explorers traveled.

Materials

- *Map This!* reproducible
- colored pencils or crayons
- index cards (optional)
- blue ink pens
- globe or classroom world map for reference

Instructional Procedure

Anticipatory Set

Ask students how they find their way around an unfamiliar area, such as a neighborhood, theme park, or shopping mall. Point out that we use maps to help us navigate new territories (e.g. a new student may be given a map of the school to help her find her different classrooms).

Class Discussion

Ask students to consider what it would be like if no map existed for a large area. Ask them to consider whether they would venture out into uncharted territory. Tell students that throughout history, explorers have gone into areas that had not been mapped or surveyed. Ask students to share the names of explorers they have read about. Explain that explorers were motivated to set across vast expanses for many different reasons: searching for riches, a desire for adventure, to claim new lands for their country, and more. Emphasize that many explorers were not the first people to “discover” an area. In many cases, the lands were already inhabited by native peoples. However, the explorers made their own societies aware of previously unknown areas and civilizations.

Tell students that explorers had to document their journeys carefully and accurately so they or others could replicate their paths. Therefore, explorers not only had to trace their routes, but also had to identify markers along the way, such as landforms and bodies of water. Tell students that their task is to create a world map that represents the routes of some explorers. Through this activity, they too, will become careful *cartographers*, people who make maps.

Objectives

The student will be able to...

- discuss exploration
- learn routes traveled by famous explorers
- create and interpret a map that depicts explorers' routes

Activity

The students will complete the *Map This!* reproducible. They will label a world map and trace the voyages of various explorers.

Accommodations and Extensions

Allow students to work in mixed ability groups to complete the map.

As an extension, students can make a connection to everyday life by mapping the routes they take to school. Students can compare and contrast their routes to those of other students.

Closure

Discuss the similarities and differences of the explorers' routes and draw conclusions about why these particular routes were used. Compare the lengths of the routes and consider how this impacted the trips (e.g. length of the journey, need for enough supplies and crew members, etc.).

Assessment

Check the reproducibles for correctly labeled continents, oceans, and voyages of the explorers.

Follow that Star!

A Lesson on Celestial Navigation

Content

Students will learn about celestial navigation, which the explorers used to position their ships during voyages.

National Standards

The following standards will be addressed in the lesson:

Science

Students should develop the abilities necessary to do scientific inquiry.

Students should develop understandings about scientific inquiry.

Social Studies

The learner can use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.

The learner can identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Spatial



Bodily-Kinesthetic



Logical-Mathematical

Prerequisites

Students should have read books from the *In the Footsteps of Explorers* series to gain background knowledge on celestial navigation. Students will need to examine the *Follow That Star!* reproducible and have some knowledge of constellations.

Materials

- *In the Footsteps of Explorers* books
- *Follow that Star!* reproducible
- dark blue or black construction paper
- yellow stickers

Instructional Procedure

Anticipatory Set

Ask students to imagine trying to get to a new place without the use of a compass, directions, or a computer mapping system. Explain to students that early explorers had to rely on astronomy to guide them to their destinations. Tell students that they will study the sun, moon, planets, and stars to get directions.

Class Discussion

Explain to students that explorers had to know enough about basic astronomy to find their destinations. For example, they knew that the sun rises in the east and sets in the west. This meant that if the rising sun was on the left-hand side of the ship, they were sailing to the south. At night, they used the North Star in a similar way. The explorers had to be very familiar with all the different *constellations*, or groups of stars, that formed special patterns.

Objectives

The student will be able to...

- define *celestial navigation* and *constellation*
- understand the connection between constellations and exploration

Activity

Tell students they are going to navigate by using the night sky. Distribute stickers, construction paper, and copies of the *Follow that Star!* reproducible. Have each student choose a constellation. Make sure one student chooses the Little Dipper. Have students duplicate their constellations by sticking the yellow stickers (stars) on the construction paper.

Designate one classroom wall as north, one as east, one as south, and one as west. Have the student holding the Little Dipper stand at the middle of the north wall. Have the other students arrange themselves around the classroom with their constellations, with some students at each of the four walls.

Ask for two volunteers to be explorers in search of an island full of gold in the west.

Remind the class that ocean travel is slow. Explain that for each step the student explorers take, an hour has passed. Have the explorers start in the center of the room and take one step west. Stop them.

Ask the rest of the class: *What does the sun do during the day?* (It travels across the sky.) *What happens to the positions of the stars at night?* (The stars move across the sky.) *Why?* (Because the Earth is turning on its axis.) *Does any star not move?* (The North Star in the Little Dipper.) Have all the constellations except the Little Dipper take two steps southeast. As student constellations reach the east wall, have them gather in one corner. Explain that they have passed below the horizon. Ask: *Is your western constellation still in the same place?* (No, not quite.) *How do you know which way is west now?* (The North Star is still to the north.) Have the explorers move another step forward, and the stars move two more steps southeast. Continue the process until the explorers reach their destination (any appropriate landmark on the west wall).

Ask the explorers what they learned from their travel: *Was it difficult or disconcerting? Did it become easier when they were able to predict the movement of the stars?* Invite students to speculate on how they might create an instrument that would help them navigate.

Accommodations and Extensions

Invite English language learners to share the names of constellations in their primary language. Which names are similar to the English names? Which are different?

As an extension, introduce students to the mythology behind the names of the constellations.

Closure

Involve students in a brief discussion about the challenges explorers faced in navigating their way to their destinations.

Assessment

Observe student participation for understanding of key concepts. Ask yourself the following questions: Did students participate in the navigation exercise? Do students understand what a constellation is and why they were important to explorers? Do students understand the interrelation between scientific advances and history?

What's in Your Toolbox?

A Lesson on Navigational Tools

Content

Students will research and learn about navigational tools, past and present. They will also make their own dish compass.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Science

Students will develop the abilities necessary to do scientific inquiry.

Social Studies

The learner can use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.

The learner can identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Spatial



Bodily-Kinesthetic



Interpersonal



Verbal-Linguistic

Prerequisites

Students should have read books from the *In the Footsteps of Explorers* series to learn about navigational methods explorers used. Students should have some understanding of technological advancements which have simplified navigation.

Materials

- *In the Footsteps of Explorers* books
- writing paper and implements
- dictionaries, encyclopedias, access to the Internet
- materials to make the dish compass (one per group):
 - a red permanent marker, a large sewing needle, a small dish or saucer, water, magnets, and a piece of cork or foam packaging material
- *What's in Your Toolbox?* reproducible

Instructional Procedure

Anticipatory Set

Explain that the early explorers used various methods to help them find their way. It was quite difficult to get a sense of direction and location, so several different tools were necessary. Sometimes these tools were very basic, but the explorers had to be skilled at using them to be successful in their voyages.

Class Discussion

Explain to students that some explorers had different tools to help them *navigate* (to steer and direct). Ask students what they know about early navigation tools from *In the Footsteps of Explorers* books. Explain to students that they will conduct further research to learn more about these tools.

Objectives

The student will be able to...

- define *navigation*
- identify an astrolabe, chip log (log line), compass, cross staff, quadrant, sextant, and global positioning system (GPS)
- work with students to make a dish compass
- understand the usefulness of navigational tools in past and present explorations

Activity

Divide the students into groups of three or four. Each group will use the dictionaries, encyclopedias, the Internet, and other available reference materials to find and record definitions for the navigational tools on the *What's in Your Toolbox?* reproducible. They will also create simplified drawings of the tools.

Review the results of the students' research, making sure everyone understands the different tools.

Distribute the materials for students to make their own dish compass. Instruct students to do the following:

1. Partially fill the saucer or dish with water.
2. Color one end of the needle with red permanent marker.
3. Stroke the needle in one direction over a magnet about fifty times. (This is called magnetizing the needle.)
4. Carefully stick the needle into the cork or foam and float this on the water. You may also place the cork or foam onto the water first, then gently rest the needle on top.

Explain to students that the needle will begin to turn north. Since the needle is a small magnet, it is affected by the earth's magnetic field in such a way that it points to a magnetic pole. One end of the needle is north-seeking. This is the end that is marked in red. For the needle to point north, it must be able to move freely. That is why the cork or foam and the bowl of water are needed. Together they allow the needle to align itself with the earth's magnetic field.

Closure

Reflect aloud on the experience of making the dish compass and talk about the tools students would want to have in their own navigation toolboxes. Make a list of essential tools and rank them in order of importance by class vote.

Assessment

Check reproducibles for correct definitions and drawings.

The Spice of Life

A Lesson on Spices, Trade, and Exploration

Content

Students will learn about spices and their uses. They will also understand the historical demand for spices and how this influenced trade and exploration.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Science

Students will develop the abilities necessary to do scientific inquiry.

Social Studies

The learner can give examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.

The learner can use economic concepts to help explain historical and current developments and issues in local, national, or global contexts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Logical-Mathematical



Verbal-Linguistic



Spatial



Bodily-Kinesthetic



Interpersonal

Prerequisites

Students should read books from the *In the Footsteps of Explorers* series to become familiar with the quest for spices.

Materials

- *The Spice of Life* reproducible
- writing implements
- allspice, anise, cardamom, cinnamon, cloves, coriander, ginger, mustard, nutmeg, pepper, saffron, and vanilla (in labeled containers)
- reference sources

Instructional Procedure

Anticipatory Set

Ask students what types of spices they enjoy in their foods. Explain that almost every recipe includes a spice to enhance the taste of the food. Spices are also used to preserve foods and make medicines and perfumes. There is a wide variety of spices and they are grown all over the world. Comment that we can walk into a grocery store and buy spices, but at one time in history, spices were rare and in great demand. They were quite expensive and hard to get. People locked their spices in special containers and fought wars over them.

Class Discussion

Explain to students that most spices are grown in tropical climates, so they were exotic and in high demand. Trade routes were established to carry spices from one part of the globe to another. World leaders financed expensive voyages in hopes of discovering new spices. Various explorers, such as Christopher Columbus and Vasco da Gama, are associated with the quest for spices. These explorers were willing to go to great lengths to bring back spices to their homelands.

Objectives

The student will be able to...

- know the names and origins of some common spices
- become familiar with the uses of spices and why they are in demand

Activity

Distribute the *The Spice of Life* reproducible. Students will examine different spices and record information on the reproducible. Set up a spice station for students to conduct their investigations. Students can work independently or with a partner. Once they have seen, smelled, and touched the spices, they can use reference materials to complete the additional information required to complete the chart.

Accommodations and Extensions

Have students read and paraphrase the information about spices.

As an extension, students can create their own mulling sachets by mixing one-half inch of cinnamon stick, one star anise (or a few anise seeds), two pods of cardamom (omit these if not available), four black peppercorns, and one-fourth teaspoon cloves in a cloth bag.

Closure

Explain to students that now we can understand and appreciate all the explorers went through to acquire spices. It is no longer a mystery why these tiny seeds and kernels have such a hold on people and created such a sensation in history.

Assessment

Review reproducibles and check for accuracy of information.

As Time Goes By

A Lesson on Creating and Using Historical and Personal Timelines

Content

Students will learn the concept of chronological time, understand the usefulness of timelines, and create timelines.

National Standards

The following standards will be addressed in the lesson:

Social Studies

The learner can demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.

The learner can identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

The learner can compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Spatial



Bodily-Kinesthetic



Interpersonal



Verbal-Linguistic

Prerequisites

Students should have read books from the *In the Footsteps of Explorers* series and paid particular attention to important events in the lives of the explorers and the significance of their discoveries.

Materials

- *In the Footsteps of Explorers* books
- large sheets of art or butcher paper
- markers

Instructional Procedure

Anticipatory Set

Create a timeline on the board or paper that shows the order of events in a typical student's day. Go over the events with the students.

Class Discussion

Explain that information is often presented or arranged in the order that events have taken place, or *chronologically*. One way to learn about chronological order is to look at a timeline. A timeline is a visual summary of people, places, and events that happened in a specific order. Tell students that they will create an explorer timeline.

Objectives

The student will be able to...

- define *chronological* and *timeline*
- work with other students to select data and create an historical timeline
- understand that history is often organized chronologically and that timelines are used to visually chart a sequence of events

Activity

Divide students into groups. Each group will choose one explorer highlighted in the *In the Footsteps of Explorers* series. Each group will find at least three major events in the explorer's life to write on the classroom timeline. Such events may include important voyages, arrivals, and discoveries.

Draw a horizontal line on the paper. Place time markers, or years, on the timeline. Have each group go up to the timeline and add their events. Each group should use a different color to record events.

Accommodations and Extensions

Have a student read off the events from the timeline, so that students with visual impairments can participate in the activity.

As an extension, encourage students to create personal timelines about their lives.

Closure

Have students study the explorer timeline. Ask them to compare and contrast the accomplishments and major events in the lives of the explorers.

Assessment

Take observational notes while students participate in group work to determine student understanding of key concepts.

Poetry Fun

A Lesson on Using Poetry to Describe the Explorers

Content

Students will use their creative writing skills to describe an explorer or exploration.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, videos) to gather and synthesize information and to create and communicate knowledge.

Social Studies

The learner can compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.

The learner can identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:

-  Verbal-Linguistic
-  Spatial
-  Bodily-Kinesthetic
-  Interpersonal

Objectives

The student will be able to...

- understand that poetry is an artistic form of expression
- define *theme, mood, form, rhyme, meter, acrostic, narrative, and free verse*
- write an original and engaging poem

Prerequisites

Students should have read books from the *In the Footsteps of Explorers* series that highlight the voyages of explorers. Students should also have a working knowledge of the mechanics of poetry.

Materials

- *In the Footsteps of Explorers* books
- writing paper and implements
- construction paper

Instructional Procedure

Anticipatory Set

Read a favorite poem of yours to the students. Explain that poetry is a good way to describe something. Poetry helps us express our thoughts and feelings.

Class Discussion

Discuss various elements of creative writing with students including *theme, mood, and form*. Introduce the following types of poems:

Acrostic: poem in which the first letter of each line, when read vertically, spells out a word. The word is the subject of the poem. Acrostic poems don't usually rhyme and don't have a meter. A meter is the pace or speed in which the poem flows depending on the set number of syllables in each line of the poem.

Narrative: poem that tells a story in rhymed verses that have a set meter. A verse is a grouping of lines within a long poem. Narrative poems may or may not rhyme. A rhyme is the repetition of vowel and consonant sounds at the end of the lines of a poem. In our poem, each line will have the same meter, or same number of syllables.

Free Verse: poetry of any length that flows without form, rhyme, or meter. Each line is usually a short sentence. Free verse poems are usually very long paragraphs about one theme.

Present the following examples of poems to students:

Acrostic Poem: Explorers were very brave and strong.
Xebecs were some of the ships they used.
Plenty of trouble happened on the way.
Life for them was hard but they were tough.
On some journeys they found gold and riches.
Returning home was always their goal.
Elated were their families to see them back.
Remembering them is important today.

Narrative Poem: "Columbus"
Born in Italy was he
and Italian proud to be.
Isabella paid his fee,
So he sailed with his ships three.
Nina, Pinta, and Santa Marie,
No prettier ships would ever be.
The 50 sailors filled with glee.
They left together August 3.
The trip was hard, the journey long.
The sailors sang their sad, sad song.
October twelve land came along,
The land to Spain now would belong.

Free Verse Poem:

Why did people seek to explore?
Did they want to see new places and
learn new things?
They traveled far and wide by
land and by sea.
Usually, they really didn't know
what they would find.
The journeys were long and hard,
but they didn't quit.
Some wanted to find new routes
to move faster and wiser.
Others were looking for spices, gold
and fertile land.
All of them were special. All of
them were brave.
Dangers met them along the way, but
they survived.
Today we read their stories and
are amazed.

Activity

Have each student choose one of the explorers from the *In the Footsteps of Explorers* series. Students should review the book to gather information for a poem based on the explorer. Have students write an acrostic, narrative, or free verse poem. After students have completed a rough draft of their poems, encourage them to have a partner check for proper poetic structure and spelling.

Accommodations and Extensions

Have English language learners write poems in free verse, as it may be more difficult to create rhyming lines. As an extension, encourage students to write another type of poem, such as a limerick or ballad.

Closure

Have students share their poems with the class. Later on, display the poems around the room.

Assessment

Evaluate student poems for accuracy of information, proper poetic structure, spelling, and creativity.

Help Wanted: Explorer

A Lesson on the Qualities and Skills of Explorers

Content

Students will determine the traits of a modern-day explorer. They will write a want ad for an explorer and then respond to a want ad with a letter of introduction.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Social Studies

The learner can describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.

The learner can work independently and cooperatively to accomplish goals.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Verbal-Linguistic

Prerequisites

Students should have read books from the *In the Footsteps of Explorers* series and paid particular attention to the personal skills and qualities the explorers possessed.

Materials

- *In the Footsteps of Explorers* books
- writing paper and implements
- sample want ads from a newspaper
- *Help Wanted: Explorer* reproducible

Instructional Procedure

Anticipatory Set

Explain that people began exploring as early as 1100 BCE. Ask: *Why have people risked their lives to explore?* (for more land, to find gold and spices, for adventure, because it was there, etc.) Explain that many people have a deep desire to explore the unknown. Ask: *Can anybody be an explorer?* Solicit responses from students.

Classroom Discussion

Pose the following questions to students and record their answers on the board:

What kinds of people choose a life of exploration?

What are the personal characteristics of someone who might become an explorer?

What past experience would be helpful?

What schooling or education is needed?

What knowledge is necessary?

What qualities are necessary to be a leader of a group?

Objectives

The student will be able to...

- determine and articulate characteristics of leaders and explorers in groups
- understand the importance of hiring the right person for the job
- work in a group to write a want ad and a letter of introduction

Activity

Divide students into small groups. Give each student a copy of the *Help Wanted: Explorer* reproducible. Show students samples of want ads from a newspaper. Instruct them to complete part 1. Each group will work together to write a want ad.

After each group has written its want ad, ask students to display their ads in the front of the room. Let each group read the want ads, and then instruct the groups to proceed to part 2 of the assignment. They will answer a want ad by writing a letter of introduction. See the reproducible for details.

Accommodations and Extensions

Have students work in mixed-ability groups.

As an extension, encourage students to write an essay on the traits and skills needed to be an astronaut or another explorer.

Closure

Have each group present its letter of introduction to the class.

Assessment

Evaluate student writing tasks for overall understanding of key concepts.

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Mystery Explorers

Explorer Facts

Directions: Select ten important facts about your mystery explorer and rewrite them as clues.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Name _____ Date _____

Map This!

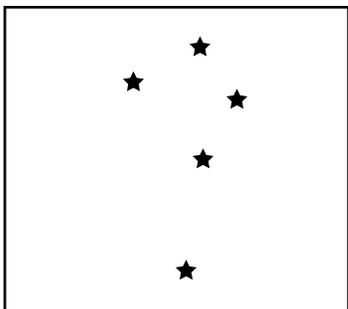
Directions:

1. Color **North and South America** light green; **Australia** light brown; **Europe, Greenland, and Iceland** light yellow; **Asia** light orange; and **Africa** light red.
2. Label the Pacific, Atlantic, and Indian Oceans with blue ink.
3. Trace the voyages of **Magellan** in blue; **Balboa** in orange; **Marco Polo** in red; **Columbus** in green; **Cook** in brown; and **DeGama** in purple.

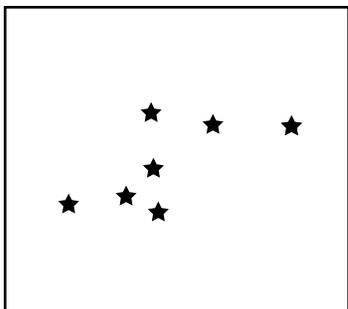


Follow that Star!

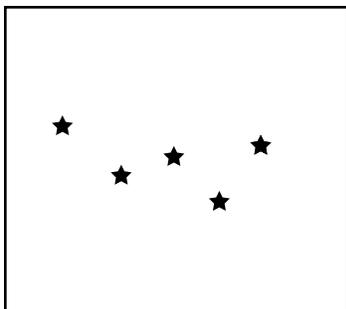
Directions: Pick a constellation from the choices below and recreate it on dark construction paper.



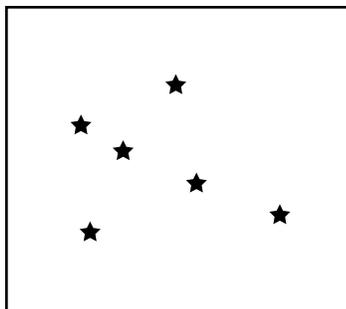
Bootes
(The Herdsman)



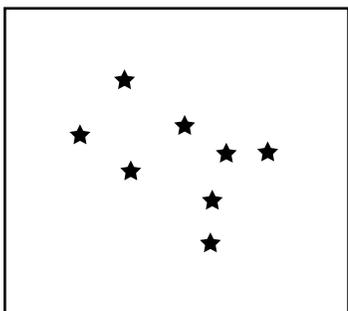
Canis Major
(The Great Dog)



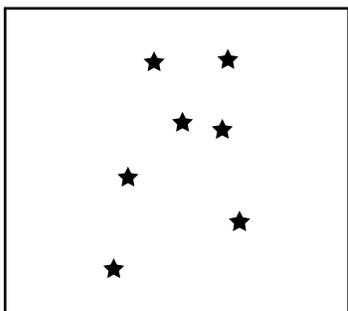
Cassiopeia
(The Queen)



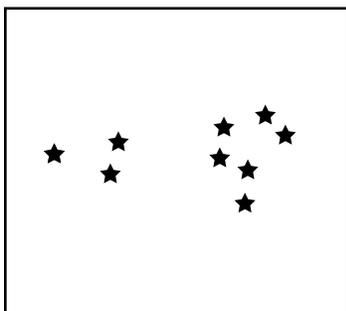
Cygnus
(The Swan)



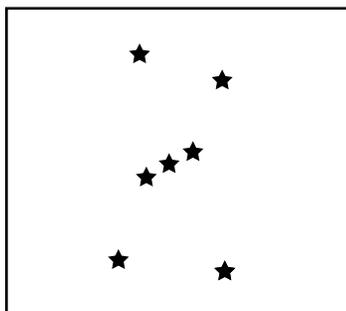
Gemini
(The Twins)



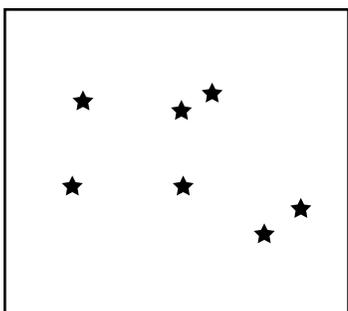
Hercules
(The Warrior)



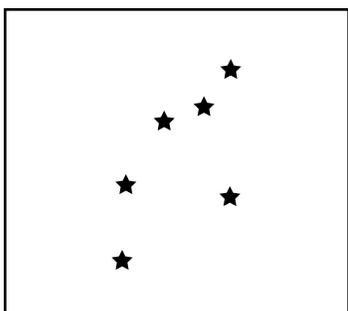
Leo
(The Lion)



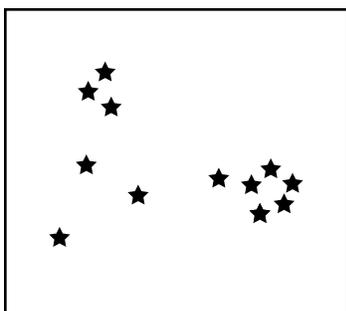
Orion
(The Hunter)



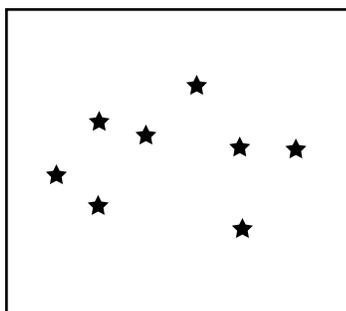
Pegasus
(The Winged Horse)



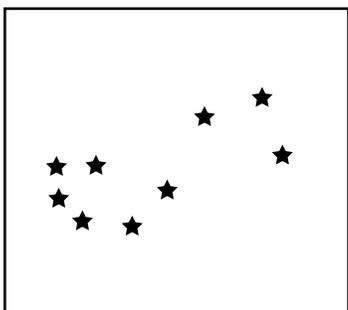
Perseus
(The Hero)



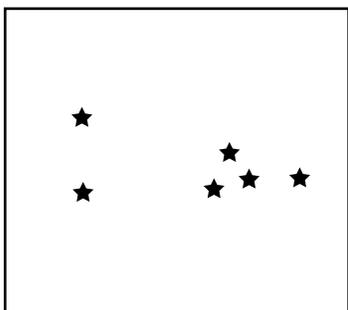
Pisces
(The Fish)



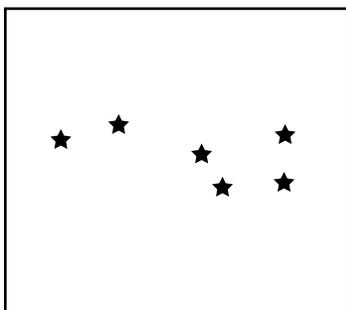
Sagittarius
(The Archer)



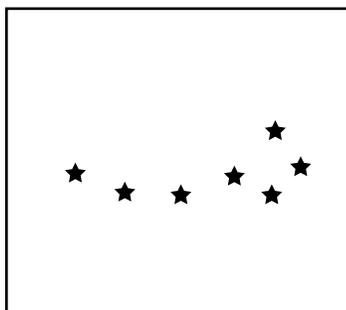
Scorpius
(The Scorpion)



Taurus
(The Bull)



Ursa Major
(The Great Bear or Big Dipper)



Ursa Minor
(The Little Bear or Little Dipper)

What's in Your Toolbox?

Directions: Below is a list of tools Christopher Columbus and fellow explorers used. Use reference sources to learn how each instrument works. Explain them below. On the back of the page draw simple pictures of these instruments.

Compass:

Quadrant:

Sextant:

Telescope:

Astrolabe:

Chronometer:

Cross staff:

Chip log (log line):

The Spice of Life

Spice Chart

Directions: Describe each spice, where it is grown, and its uses in the chart below.

Spice	Characteristics	Location	Uses
Allspice			
Anise			
Cardamom			
Cinnamon			
Cloves			
Coriander			
Ginger			
Mustard			
Nutmeg			
Pepper			
Saffron			
Vanilla			

Help Wanted: Explorer

Part 1

You want to purchase an unexplored territory, but you would like to learn more about the land before you buy it. You have decided to send an expedition to the territory to bring back information. You need to hire a captain to make sure the trip is a success.

In your groups, write a want ad. Include the skills and qualities your captain should possess.

Part 2

Now you are an explorer who wants to apply for a job. You think you would be the best person for the job. As a group, choose one want ad to respond to. Write a letter in which you introduce yourself and convince the reader to hire you. Your letter should show your special skills, traits, and abilities.

The letter should include the following information about you:

- why you are writing the letter
- why you want to lead the exploration
- why the reader should hire you as captain
- what resources you will need to get the job done

You may want to include the following:

- your name and address
- your education and any special knowledge you have
- the job you have right now
- your travel experience
- your special skills, traits, and abilities
- your navigational skills
- your interests and hobbies