

# Northwest History Consortium

## Early European Explorers

**Tani Landry**

**5<sup>th</sup> Grade**

**Era 1/Standard 1 – Three Worlds Meet (Beginnings to 1620)**

### SCENARIO

Many people chose a life of exploration, challenge, and discovery.

According to “A Profile of Greatness” in the *The World’s Greatest People*, there are ten characteristics of an achieving personality: focus, preparedness, conviction, perseverance, creativity, curiosity, resilience, risk-taking, independence, and sense of purpose.

Since kindergarten, most of us have learned that Christopher Columbus was a great explorer that first discovered America. However, many people feel that we should not dedicate a national holiday to this explorer because of lack of character (not believed to have a profile of greatness). As well, there is evidence that he may not have been the first person to discover America.

Because you are history students who research and learn facts about explorers, your opinion matters. You have the opportunity to share your opinion about who you believe would be the best choice for the greatest explorer that influenced our country and would be celebrated with a national holiday in honor of him.

Do you believe that Christopher Columbus should still be our best choice, or is it your opinion, or do you have a better choice? Plead your case using the evidence you have found to be true.

### TASK(S)

Groups of three students will choose an explorer and create a timeline based on the explorer’s birth/death, major accomplishments, and events.

1) “From reference materials [internet, social studies book, classroom books] students research an explorer, identifying six important events.”

2) “Students use a ruler to measure and equally divide their open file folder [or large drawing paper] into six sections to create a time-line.”

3) “Students create or select graphics that represent six important events in the explorer’s life.”

4) “Students write captions, which explain the time-line graphics. Graphics and text should discuss exploration routes, and explain the significance of exploration voyages and discoveries.”

5) In preparation for group presentations to “plead their case,” students will create a final project. The project needs to include convincing points that will defend or dispute their explorer of choice.

Final Project Menu Choice: power point, poster, storyboard, skit, reader’s theater, and/or an artifact box (bag, pillowcase).

## Northwest History Consortium

### Early European Explorers

#### RESOURCES

“Age of Exploration.” The Mariners’ Museum. 2008. Newport News, VA. 1 June 2009  
<<http://www.mariner.org/educationalad/ageofex/>>.

Engels, Andre. “Discover’s Web.” Andre Engels’ Homepage. Eindhoven, the Netherlands. 1 June 2009  
<<http://www.win.tue.nl/~engels/discovery/alpha.html>>.

“European Explorers.” Elizabethan-Era Organization. 2008. United Kingdom. 1 June 2009  
<<http://www.elizabethan-era.org.uk/european-explorers.htm>>.

Ewing, Lynn. “European Explorers of the 'New World' in the Age of Exploration. North Wasco County School District #21, Chenoweth Elementary. 1998-2002. The Dalles, OR. 1 June 2009  
<<http://www.chenoweth.k12.or.us/TECH/subject/social/explore.html>>.

Schafer, J. “Explorer Research Sites.” Lake Washington School District, Margaret Mead Elementary. 2006. Sammamish, WA. 1 June 2009  
<<http://schools.lwsd.org/mead/schafer/exlinks.htm>>.

“Websites for Explorers and Exploration.” Torrington Public Schools, East School. Torrington, CT. 1 June 2009  
<<http://www.torrington.org/page.cfm?p=533>>.

“Zoom Explorers.” Enchanted Learning. 1999-2009. Mercer Island, WA. 1 June 2009  
<<http://www.zoomsharks.com/explorers/indexa.shtml>>.

# Northwest History Consortium

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### ASSESSMENT

Assessment for timelines/projects is performance-based. Student timelines and final projects are graded on standards-based criteria according to the following rubric.

### Lesson Rubric: Early Explorer Timeline

CATEGORY	Below Standard 1	Needs Work 2	At Standard 3	Above Standard 4
Obtains historical data from a variety of sources.				
Uses relevant data to create a chronologically accurate timeline.				
Traces explorer's routes on timeline.				
Explains why explorer's voyages and discoveries were important on the timeline.				
Communicates in written form using appropriate writing standards.				
Communicates clearly and effectively (voice, eye contact, and audience engagement, etc.) during presentation.				
<b>Total Score:</b>				

**Teacher Comments:** (Teacher comments may include rationale for marks and suggestions for improvement.)

# Northwest History Consortium

## Early European Explorers

### REFERENCES/CITATIONS

Inteliquet. "The World's Greatest People." Inteliquet Historical Biography Series. Audio Books. Inteliquet Learning Systems, 1995.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

Jones, Rene. "Early Explorer Time-Line." Teaching American History in South Carolina. 2009. Charleston, SC. 27 May 2009 <[http://www.teachingushistory.org/lessons/early\\_exp\\_over.html](http://www.teachingushistory.org/lessons/early_exp_over.html)>.

Landry, Tani. "Early European Explorers." NWESD Organization. 2008. Anacortes, WA. 30 May 2009 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/1.1\\_EarlyEuropean.Landry.5.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/1.1_EarlyEuropean.Landry.5.pdf)>.