

World Explorers

Written by: Doug Sylvester



Rainbow Horizons Publishing Inc.

Tel: 1-800-663-3609 | **Fax:** 1-800-663-3608

Email: *service@rainbowhorizons.com*

www.rainbowhorizons.com

ISBN-13: 978-1-55319-013-4

Copyright © 1997 Rainbow Horizons Publishing Inc.

Permission to Reproduce

All pages of this publication designated as reproducible and may be reproduced under licence from Access Copyright. All rights are otherwise reserved and no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanic, photocopying, scanning, recording or otherwise, except as specifically authorized.

Permission is granted to the individual teacher who purchases one copy of this book to reproduce the student activity material for use in his or her classroom only. Reproduction of these materials for colleagues, an entire school or school system or for commercial sale is strictly prohibited. We acknowledge the financial support of the Government of Canada through the Book Publishing Industry Development Program (BPIDP) for our publishing activities.

EXPLORERS

UNIT OVERVIEW

Interest is at its highest as students explore the world of explorers. This highly adaptable unit is broken into four parts with teachers choosing to do all four sections or simply selecting the parts that best meet the needs of each individual class.

PART I - EUROPEAN EXPLORERS

Part I is a structured, knowledge-based section focusing on important European explorers from the Vikings to Columbus to Hudson. Students write down a series of overhead notes on each of these explorers and complete a related assignment designed to help the information sink in.

Topics and activities are:

- 1) Reasons For Exploring - Early European Explorers (Map Activity)
- 2) Hardships And Fears - The Explorer Game
- 3) Vikings - Space Colony
- 4) Christopher Columbus - Both Sides of the Story (Newspaper Article)
- 5) John Cabot - The Matthew (Colouring Activity)
- 6) Ferdinand Magellan - Making Sea Biscuits
- 7) Jacques Cartier - Five-Minute Play (Drama/Role Play)
- 8) Henry Hudson - Explorers Crossword (Review)
- 9) John Franklin - Novelette (Reading Aloud, Related Questions)

PART II - EXPLORERS OF CANADA (Report)

Students focus on explorers relevant to Canada. "Jot Notes" are used to collect useful information for a report without copying information out of encyclopedias.

PART III - OPTIONAL LESSONS

A series of optional activities helps to build a degree of flexibility into the unit. Optional assignments can be added as separate activities, used to compliment other topics or given as enrichment. These include:

- 1) Orienteering/Scavenger Hunt/Treasure Hunt
- 2) Columbus: The Movie
- 3) Explorers Wordsearch
- 4) Enrichment Crossword
- 5) Giant Map
- 6) Explorer Books
- 7) Explorers Memory Game
- 8) Internet Exploring Activity

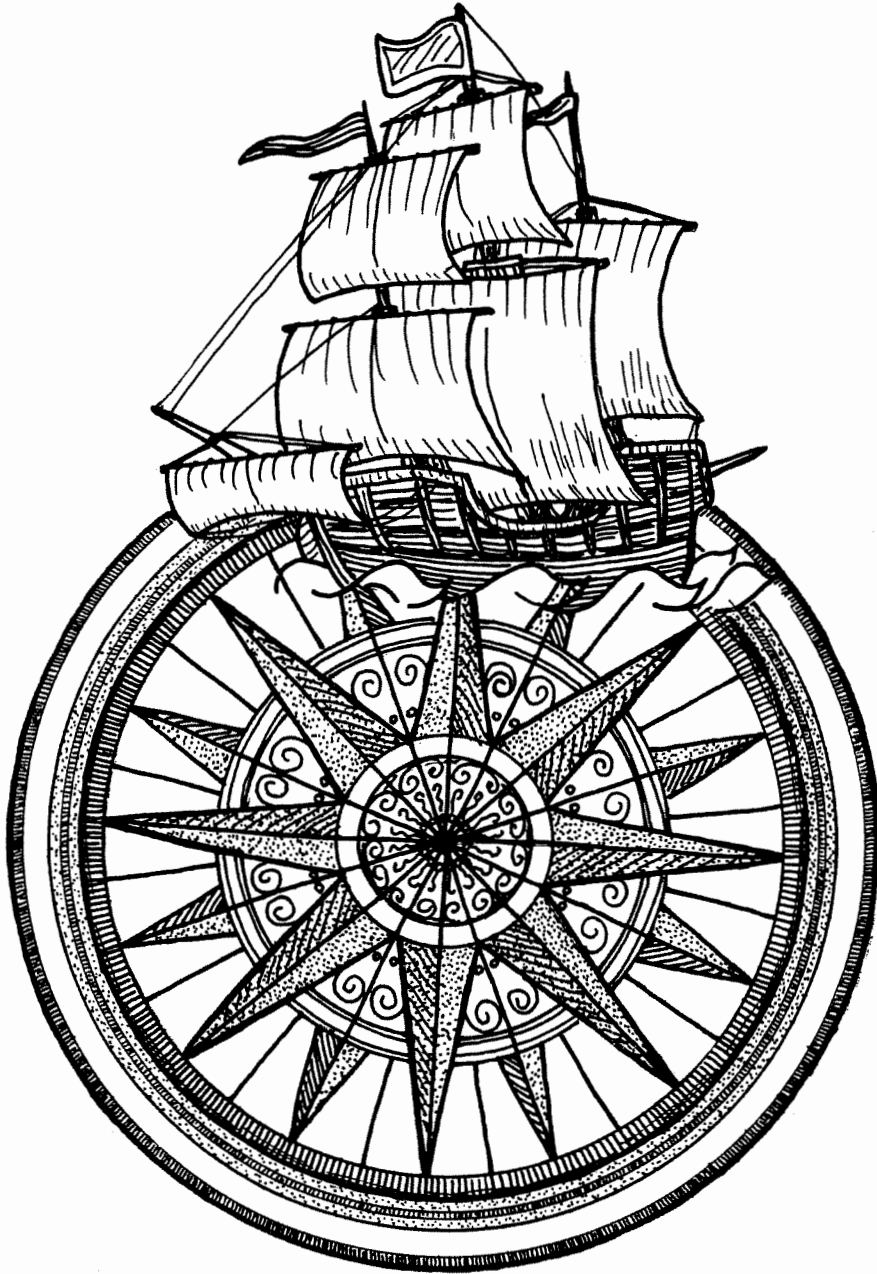


PART IV - EXPLORERS COLOURING BOOK

A collection of seven diagrams and a cover suitable for colouring depicts each of the explorers covered in the notes. The eight diagrams are:

- | | |
|-------------------------------------|---------------------------------|
| 1) Cover - "European Explorers" | 2) Vikings - "Leif the Lucky" |
| 3) Columbus - "Tierra! Tierra!" | 4) Cabot - "The Grand Banks" |
| 5) Magellan - "Pacific Desperation" | 6) Cartier - "Winter Scurvy" |
| 7) Hudson - "Mutiny!" | 8) Franklin - "Lost On The Ice" |

PART I - EUROPEAN EXPLORERS



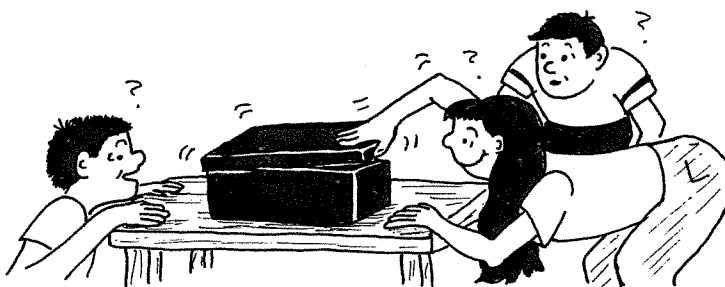
LESSON #1 - REASONS FOR EXPLORING

Student Objectives and Activities

- This lesson is designed to introduce students to the unit and help students develop understanding of some of the possible reasons for European exploration. Students copy notes from an overhead projector under the heading, "Reasons For Exploring".
- Students complete a map activity entitled "**Early European Exploration**" and draw the probable routes of important explorers.

Suggested Teaching Strategies

- Before beginning the unit, prepare a large box with a lid. (Photocopy paper boxes work well) Cover the box with black paper to make it attractive. Place pepper, cinnamon (spices), silk and some really cheap rhinestone jewellery inside the container. Early in the morning, set the box somewhere in the classroom where it is in plain view and easily accessed by students. (The hope is that students will be curious and try to sneak a peak inside the box thus demonstrating natural human curiosity)



- Challenge students to guess what is inside the box allowing twenty "yes/no" type questions. (By this time, expect that at least a few mischievous students will already have peeked inside the box) Write the correct answers on the board giving hints if necessary.
- When students have listed the correct items ask them to now figure out how these things are related. The answer is that early European explorers (except the Vikings) were all searching for these things - spices, silk and riches. Also explain that another reason for exploring is that humans are naturally curious as demonstrated by the students' desire to peek inside the box.
- Commence with the overhead notes on the topic by photocopying the pertinent pages onto transparencies. Teachers can also write the notes on the board or dictate them.

*** Note ***

Certain notable explorers such as Cortes, Frobisher, da Gama, Marco Polo, and Vespucci have been intentionally left out due to time constraints. Instead, the unit focuses mainly on explorers with a decidedly Canadian connection. Teachers should also be aware of possibility of overemphasizing the greatness, importance and usefulness of the exploration of the New World due to cultural bias. "European-based" views often put forward in Canadian schools tend to overstate the importance and need for North American exploration while a "native-based" view tends to look less favourably on contact between Europeans and the original inhabitants of North America. (Early Europeans were exploring a place that had already been thoroughly explored by the people who happened to be living in North America when Europeans first arrived)

- Before beginning the mapping activity “**Early European Exploration**”, hand out a copy of the “**Map Rules**” page to each student. Students cut out the rules and glue them to the inside cover of their social studies notebook for future reference. Explain these rules and the reasons for them. (If you already have an established format for maps, these rules can be disregarded or reviewed)
- Write the names of the following places on the board with students copying this list onto the back of their map: Atlantic Ocean, Pacific Ocean, Indian Ocean, Europe, Asia, North America, South America, England, Spain, France, The Azores, Norway, Iceland, Greenland, Cape of Good Hope, Cape Horn, Hudson Bay, Vikings, Columbus (First Voyage), Cabot, Magellan, Cartier (First Voyage), Hudson.
- Students begin labelling their map using either their atlases, a large wall map or the labelled map included with the unit projected as an overhead transparency. Students first draw light horizontal lines with a pencil where a label must go. The teacher should demonstrate how to make a horizontal line by lining a ruler up with the edge of the page. After the labels are printed (in pen) the lines can be erased. (Some students choose to print the labels in pencil first, check with the teacher and then overwrite them with pen)
- Next, students use their judgement to draw as accurately as possible the routes of the explorers listed. Demonstrate how to use prominent land features as a guide when marking in the routes.
- Students lightly shade the different countries using coloured pencil crayons. Dark pencil crayon or marker should be avoided since labels will become impossible to read.

*** Note ***

Since the map assignment is time consuming, students are allotted time to finish their maps as part of Lesson #2. The wordsearch activity (see Optional Lessons) could be given to students completing their map early.



MAP RULES

- 1) Name in top righthand corner.
- 2) All labels must be *printed* in *pen*.
- 3) All labels must be *horizontal*. (except for rivers) *Use a ruler!*
- 4) Do not colour entire ocean blue. *A thin blue border* is all that is needed.
- 5) Colouring is to be done in *pencil crayon* using *light shading*. (No markers please)

