

# Travel with the Great Explorers

## TEACHER'S GUIDE

Possessing the knowledge and literacy skills to interpret and analyze secondary historical documents are part of a larger set of emerging skills in Grades 4-5 students: understanding motivation; questioning historical perspective and bias; and learning about cultures and ideologies that evoke connections in their own life, learning, and world. The *Travel with the Great Explorers* series helps students build these skills by making connections with long ago personalities and experiences. The *Travel with the Great Explorers Teacher's Guide* will support teachers and students in further investigating the vibrant personalities and extraordinary acts these explorers were part of through inquiry-based lessons, critical thinking activities, and fun simulations that integrate Social Studies, Language, Art, Drama, and Technology.

These pioneers and their contemporaries were people in contrast externally and internally: successful and struggling; intelligent and flawed; confident and insecure; independent and dependent; hopeful and fearful. Grades 4-5 students will benefit from contextualizing their journeys and decisions in their historical time. Voices are explored in this series that have previously been footnotes: guides, family, crewmembers, Indigenous inhabitants, local traders, and women. Explorers' connection to the physical environments they move through are also fleshed out.

Students and teachers are encouraged to deepen connections between past and present by thinking critically about the themes of exploration investigated in this Teacher's Guide, including the motivations of explorers, the impact of exploration on different groups, and the characteristics of leaders and followers. Lessons and activities in this guide can stand alone, but each builds on the themes and skills discussed above. The titles in *Travel with the Great Explorers* include:

<b>Explore with Christopher Columbus</b>	<b>Hernando de Soto</b>	<b>Explore with Mary Kingsley</b>
<b>Explore with Ferdinand Magellan</b>	<b>Explore with Ibn Battuta</b>	<b>Explore with Ponce de León</b>
<b>Explore with Francisco Pizarro</b>	<b>Explore with Jacques Cartier</b>	<b>Explore with Samuel de Champlain</b>
<b>Explore with Francisco Vazquez de Coronado</b>	<b>Explore with James Cook</b>	<b>Explore with Sieur de La Salle</b>
<b>Explore with Gertrude Bell</b>	<b>Explore with John Cabot</b>	<b>Explore with Sir Walter Raleigh</b>
<b>Explore with Giovanni da Verrazzano</b>	<b>Explore with John Franklin</b>	<b>Explore with Stanley and Livingstone</b>
<b>Explore with Henry Hudson</b>	<b>Explore with Leif Eriksson</b>	<b>Explore with Vasco Nunez de Balboa</b>
<b>Explore with</b>	<b>Explore with Lewis and Clark</b>	
	<b>Explore with Marco Polo</b>	
	<b>Explore with Marquette and Jolliet</b>	

# PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing
1. "My Explorer Journal Entry" - Writing in Role	3-4 class periods
2. "What's the Picture?" - Analyzing a Photo or Drawing	2-3 class periods
3. "Top 10 Reasons to Explore"	1-2 class periods
4. "This Isn't What It Said In The Brochure" - Truth Be Told Poster	4-6 class periods
5. "Meet the Boss(es)": Who Makes History?	1-2 class periods
6. "Meeting and Greeting" - Evidence of Empathy?	1-2 class periods
7. "Solve it with Science": What's My Resource?	3-4 class periods
7. "Solve it with Science": What's My Resource?	4-6 class periods

**The vocabulary below can connect to every lesson in this guide. These are terms that students will need to decode and make meaning from.**

ally	dynasty	navigation
ambassador	empire	navigator
artifacts	epidemic/plague	pilgrimage
barbarous	ethnographer	protectorate
berth	etiquette	reliable
circumnavigation	expedition	replica
colonies/colonization	inheritance	specimen
consul	legacy	treason
cultivation	linguist	unreliable
delegates	missionary	
diplomat	mythical	

# ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

## Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provide model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

## Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

## Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

# LESSON 1

## “My Explorer Journal Entry” - Writing in Role

### Curriculum Correlations

#### Curriculum Correlations

##### Ontario Social Studies

Grade 5, Heritage and Identity: First Nations and Europeans in New France and Early Canada—A1, A1.1, A1.2, A2, A2.3, A2.5, A3, A3.3, A3.5

##### Ontario Language Arts

Reading 1.1, Grade 4 and 5 W2.3

##### Common Core

RI.4.1; RI.4.4; RI.4.6; RI.4.7

RI.5.1; RI.5.4; RI.5.7

W4.1-4.3

W5.1-5.3

##### C3 Framework for Social Studies

D2.His.1.3-5, D2.His.17.3-5, D3.1.3-5, D4.2.3-5

### Materials

- *Travel with the Great Explorers* student book(s) of choice
- Worksheet: *My Explorer Journal Entry- Graphic Organizer*
- Success criteria Worksheet: *My Explorer Journal Entry: Organizer or Paragraph Assessment Checklist*
- Notebook or computer for good copy
- Pencils and pencil crayons to embellish

### Objectives

Students will:

- Make text to text, text to self, and text to world connections.
- Write in role using a format of choice.
- Use vocabulary to describe the people, places, and things of the past.

### Setting the Stage

Read a page from one of the *Travel with the Great Explorers* books that contains a journal entry.

Highlight the chronological sequence, discuss the main idea, supporting details in the text.

Ask students to give an example of extraneous information that isn't important in the journal.

- Is it important to know the weather? Maybe . . .
- Is it important to know what color shirt the explorer was wearing? No.
- Would learning about their childhood play be essential? Probably not.

Students can choose a book from *Travel with the Great Explorers* to focus on.

## Activity

Instruct students to think about the main idea of the explorer's journal. What were their main thoughts, feelings, or focus as they explore during the small window of time? Then, find 5-10 events that show the beginning, middle, and end of this part of their journey.

Before students begin the activity, review the success criteria stated on the *My Explorer Journal Entry: Organizer or Paragraph Assessment Checklist*.

Complete the graphic organizer, *My Explorer Journal Entry - Graphic Organizer* with 5-10 events. Students should order the events in chronological order, from beginning, middle, to end. After ordering the events, students should circle the main idea or event that the student believes shows the explorer's feelings and focus the most.

For students with exceptionalities, the graphic organizer may be the final product.

Students that can continue with writing in role can take their graphic organizer and craft the 5-10 events into sentences. This paragraph would show the events and vocabulary associated with the explorer of their choice with a beginning, middle, and end.

The student journal can take any form based on student readiness, profile, and choice:

- A written journal or diary,
- hand drawn visual account,
- technology based image gallery with captions,
- cartoon/graphic novel style sequence summary,
- timeline,
- log book entry, etc.

Students will submit both the graphic organizer and the potentially completed finished paragraph for assessment.

## Extensions

Students can look up primary source journals from explorers and citizens at:

American: <https://www.archives.gov/research/catalog>

Canadian: <http://www.bac-lac.gc.ca/eng/Pages/home.aspx/>

## Wrap-Up

Invite students to share their journals or graphic organizer with a small group read aloud, or pass the journals/organizers to read silently.

## Assessment

Use *My Explorer Journal Entry: Organizer or Paragraph Assessment Checklist* to assess final product: the organizer or the journal entry.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### My Explorer Journal Entry- Graphic Organizer

Find 5-10 events that show the beginning, middle, and end of one part of an explorer's journey. Circle the event you think is the most important.

The graphic organizer consists of two vertical columns of five rounded rectangular boxes each. Downward-pointing arrows connect the boxes in each column. A vertical line runs between the columns, with a horizontal line at the top connecting to the top of the right column and a horizontal line at the bottom connecting to the bottom of the left column.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### My Explorer Journal Entry: Organizer or Paragraph Assessment Checklist

- Are the events ordered from beginning, middle, to end?
  
- Did the student capture a main idea?
  
- Did the student add important supporting details?
  
- Did the student use the 5 W's and 1 H - who, what, where, why, when, and how - about this explorer's journey?
  
- Did the student remove information that was NOT important?
  
- Paragraph only: Did the student write in role?
  
- Paragraph only: Did the student use appropriate vocabulary from the past (avoiding slang or current terms that don't apply)?

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## LESSON 2

# “What’s the Picture?”: Analyzing a Photo or Drawing

### Curriculum Correlations

Ontario Social Studies Grade 4 A3.2, A3.3; Grade 5A2.4

Common Core English Language Arts - Speaking and Listening

- Grade 4 SL4.1-4.5
- Grade 5 SL4.1-4.5
- Language- Reading R5.7

C3 Framework for Social Studies State Standards- Subject Specific: History - D2.His.11.3-5, D2.Hist.13.3-5

### Materials

- <https://www.archives.gov/education/lessons/worksheets/photo.html>  
(Teacher reference for guided example)
- Photo to show as a sample
- *Travel with the Great Explorers* books
- Worksheet: *What’s the Picture?*
- Pencils

### Setting the Stage

Scaffold a guided example using a photo or drawing of your choice from the *Travel with the Great Explorers* series or a National Geographic Photo.

(<https://www.nationalgeographic.com/photography/>).

Analyze the photo or drawing as a class. Discussion prompts:

- What do you notice first?
- What type of photo is it? Discuss staging and “sitting” for photos as a long process and how important early photos must be because of the effort taken to get the shots
- Are there any captions? What do they say?
- What people, places, activities, or objects do you know? Are there any you don’t know?

Ask other probing questions to try and make sense of what is in, and inferred, from the picture.

Remind students about a valid hypothesis or “educated guess.” Discourage wild theories that do not have visual or text evidence to support.

- They should have evidence in the picture or in the text around the picture that supports their answers about the photo.

Use the above website and the questions on the worksheet *What’s the Picture?* to support and challenge their observations.

### Objectives

Students will:

- Extract and infer information about people, places, the environment, and daily life in the past from a visual source.
- Use visual clues to interpret photos and respond to questions aloud in a small group format.



## Activity

Working in partners or small groups, students can choose a picture from any of the *Travel with the Great Explorers* books that they find interesting. They will use the worksheet *What's the Picture?* to record their answers about the picture.

- Ask them to be careful of photos that have been “cropped” - they may lose a lot of the background that would help them answer the question.
- If they can't answer many of the questions from the worksheet, they should search for another photo to use.

Within the group, divide some roles up for accountability.

- Have a recorder, reporter, materials manager, time manager.

Rotate around the room as students work to check for a-ha moments and misconceptions.

Discuss the assessment format you will use as you rotate—anecdotal checklist can be found in assessment section.

By the end of the next class, students will be able to get a closer look at many photos that tell a story about the past. They need to think like historians and wonder about why the photographer took this picture at this time.

## Extensions

Students could now do the same activity with a piece of art, a historical portrait, or even with an everyday landscape. This can be a KWL preview to a unit activity, or as a post-unit formative assessment if you want students to record two to three answers on an exit card.

## Wrap-Up

After students have completed their group analysis of a photo, employ the Stay and Stray learning strategy.

- Choose one group member who feels comfortable showing the picture the group picked and discussing the answers to some of the questions from their worksheet. They are the “stayer.”
- Teachers split the remaining group members so they don't travel in packs. They have a set time at each photo station listening to the chosen “stayer.”
- Allow time for input and discussion from observers and listeners.
- Other group members will rotate to new groups to hear about their chosen photo. When all groups have visited the staying person at each station, group members return to discuss what they learned from the other photos. Share with their own group's stayer.

Bring class back together and see if there was any themes that emerged about photos chosen.

Were many of the photos “exotic” or “mysterious”?

How many were crowd shots? Single portraits? Landscapes? Objects?

Were the photos meant to show off wealth or new findings?

## Assessment

Anecdotal observations during group work and stay and stray. Teachers may share that they are looking for these during group work and activity time. Make note on a class list with a checkmark system:

- + For great understanding and extensive inferencing about pictures
- ✓ For fair understanding and some inferencing about pictures
- For misconceptions and lack of understanding about pictures

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What's the Picture?

What is happening in this picture? How do you know? \_\_\_\_\_

\_\_\_\_\_

What caption would you give this image? \_\_\_\_\_

\_\_\_\_\_

Imagine a photograph had been taken a few minutes before this one. What might it show? \_\_\_\_\_

\_\_\_\_\_

Imagine a photograph had been taken a few minutes after this. What might it show? \_\_\_\_\_

\_\_\_\_\_

Who might have taken this photograph? Why? Where might the photograph have come from? \_\_\_\_\_

\_\_\_\_\_

How does this photograph "work on you?" How has it been composed to achieve this? \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### What's the Picture?

What/who is not included in this photograph? Who/what could be present but is excluded/silent? \_\_\_\_\_

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What might lie beyond the frame? If you could see behind this image, what would you see? \_\_\_\_\_

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If you could ask the person/people in this image some questions. what would you ask? \_\_\_\_\_

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How are you like the person/people in this photo. Is there anything about you, your life or your experience that connects to this photo?

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How does this image make you feel? Why? \_\_\_\_\_

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What other images/events does this image remind you of? \_\_\_\_\_

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# LESSON 3

## Top 10 Reasons to Explore

### Curriculum Correlations

#### Ontario Social Studies Curriculum

- Grade 4 A2.2, 2.4, 2.5, 3.4 Grade 5 A3.3

#### Common Core English Language Arts - Reading Informational Texts:

- Grade 4 and 5 RI 4.1-4.3, RI5.1-5.3

#### C3 Framework for Social Studies State Standards

- Subject Specific: Geography: D2.Geo.4.3-5, D2.Geo.8.3-5, D2.Geo.9.3-5.

### Materials

- *Travel with the Great Explorers* books
- Worksheet: *Top 10 Reasons to Explore*
- Exit Card: *Remembering Reasons to Explore*
- Pencils, highlighters

### Objectives

Students will:

- why explorers and travelers either choose or are forced to find new land
- the “push/pull” factors that shape an environment’s people to either stay or leave their area

### Setting the Stage

Read *This is Me* by Jamie Lee Curtis and Laura Cornell or watch the read aloud online at

<https://www.youtube.com/watch?v=EP1Mdn-b22E>

Encourage students to think about what belongings they might take on a long exploration or travel experience.

- Is there anything the people in the book brought that you would NOT bring on a journey?
- Is there anything you would bring that NO ONE in the book brought?

#### Explore a few deeper questions:

- Why would families want or need to leave their homes?
- What are the positives and negatives about leaving home on a long journey?

## Activity

Discuss why early explorers and travelers would either choose or be forced to find new land. For example:

- Search out new food sources or natural resources
- Leave conflict
- Seek new treasures or trading routes
- Develop new ways of living in new locations

During this discussion, help guide students to understand the “push/pull” factors that influence people to either stay or leave their area.

- What positive and negative factors would “push” explorers/travelers out or away from their area?
- What factors in a new area would be a draw or “pull” them toward something different?

Complete a “Think Pair Share” brainstorm with a partner using the top half of the *Top 10 Reasons to Explore* worksheet.

- Think of as many positive and negative reasons that people want to explore or travel.
- Factors can be internal (from within the explorer, such as their feelings and desires to go elsewhere), or external (forces pushing them to go).

When completed, have partners join to make groups of 4.

- Each pair shares their reasons.
- As a group, highlight and discuss any overlapping reasons.
- Create a top 10 list as a group using the bottom half of the *Top 10 Reasons to Explore* worksheet.
- Instruct students to order the reasons with the most important reason as #1, and least important reason as #10.
- If the group is unable to come up with 10 reasons that they agree upon, they can write as many as they have.

## Extensions

Each group refers to one or many *Travel with the Great Explorers* books and connects their reasons to the reasons why the explorers in the books left their homes. Have a class discussion:

- Was there any explorer who had only had one or two key reasons to explore?
- Who was the greediest for money?
- Who was a criminal and forced to escape their environment?
- Who was challenging the authority of their parents or patron?

In class or online, teachers could have students put sticky notes to tell their learning on display about “Why explore?” or “Explorers’ Hall of Fame and Shame” (e.g., on a bulletin board, online shared Google Doc)

## Wrap-Up

Class discussion about the most common and least common reasons chosen by the groups.

Can the class come up with a consensus for the most important or least important reason for exploring? Why/Why not?

Hand students *Remembering Reasons to Explore* exit cards. Have them complete and hand in for assessment.

## Assessment

Submit partner and group worksheets. Review and check for understanding or misconceptions of valid and varied reasons for exploration and travel.

Check exit cards for understanding and application of concepts before next activity.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Top 10 Reasons to Explore

Think Pair Share: Partner Ideas—Reasons to Explore

- |                   |                    |
|-------------------|--------------------|
| 1. _____<br>_____ | 6. _____<br>_____  |
| 2. _____<br>_____ | 7. _____<br>_____  |
| 3. _____<br>_____ | 8. _____<br>_____  |
| 4. _____<br>_____ | 9. _____<br>_____  |
| 5. _____<br>_____ | 10. _____<br>_____ |

Group Top 10 Reasons to Explore

- |                   |                    |
|-------------------|--------------------|
| 1. _____<br>_____ | 6. _____<br>_____  |
| 2. _____<br>_____ | 7. _____<br>_____  |
| 3. _____<br>_____ | 8. _____<br>_____  |
| 4. _____<br>_____ | 9. _____<br>_____  |
| 5. _____<br>_____ | 10. _____<br>_____ |

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Remembering Reasons to Explore

Why do people explore? Write 3-5 reasons we discussed in class today.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Remembering Reasons to Explore

Why do people explore? Write 3-5 reasons we discussed in class today.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

# LESSON 4

## This Isn't What it Said in the Brochure - Truth Be Told Poster

### Curriculum Correlations

#### Ontario Language Curriculum

Media Grade 4 and 5: 1.2, 1.5, 3.4

#### Ontario Social Studies Curriculum

Grade 4 A3.5, 3.6; Grade 5 A2.4, A2.6., A3.3

#### C3 Framework for Social Studies State Standards

Grade 5 Literacy RI 5.2, RI 5.6

D2.His.16.3-5

D4.3.3-5

### Materials

- *Truth Be Told Poster Assessment Checklist*
- *Travel with the Great Explorers* books
- Magazines, newspapers
- Computers
- Chart paper
- Markers
- Glue
- Scissors

### Setting the Stage

In small groups of 3-4 people, students will use the Graffiti learning strategy. Hand groups markers (one per student) and chart paper.

- Each group member has their own colored marker
- Students write words anywhere on the chart paper that would describe the bad weather, food, feelings, etc. that explorers and travelers faced
- Remind students that it doesn't matter if another group member writes the same word.
- After time for individual brainstorming, one group member then circles words that have been repeated.

The groups share the circled words with the class by Numbered Heads learning strategy (each student is assigned a number, teacher calls on a different numbered student from each group to share their common words).

The teacher writes a full list of agreed upon hardships or conflicts (circled words) from the groups on a new sheet of chart paper. Students can refer to the chart paper later during the creation of their magazine cover or poster.

### Objectives

Students will:

- Brainstorm and record some of the hardships and conflicts explorers had to face
- Distinguish between fact and fiction
- Create a poster or magazine cover that summarizes the "true" experience behind the headlines of an explorer's travels or life
- Summarize information with main ideas and supporting details



## Activity

Students are reminded about the hardships and problems/conflict from the Graffiti activity. Place students in new small groups of 3-4 students. Prompt them to think of a time when they had an experience that wasn't all it was advertised to be. For example:

- A toy that didn't look or perform like it was supposed to
- A place that didn't turn out like your family thought it would
- People that seem helpful and kind, but have a different side
- Food that looked different on your plate than advertised
- A performance that promised to be amazing, but fell short

How would you truthfully and humorously advertise the experience, warts and all? Discuss fact versus fiction using a couple examples:

"The Incredibly Tiny Toy" - half the size of what you wanted! Breaks in seconds after you buy it! Watch out for that chipped, cheap paint! Batteries definitely not included!"

OR

"Holiday Chicken Special - not even enough meat for a toddler to enjoy! Scary gelatinous goo on the side! Mushy vegetables? Sure!"

Instruct students to create a magazine cover that summarizes the "true" experience behind the headlines of an explorer's travels or life. They will choose one book from the Travel with the Great Explorers series, and use information in that book to advertise what the explorer experienced. They can refer to list on chart paper to guide them. Some prompts include:

- Physical and mental challenges personally
- Real and perceived conflicts with family, patrons, crew, helpers, guides, Indigenous inhabitants, etc.
- Natural disasters on land and sea
- Negative conditions on ships, new lands in terms of acquiring and maintaining food, drink, and shelter
- Challenges of the physical environment: extreme weather, creatures
- Superstitions
- Shipwreck
- Diseases, pain, homesickness, death
- Fighting, war
- Financial loss, personal loss

Visual learners can find magazine or newspaper pictures or images that illustrate the hardships.

Verbal/linguistic learners can find cut outs of current headlines in magazines or newspapers that would connect to their poster.

Students with accommodations or proficiency in technology could do their magazine cover as a drawing online with overlapping images and text.

Artistic students can draw images/cartoons to support the main idea and details of their explorer's experience.

Share success criteria found on assessment checklist with students.

## Extensions

<http://www.coexploration.org/hmschallenger/html/LifeatSeaLesson.htm>

Life at sea: A compare and contrast lesson for 19th century vessel vs current deep sea vessel exploration. Allows students to see past and present hardships and challenges, as well as rewards of exploration.

<https://oceanexplorer.noaa.gov/>

Another potential online resource for present day American ocean exploration to make connections.

## Wrap-Up

On the due date for the magazine cover, stage a Survivor theme cafe with students sharing their work. Each student can popcorn (call out) their favorite line from their work.

They could have a contest as to what explorer faced the most hardships and challenges, or what explorer's life and travels were actually the most different than originally reported. What explorer would be "voted off" as not having as many challenges? What explorer was "the ultimate survivor"?

## Assessment

Assess posters using *Truth Be Told Poster Assessment Checklist*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Truth Be Told Poster Assessment Checklist

Explorer: \_\_\_\_\_

Expectation	Approaching	Met	Exceeds
<b>Headline</b> <ul style="list-style-type: none"><li>• Reflects main idea of explorer's factual experience</li></ul>			
<b>Graphics / Images</b> <ul style="list-style-type: none"><li>• Support the main idea and supporting details about hardships, conflicts, and problems explorer encountered</li><li>• Eye catching, visually appealing</li></ul>			
<b>Captions / Text</b> <ul style="list-style-type: none"><li>• Use descriptive words that persuade and capture audience attention</li></ul>			
<b>Comments:</b>			

### Truth Be Told Poster Assessment Checklist

Explorer: \_\_\_\_\_

Expectation	Approaching	Met	Exceeds
<b>Headline</b> <ul style="list-style-type: none"><li>• Eeflects main idea of explorer's factual experience</li></ul>			
<b>Graphics / Images</b> <ul style="list-style-type: none"><li>• Support the main idea and supporting details about hardships, conflicts, and problems explorer encountered</li><li>• Eye catching, visually appealing</li></ul>			
<b>Captions / Text</b> <ul style="list-style-type: none"><li>• Use descriptive words that persuade and capture audience attention</li></ul>			
<b>Comments:</b>			

# LESSON 5

## Meet the Boss(es): Who Makes History?

### Curriculum Correlations

Ontario Social Studies Grade 5 2.4  
Common Core - Language Grade 5 RI 5.3  
Social Studies Common Core D2.His.3.3-5

### Materials

- *Travel with the Great Explorers* books
- *Meet the Boss(es): Who Makes History?* worksheet
- Pencils

### Setting the Stage

Read the following quote:

“History will be kind to me, for I intend to write it.” Winston Churchill.

Discuss that Winston Churchill was twice the prime minister of England, a great speech writer, painter, but that he also led one of the worst military operations in war, and had many difficulties relating to the people of England.

Can people really influence how history is told? Is history always about winners? Students will get to explore who makes history.

Students choose a historical figure that appeals to them from the *Travel with the Great Explorers* series.

It could be an explorer, a guide, a patron, a crew member, a family member.

They should have enough information to find at least four character traits about this person from the book.

### Objectives

Students will:

- Understand physical and behavioral characteristics or traits.
- Assess the reliability of historical sources through who wrote the account and when.
- Evaluate the historical importance of a figure who has, or has not, made the pages of history.
- Identify the traits and actions that make people historically significant today compared to in the past.

## Activity

Hand out and review *Meet the Boss(es): Who Makes History?* worksheet.

- Review that physical traits are what we see on the outside, and behavioral traits are what people act like or how they feel on the inside.

Student focus should be on the behavioral traits of a person. We want to focus on what's inside their thoughts and their actions that show what they feel to the world.

Evidence that shows behavioral traits are:

- An example of something they did to show their feelings
- Something someone else noticed about what they did
- Positive and negative results of their actions.

Before independent work time, have a class discussion about why some of these behavioral characteristics were important to exploration and history.

- Why couldn't the story of their discoveries be told without this person?
- Are there any similar characteristics between explorers across time and location?

## Extensions

Students that are finished early, that have shown proficiency in identifying interesting characteristics, or that are interested, could compare and contrast their "Boss" choice with another student's choice. Discuss their accomplishments, personalities, etc.

## Wrap-Up

After students have searched characteristics and examples and evidence, discuss how history "left out" many people that made a great impact with the same characteristics as the "famous" explorers.

Why were these people left out? They should begin to see and discuss the patterns of gender, racial, and economic stereotyping. If these barriers were not in place, would history be different?

## Assessment

Collect *Meet the Boss(es) - Who Makes History?* worksheet

Holistic level or check/no check assessment based on:

- Understanding of physical vs. behavioral traits - did not include physical characteristics
- Trait choice - simple or more complex traits chosen
- Amount and quality of evidence gathered

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Meet the Boss(es): Who Makes History?

Students will choose an interesting person from the text. Find at least four traits or characteristics about the person from what you've read about what they acted like. Then, give an example as a piece of evidence when they showed this trait. Do not focus on their physical traits or appearance. Find four behavioral traits or what they acted like.

<b>Person</b>			
<b>Trait</b>	<b>Trait</b>	<b>Trait</b>	<b>Trait</b>
<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>

# LESSON 6

## Meeting and Greeting - Evidence of Empathy?

### Curriculum Correlations

#### Ontario Social Studies

Grade 4 A3.7, A3.9, A 3.10, Grade 5 A 2.2, 3.2, 3.6

#### Common Core

RI 5.6, SL.5.1

#### C3 Framework

D2.His.4.3-5.

#### Visual Arts Curriculum

Making art to express a theme/emotion symbolically

### Materials

- *Stepping Stones: A Refugee Family's Journey*
- *Travel with the Great Explorers* books, specifically:
  - Stanley and Livingstone Pg. 18 and 19;
  - Ibn Battuta Pg. 18 and 19, Pg. 24 and 25
- Computers for image search
- For Pebble Art: glue, pebbles, cardboard/pizza boxes, pipe cleaners, wire, Sharpies
- Post-it notes

### Setting the Stage

Read *Stepping Stones: A Refugee Family's Journey*. Discuss the illustrator's and author's story as how the book came about.

How would some of the explorers featured in *Travel with the Great Explorers* series treat a family that sought refuge?

- Would they be seen only as people to help the explorer and their country achieve their goals?
- Would they be turned away by colonial powers and told to find other environments?

Were any families displaced by explorers?

### Objectives

Students will:

- Explain how different perspectives shaped the interaction between explorers, travelers, and the people they encountered on their journeys
- Identify how people's perspectives influenced the way they wrote and reported on their experiences when they returned back home
- Choose a theme and images, symbols, words to support this theme in an artistic way
- Listen to, and comment about other students' perspectives on empathy and diversity
- After learning about the themes of colonialism/ethnocentrism, power, and assimilation practiced during exploration and travel, make connections between past and present issues

## Activity

Share information and key question with students:

- What understanding, misunderstandings, knowledge, and lack of knowledge did explorers transfer to, and bring back from other countries' people?
- How did explorers and Indigenous peoples help and harm each other?

Explorers and travellers in many cases seemed to believe that they were better than the people in countries they were entering. They felt it was their duty to "enlighten" people in places that did not seem similar to their own country. This is called **ethnocentrism**, and it created many conflicts and led to wars and crimes as a result of misunderstanding and lack of education about the equality of people.

Prompt students to think about the consequences in history and today that resulted from negative interactions between explorers and Indigenous peoples.

Respectful behavior by an explorer might have looked like:

- ▶ eating unexpected food
- ▶ accepting and taking gifts
- ▶ trusting local experts in guiding, medicine, resolving conflict
- ▶ learning about customs that are different than yours without imposing your customs on others
- ▶ attempting to communicate in another language

Think about a person or people that show the positive interactions between explorer and Indigenous inhabitants. Read them the following pages from two *Travel with the Great Explorers* books:

- Ibn Battuta Pg. 18 and 19, Pg. 24 and 25
- Stanley and Livingstone Pg. 18 and 19

With these positive and negative interactions (and their effects) in mind, students will make pebble art that represents a different theme from the unit, like the illustrations they saw in *Stepping Stones*. They will choose one theme word from the list below to base their art on.

Compassion	Fear	Misunderstanding
Conflict	Friendship	Support
Cooperation	Greeting	Tolerance
Courage	Hardship	Trust
Explore	Meeting	Wonder

- ▶ When students think of their theme word, they are encouraged to think of symbols and ways to visually represent this theme.
- ▶ They can search images in *Travel with the Great Explorers*, images online of the theme words, and online Pebble Art images to find inspiration and ideas.
- ▶ After they have planned and glued down their images, they can put their theme word at the top or bottom in Sharpie marker.
- ▶ Some students may even print out a quote that supports their theme from the student text, *Stepping Stones*, or online.

## Extensions

<http://steppingstonethebook.com/>

Explore some of the resources and ideas to further the ideas of diversity and cultures that support each other.

## Wrap-Up

Encourage students to have a Gallery Walk as they create their pebble art. Ask peers about their images and symbols choices.

Hand Post-It notes to students. Instruct them to write a short answer to the question: "How does your pebble art show your theme?"

## Assessment

Assess Pebble art work based on the following criteria observed:

- Theme and symbols/images chosen support each other
- Pebbles arranged in style that communicates ideas clearly

Assess responses to anecdotal question on Post-It notes.

# LESSON 7

## Solve it with Science: What is My Resource

### Curriculum Correlations

Ontario Social Studies Grade 4 A3.5, A3.6, A3.9, A3.10  
C3 Framework for Social Studies State Standards D2.His.13.3-5  
Common Core English Language Arts: RI.5.1, RI.5.9

### Materials

- *Travel with the Great Explorers* books, specifically:
  - Ibn Battuta "I Love Nature" page description of Baobab tree
- Chart paper or online shared document
- Worksheet: *What's My Resource?*
- Pencils
- *What's My Resource Assessment Checklist*

### Setting the Stage

Play "20 questions", then "What Am I?". In these activities, questions are posed and statements are given that offer clues about a specific object.

Begin with a modern everyday object - a pencil. Teacher can discuss general versus specific questions using the class generated 20 questions.

Place students in partners and have them complete 20 questions activity with everyday objects in the class. Ask students:

- What was successful?
- What was a challenge?

Connect games with exploration. Do a teacher-guided example using an object from one of the *Travel with the Great Explorers* books. Give students questions and statements that begin general, then get specific.

- Incorporate the 5 W's and 1 H in questions and statements for variety
- Ask students to think of helpful general vs. specific questions.

Teacher could record some questions or statements on chart paper or online shared document that would guide students in the main activity. For example, if the object is a compass:

- "Can it fit in my palm?"
- "Is it heavier than my backpack?"
- "I have spokes that circle around a center point"
- "My favorite place to rest is on the nightstand beside the captain"

### Objectives

Students will:

- Describe a historical item, object, or resource by its appearance, use, and importance
- Using and listening to increasingly specific details, recognize the description of important explorer items, objects, or resources
- Begin to make inferences based on historical facts and previous or new knowledge



## Activity

Students will create a list of 10 facts that describe a historical item, object, or resource by its appearance, use, and importance. They will record the list of 10 facts on the worksheet *What's my Resource?* and try to guess their classmates' resources.

This is an independent task, and the goal is for no one to reveal their resource until the presentation. Using the *Travel with the Great Explorers* books, students can scan the information for an interesting choice of resource to describe. They can list their facts in any order at first, then come up with an order that goes from general to specific.

Provide students with the following prompts to help guide their facts:

- WHAT does the explorer use the resource for?
- WHAT does the resource look like, sound like, taste like, feel to the touch?
- WHERE would you find the resource?
- WHO uses the resource?
- WHEN is the resource used most? Least?
- WHY was the resource used a lot or only a little?
- HOW was this resource replaced?
- WHO was in charge of keeping, maintaining, checking the resource? Was there special care involved?
- HOW could the resource be used by other countries?
- HOW was this resource traded, used up, made into other things?

## Extensions

Drama: "A Tableaux Tale" - create a set of tableaux that illustrate the uses of the resources featured in the above lesson. Students use a variety of levels, stay frozen in character, and use exaggerated expressions and body positions to convey meaning.

## Wrap-Up

Students share their *What's my Resource?* facts and classmates try to guess the resource after the presentation of all the clues.

## Assessment

Use *What's My Resource Assessment Checklist* to evaluate worksheets.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### What's My Resource?

Think about telling facts that use the 5 W's and 1 H:

- WHAT does the explorer use the resource for?
- WHAT does the resource look like, sound like, taste like, feel to the touch?
- WHERE would you find the resource?
- WHO uses the resource?
- WHEN is the resource used most? Least?
- WHY was the resource used a lot or only a little?
- HOW was this resource replaced?
- WHO was in charge of keeping, maintaining, checking the resource? Was there special care involved?
- HOW could the resource be used by other countries?
- HOW was this resource traded, used up, made into other things?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

My resource is \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### What's My Resource Assessment Checklist

Students Have	Yes	No
Helpful framing questions from general to specific.		
Not identified the object too early.		
Interesting clues that connect to facts from historical texts.		
Inferences (educated guesses) that need to be made are increasingly complex.		
Answered most or all of the 5 W's and 1H questions: Who, What, Where, When, Why, How?		
<b>Comments:</b>		

# LESSON 8

## That's a Rap!: Explorer Rap/Poem/Song Summative Assessment

### Curriculum Correlations

Ontario Social Studies: Grade 4 A2.4, A2.6; Grade 5 A2.4, 2.6

Common Core - Language RI 5.9, Speaking and Listening SL5.4-5.6

Social Studies Common Core - D2.His.1.3-5, D2.His.10.3-5, D3 14.3-5, D3 16.3-5

Dramatic Arts Curriculum - focus in character, presentation skills - verbal and non-verbal

### Materials

- Organizer options for groups to record information (teacher or student choice) for the rap.
  1. *Biography Summary Organizer*
  2. *Boatload of Facts Organizer*
  3. *Somebody wanted but then so Organizer*
- Computers for research - choose some student appropriate sites from the resources page of *Travel with the Great Explorers* series
- Props, costumes, for presentations: student generated
- *Explorer Rap/Poem/Song Summative Assessment Checklist Evaluation*

### Objectives

Students will:

- Apply knowledge about explorer or traveler's life, home and/or adopted country, patron(s), family, friends, enemies, expeditions, interactions with Indigenous inhabitants, famous feats on voyage or upon return home, reputation, etc. to create a group performance piece showcasing their summarized information
- Learn the format of rhyme schemes in rap/poem/song, use appropriate and historically significant vocabulary to express ideas
- Work cooperatively in a group to create a product that conveys information
- Use a humorous or serious tone and dramatic skills to create character

### Setting the Stage

Depending on teacher comfort level, you can either

- Find a rap, song, or poem written about an explorer or someone related to an explorer online and show it
- Present your own dramatic version of a rap, song, or poem about an explorer

## Activity

As this is intended as a summative assessment, students recall the other lessons and previous learning about explorers' discoveries, motivations, triumphs, hardships, conflicts, technology, helpers, patrons, etc.

Students choose partners or small groups to complete their learning.

Choose a personality from *Travel with the Great Explorers* series that students can envision writing about.

Using a chosen organizer from the three each group member or working together, research information about the person from the texts and other sources

Be sure to review and discuss the assessment for groups and individuals

Guideline - at least 16-20 lines of writing (enough for about 30 seconds of presenting).

## Extensions

Explore other examples of raps, songs, poems written over the years about famous people.

- Do they show a variety of accomplishments and challenges?
- Do you learn a lot or a little information from this rhyming format?

## Wrap-Up

Tape the presentations of the activity. Post securely online. If other classes are involved, have a "Rap/Song/Poem Festival" to share the presentations.

## Assessment

Groups will submit a written copy of their performance piece for a group evaluation, and each individual will receive an assessment checklist evaluation after their group presentation. Use *Explorer Rap/Poem/Song Summative Assessment Checklist Evaluation* to assess.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### It's a Rap: Biography Summary Organizer

<b>My rap is about</b> (give the name of the person)	
<b>This Person was born in:</b>	
<b>Parents were</b> (put parents names)	
<b>This person worked for</b>	
<b>Overcame</b>	
<b>Travelled to</b>	
<b>Challenged</b>	
<b>Personal traits</b> 1. _____ 2. _____ 3. _____	
<b>Always</b>	
<b>Never</b>	
<b>Best known for</b>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### It's a Rap: "Someone Famous for but then so" Organizer

**Someone**

**Famous For**

**But**

**Then**

**So**

Summary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## It's a Rap: Boatload of Facts Organizer

The organizer is shaped like a boat. At the top, there are two rectangular sections: 'Explorer' on the left and 'Dates' on the right. To the right of these is a smaller rectangular section labeled 'Patron'. Below the 'Explorer' and 'Dates' sections is a large, curved section labeled 'Places Explored'. To the right of this is another large, curved section labeled 'Reasons for Exploration'. Below 'Places Explored' is a section labeled 'Hardships, Conflicts'. Below 'Reasons for Exploration' is a section labeled 'Accomplishments'. At the bottom of the boat are five oars, each with a label: 'Helper', 'Guide', 'Family', 'Friends', and 'Enemies'.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Explorer Rap/Poem/Song Summative Assessment Checklist Evaluation

Name: \_\_\_\_\_ Group Members: \_\_\_\_\_

Class: \_\_\_\_\_

Explorer Name: \_\_\_\_\_

### Part A: Group Evaluation

Your group presentation will be assessed based on the presence of the following Social Studies elements:

- Contains a variety of symbols, images, and elements from the explorer's life and/or journeys
- Incorporates phrases, expressions, or vocabulary that represents the explorer's nationality, personality, and/or locations visited
- Includes contributions and point of view from various groups about the explorer (e.g., their patrons, family, crew, Indigenous inhabitants)
- Discusses significant contributions - both positive and negative - of the explorer's voyages and "discoveries"

Observed Examples from Presentation: \_\_\_\_\_

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### Part B: Individual Evaluation

Your individual performance will be assessed on the following Drama elements in your presentation:

- Clear and loud voice
- Stayed in focus in character
- Non-verbal communication strategies used (e.g. gestures, props, costumes)
- Not too fast, not too slow pace

Observed Examples from Presentation: \_\_\_\_\_

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