

Northwest History Consortium

Museum Display of the Explorers

Audra Evans

5th Grade

National Standard

Era 4: Expansion and Reform (1801-1861) / Standard 2

Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

Washington State EALRs (Grade 5)

EALR (History) 4.2.1: Understands and analyzes how individuals caused change in U.S. history

EALR (History) 4.2.2: Analyzes how people from various cultural groups have shaped the history of the United States

EALR (Geography) 3.2.3: Understands and analyzes the impact of the European colonists' movement to the Americas on the land and the indigenous peoples

EALR (Social Studies) 5.4.2: Prepares a list of resources, including the title, author, and type of source, date published, and publisher for each source, and arranges the sources alphabetically

BACKGROUND

This activity is the introduction for fifth graders to different explorers that took different routes to explore what is now America. Many explorers traveled to the New World, and many of the explorers took different routes. The explorers had different reasons for wanting to explore; and, were they really looking for the same things?

There are nine explorers that we will learn more about in our *History Alive, America's Past* book, after we learn about the individual explorers through our PBL lesson.

SCENARIO

There have been many complaints from the descendents of the first explorers that the explorers that set out to the New World were misrepresented. Historians have been searching for years and trying to sort through the discussions and materials to find the truth. From the time the explorers set sail, they have left lasting impressions on the development of America and the entire world. We all know that Christopher Columbus sailed the ocean blue in 1492, and we know that he was the first to discover America, or was he?

TASKS

The fifth grade classes have been asked to construct a museum display of some explorers that came to the New World for the Museum of Exploration.

- Quick-write: Each student will write everything you know about the explorers on a sheet of paper.
- Split students into groups of four, and collaborate with your group by sharing and talking about your quick-write.

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- Use Lombardo's extended KWL chart in your group; you will fill out the "B" and "K" of the chart.
- Class discussion of the chart; students share out or add anything else to the chart.
- With your group collaborate and fill out the "W" of the chart (approximately 10 minutes).
- Meet together again as a whole group and discuss what you filled out for the "W." Groups can add any other ideas that they may feel are important for their chart.
- Groups will receive the explorer that they are going to research.

Your job is to uncover misconceptions and little unknown facts that have misrepresented your explorer. Your exhibit should be as daring/intriguing or as important as the discoveries that your explorer made. Take the adventure to make your explorer come alive.

Possible ideas for your museum display:

- Timeline
- Maps
- Sponsor
- Journals
- Design of ship
- Information about you
- Video
- Letter to your sponsor

* Be sure to cite resources used.

* You will present your display to the class

* You will write about what you learned about your explorer or other explorers from the presentations.

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RESOURCES

KWLH Chart

B Hypotheses, ideas or hunches	K What is already known	W What you need or need to know - your questions	H How you will find your information - your POA	L What you learned

“Extended KWL Chart.” Adapted from a handout created by Nan Lombardo, Washington State Coordinator for Teaching American History Institute.

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Books

Blashfield, J. F. Cartier: Jacques Cartier in Search of the Northwest Passage (Exploring the World). Minneapolis, MN: Compass Point Books, 2001.

Bower, B. History Alive! America's Past. Palo Alto, CA: Teachers Curriculum Institute, 2003.

Hoogenboom, L. Juan Ponce De Leon: A Primary Source Biography: The Primary Source Library of Famous Explorers. New York: Powerkids Press, 2006.

Hunter, D. Half Moon: Henry Hudson and the Voyage that Redrew the Map of the New World. New York: Bloomsbury Press, 2009.

Mass, Wendy. John Cabot: Early Explorer (Explorers!). Berkeley Heights, NJ: Enslow Elementary Publishers, 2004.

Nardo, Don. Francisco Coronado (Watts Library: Exploration). Danbury, CT: Franklin Watts, 2002.

Internet

Bartlett Elementary School (Bartlett, TN). "Why Explorers Explored the World." 2000. Oracle ThinkQuest. Redwood Shores, CA. 31 March 2010 <<http://library.thinkquest.org/J002678F/why.htm>>.

Col, Jeananda. "Zoom Explorers." ©1999 2010. Enchanted Learning. Mercer Island, WA. 31 March 2010 <<http://www.enchantedlearning.com/explorers/indexv.shtml>>.

"Voyage of Exploration: Discovering New Horizons (Explorers Database). Oracle ThinkQuest. 1996 – 2010. Redwood Shores, CA. 31 March 2010 <<http://library.thinkquest.org/C001692/english/index.php3?subject=explorers/database&type=name>>.

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ASSESSMENT

Rubric for Museum Display

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.

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REFERENCES/CITATIONS

ALTEC. "Rubistar: Create Rubrics for you Project-Based Learning Activities." 4Teachers.org. 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 31 March 2010 <http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=4§ion_id=&>. Adapted by Audra Evans for the Northwest History Consortium with permission.

Bower, B. History Alive! America's Past. Palo Alto, CA: Teachers Curriculum Institute, 2003.

Evans, Audra. "Museum Display of the Explorers." NWESD Organization. 2008. Anacortes, WA. 31 March 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.2_Explorers.Evans.5.pdf>.

"Extended KWL Chart." Adapted from a handout created by Nan Lombardo, Washington State Coordinator for Teaching American History Institute.

"History Standards for Grades 5-12 United States." UCLA National Center for History in The Schools. 2009. University of California, Los Angeles, CA: 31 May 2009 <<http://nchs.ucla.edu/standards/era1-5-12.html>>.

Ogle, Donna M. "KWL Chart." 1986.

OSPI. "Washington State Social Studies EALRs, Grade 5." OSPI (Office of Superintendent of Instruction). 2010. Olympia, WA. 31 March 2010 <http://standards.ospi.k12.wa.us/EalrsPubDocs/GradeSpecificDocument/Social%20Studies/GLEs-Social_Studies-Grade5.doc>.