EXPLORE Lesson Plan for California Teachers

Lesson Title: Are you Suited for Exploration?

Grade Level: 5

Lesson Objective:
- Students will research, record, and share information about explorers and expeditions.
- Students will identify and discuss issues related to exploration.

Big Idea: Exploration requires grit and perseverance.

Essential Question(s): Why do people take risks to explore unknown places?

California Standards:
- HSS 5.2.1 Describe the entrepreneurial characteristics of early explorers and the technological developments that made sea explorations by latitude and longitude possible.
- HSS 5.2.2 Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world.

Lesson Introduction:

Teacher writes these prompts on the board: What is an explorer? What are the characteristics required of explorers? What is an expedition? What is required for an expedition? Students write responses to these prompts and then share with partners. Teacher asks for some Students to share responses, and facilitates class discussion. Teacher records key characteristics of explorers and expeditions on the board.

Learning Activities:

Teacher introduces vocabulary terms:
- voyage – a long journey usually involving travel by sea or in space
- expedition - a journey or voyage undertaken by a group of people with a particular purpose, especially that of exploration, research, or war

Teacher explains that people are still exploring the world today. Teacher reviews Expedition Crew Application with Students and instructs Students to complete the application to the best of their ability. Teacher collects, evaluates, and uses student responses to inform instruction about explorers and exploration.
As students learn about European explorers from the textbook, reference books, trade books, and Internet searches, use the Explorers & Expeditions Chart to record key information about explorers and their expeditions. Before copying or distributing digital versions of the chart, consider changing names of explorers for the class to investigate a variety of explorers (or allow students to select some or all of the explorers).

Teacher selects a common text for Students to read and facilitates a Socratic Seminar focused on the Big Idea and Essential Question for this lesson. Suggested texts:


Students may use Expedition Crew Application and Explorers & Expeditions Chart to engage in seminar.

**Assessment:**

25-point Scoring Guide

- 2 points for reasonable responses to each prompt on Expedition Crew Application (8 points possible)
- 1 point for accuracy of information presented in each cell of the Explorers & Expeditions Chart (15 points possible)
- 2 points for active and informed participation in Socratic Seminar

**Materials:**

- Journal or writing paper
- Expedition Crew Application (1 copy per student)
- Explorer & Expedition Chart (1 copy per student)

**Credits:** Lesson plan adapted from “Exploration Takes Guts & Perseverance” by Susan Ferdman. Empires of the Wind NEH Seminar, June 2013.
Expedition Crew Application

Do you want to be an explorer? NASA is looking for crew members to join an exciting new expedition to space. A state-of-the-art spaceship is ready to embark on its first voyage into deep space. The expedition requires a curious, adventurous, and young crew interested in exploring new frontiers. This spaceship plans to return to Earth in 20 years. The salary will bring great wealth to explorers. Interested applicants must answer the following questions to the best of their ability.

What do you think are the risks associated with this voyage?

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__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Why are you interested in joining this expedition? What characteristics make you well suited for this work?

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__________________________________________________________________________________________
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Who do you think is financing (paying for) this expedition? What do you think they hope to find?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
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What technologies do you think are essential to bring on this expedition?
Explorers & Expeditions Chart

As you learn more about these explorers, record key information about them and their expeditions.

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<th>Columbus</th>
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<td>Risks Involved with Expedition</td>
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