

Geography Integrated Lesson Plan

Title: *Exploring Explorers*

Subjects: 6th Grade Geography, Language Arts

Duration of lesson: Two to Three 90 minute class periods
(possible extension activity which will take additional time)

Teacher: Sarah Jett



PURPOSE/OVERVIEW

The purpose of this lesson is to introduce students to different explorers through children's literature. Students will mainly focus on European Explorers since they are covered in the 6th grade CSO's. Students will use reading comprehension skills and technology to learn about these explorers.

ESSENTIAL OR GUIDING QUESTION:

What do explorers have in common? What can I learn about European Explorers, and what was their impact on the world?

VOCABULARY:

1. explorer
2. continent
3. ocean
4. country

WEST VIRGINIA CONTENT STANDARDS

Language Arts Content Standards:

RLA.O.6.1.4- select defining characteristics construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors: myth, fantasies, biographies, autobiographies, tall tales, supernatural tales.

RLA.O. 6.1.6-differentiate and apply comprehension strategies in literary and informational texts to use prior knowledge, draw conclusions, interpret meaning, determine cause and effect, and judge text critically.

RLA.O.6.1.13-identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism).

RLA.O.6.1.14-use graphic organizers to create, develop, interpret, and organize information (e.g., tables, graphs, diagrams, charts).

Social Studies Content Standards:

SS.O.6.4.2- use map tools (e.g., legends, keys, scales) to interpret information (e.g., climate, landforms, resources).

SS.O.6.4.5-evaluate the effects of physical geography and the changing nature of the earth's surface on transportation, culture, economic activities and population density distribution.

SS.O.6.5.4-analyze how Europeans benefited by expansion in the New World in the following: economics, culture, trade, and new agricultural products.

GEOGRAPHY STANDARDS

How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information From a Spatial Perspective	<u>1</u>	1: The World in Spatial Terms
How to Analyze the Spatial Organization of People, Places, and Environments on Earth's Surface	<u>3</u>	1: The World in Spatial Terms
The Physical and Human Characteristics of Places	<u>4</u>	2: Places and Regions
The Characteristics, Distribution, and Migration of Human Population on Earth's Surface	<u>9</u>	4: Human Systems
How to Apply Geography to Interpret the Past	<u>17</u>	6: The Uses of Geography

21ST CENTURY LEARNING SKILLS AND TECHNOLOGY TOOLS

21C.O.5-8.1.LS.2- Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require the effective use of tools (e.g. cropped photos, original charts and graphs, well-chosen images from databases, video clips).

21C.O.5-8.2.LS.1- Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.

MATERIALS: (include resources)

1. *So You Want to Be an Explorer?* By Judith St. George and David Small

2. ELMO and projector
3. "Explorers-- Anticipation Reaction Guide" worksheet
4. *Follow the Dream: The Story of Christopher Columbus* by Peter Sis
5. Computer with internet access (connected to projector)
6. Explorer Graphic Organizer worksheet
7. Additional Social Studies textbooks
8. Additional books for researching explorers
9. *Optional:* classroom computer(s)



MAP INTEGRATION:

1. [Interactive Online Maps of North American Exploration Routes](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html)
(http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html)
2. [European Explorers Maps](http://users.rcn.com/farrands/explorers.htm)
(<http://users.rcn.com/farrands/explorers.htm>)

PROCEDURE: (include activity sheets)

1. Students will receive a copy of the "Explorers-- Anticipation Reaction Guide" worksheet. The teacher should go over the directions for completing the Anticipation Reaction Guide with the class.
2. Students will complete the Anticipation Reaction Guide individually. When students have finished filling in the "before reading" section, they should turn their papers over to indicate they are finished.
3. The teacher will read *So You Want to Be an Explorer?* by Judith St. George and David Small to the class using the ELMO and projector. Students will stop and discuss as needed to reflect on prior knowledge and any additional facts they know about the explorers mentioned in the book.
4. Students will revisit their Anticipation Reaction Guide and fill in new information based on what they have read. We will discuss and make corrections as a class. The teacher should discuss what these explorers have in common and how we would define an "explorer."
5. To segue into studying European Explorers, the teacher will read, *Follow the Dream: The Story of Christopher Columbus*. Before reading, create K-W-L chart on the board or ELMO. Find out what students know about Christopher Columbus and possibly what they would want to learn.
6. The teacher will then read *Follow the Dream: The Story of Christopher Columbus* using the ELMO and projector. Discuss as a class after reading. Be sure to add additional information to the K-W-L on the board.

7. Use a computer and projector to show students Columbus's route on both the [European Explorers Maps](#) and [Interactive Online Maps of North American Exploration Routes](#) websites. Discuss the physical geography of his exploration route. What continents did he travel? What modern day countries? What oceans?

8. Students will be placed in pairs and assigned a European explorer by the teacher. Each pair will receive a copy of the "Exploring Explorers" graphic organizer worksheet.

9. Students will research their explorer using their textbooks, additional research books, and a classroom computer. Allow plenty of time for classroom research and assign students a clear deadline. *Note: A possible extension could be students must provide a picture of their explorer and a map of the route(s) they traveled.*

10. Students will share their organizers with the class.

CONCLUSION/SUMMARY

*Extension activities can be used to complete the lesson. The teacher may choose to use one or all of the extension activities. Extension activities may require additional class periods to complete.

Activity 1-

The teacher can create a PowerPoint review that gives information about the European Explorers discussed in the textbook (Hernan Cortes, Christopher Columbus, Amerigo Vespucci, Vasco Nunez de Balboa, Ferdinand Magellan, Francisco Pizarro, Jacques Cartier, and Sir Francis Drake). Students can review information slides on each explorer, then be placed in teams to complete a quiz at the end.

Activity 2-

Play a review game as a class using basic facts students gathered about the explorers. Allow students to write two questions each about the explorer they researched on note cards. Collect all note cards and divide students into teams. Each team can take turn answering the review questions and earn points for each correct answer. The team with the most points wins!

Activity 3-

Take students to the computer lab. Using the information they researched, students can create a PowerPoint or an Inspiration organizer. Allow students to share their finished products with the class!

Activity 4-

Take additional time to review the interactive maps found on the [Interactive Online Maps of North American Exploration Routes](#) website. Briefly discuss the physical geography of each of the explorations. (http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html)

ASSESSMENT (include assessment)

1. "Explorers-- Anticipation Reaction Guide" worksheet
2. "Exploring Explorers" graphic organizer
3. *Optional:* Travel brochure

Created by: Sherri Mitchem and Danielle Spencer 2010

Resources:

- *So You Want to Be an Explorer?* By Judith St. George and David Small
http://www.amazon.com/So-You-Want-Be-Explorer/dp/0399238689/ref=sr_1_1?ie=UTF8&s=books&qid=1304630544&sr=8-1
- *Follow the Dream: The Story of Christopher Columbus* by Peter Sis
http://www.amazon.com/Follow-Dream-Story-Christopher-Columbus/dp/0679806288/ref=sr_1_1?s=books&ie=UTF8&qid=1304630610&sr=1-1
- *Shaped by the Standards: Geographic Literacy through Children's Literature* by Linda K. Rogers.
http://www.amazon.com/Shaped-Standards-Geographic-Childrens-Literature/dp/1591584620/ref=sr_1_1?ie=UTF8&qid=1304984023&sr=8-1

Name: _____

Explorers--Anticipation Reaction Guide

So You Want to be an Explorer?

Directions: (1) Read each statement. (2) Under the "Before Reading", place an "X" either in the "True" or "False" for each statement. (3) We will read the story together. (4) After we read, locate the page number each statement is on. In the "After Reading" section, mark whether each statement is "True" or "False" based on what you read. If the statement is false, mark out the word in the statement that makes it false, and correct it.

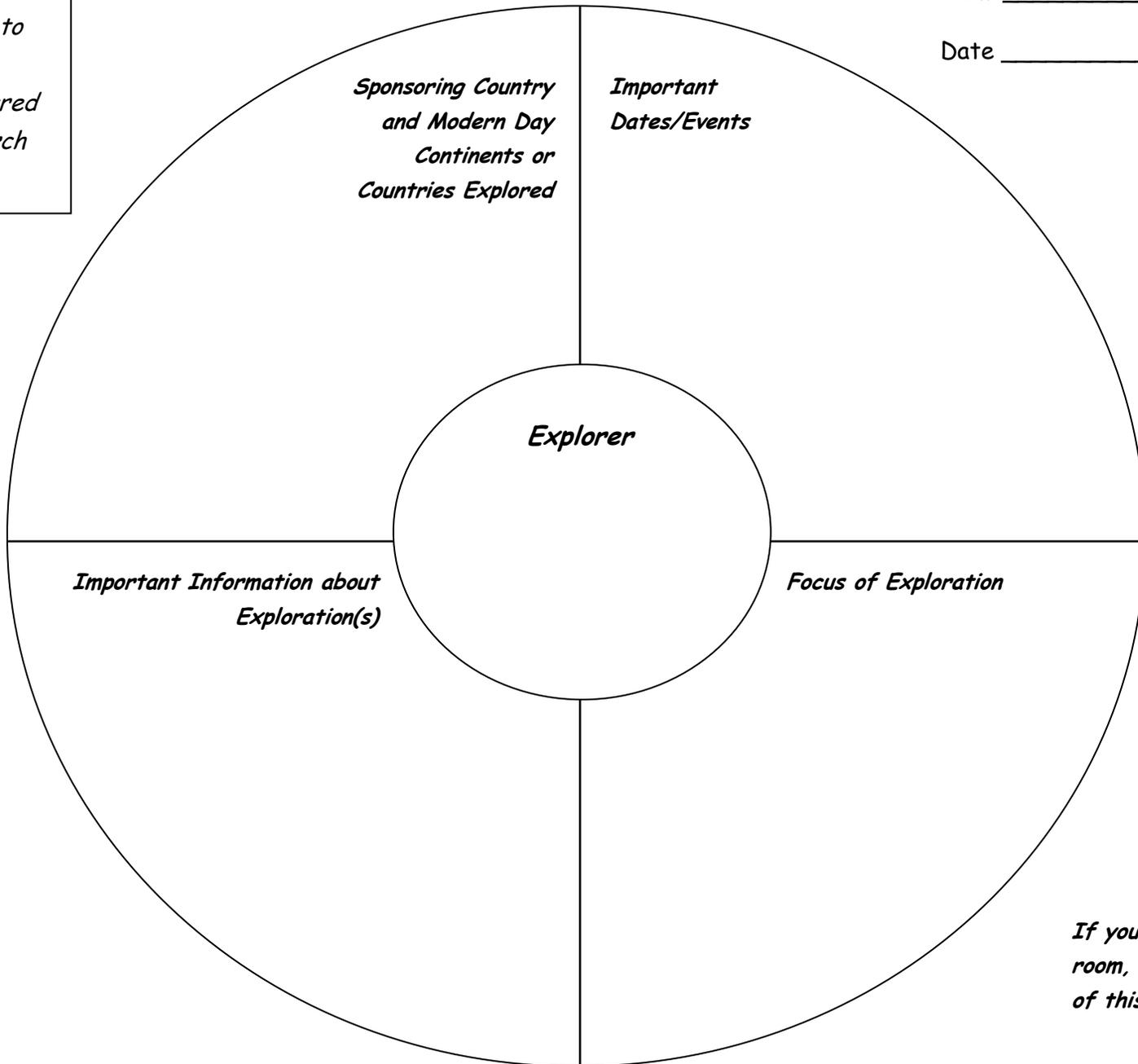
BEFORE READING		Statement	Page #	AFTER READING	
True	False			True	False
		1. Explorers are curious.			
		2. Mary Kingsley was a British explorer who traveled to India.			
		3. The Strait of Magellan was named after explorer Magellan Balboa.			
		4. Chuck Yeager can be considered an explorer.			
		5. America was named after Italian-born Amerigo Vespucci.			
		6. Henry Hudson was looking for a Northwest Passage to Alaska.			
		7. Machu Picchu is in Peru.			
		8. George Washington was an explorer and traveled through the Ohio Valley.			
		9. Dr. David Livingstone discovered Victoria Falls in Japan.			
		10. Lewis and Clark explored the American Mid-West.			

Exploring Explorers

Directions: Find important information about your explorer to fill the following categories. Be prepared to share your research with the class!

Name _____

Date _____



If you need additional room, please use the back of this paper!