

Journeys and Explorations (JOUR): Daily Lesson Plans

		WHAT (skill goals/knowledge goals/concepts/readings)	HOW (activities)
DAY 1	Morning	<ul style="list-style-type: none"> *course intro and introductions *diagnostic test *demonstrate timeline *Marco Polo; dangers faced while travelling, importance of overland trade route, how stories are recorded and shared *Silk Road; what it was, used by whom, when, challenges, cultural exchange along the way 	<ul style="list-style-type: none"> *class outline and daily schedule; where have you travelled and what you learned *plot early events ie Phoenicians trading, Ptolemy's map and show his map *begin by reading intro to <u>Marco Polo for Kids</u>; discuss the recording of his adventures (dangers faced); as a class discuss 'what qualities would an explorer need to have and why *read aloud <u>Silk Road</u>; discuss story, and trace route on map, students break into groups and summarize an aspect of further reading from the story and present; journal entry: describe a meeting along the Silk Road, how did people communicate and how did they trade, draw a picture *(if time discuss Bactrian camels using short article)
	Afternoon	<ul style="list-style-type: none"> *introduce the daily read aloud book <u>The Captain's Dog</u> *compare and contrast old world maps and current maps *timeline of history 	<ul style="list-style-type: none"> *explain to students that each day we will hear a section of the historical fiction story about the Lewis and Clark adventure narrated by Lewis' dog; read section and discuss *review student atlases and how to use pg 6 to 9 *examine 1475 maps from <u>Maps from Age of Exploration</u>, compare to maps in student atlases pg. 20, 21 (physical) and 26, 27 (political) using venn diagram-why are the old world maps so different? *use the intro to <u>100 Years of Exploration</u> to explain how to do timeline in books
	Homework	<ul style="list-style-type: none"> *read intro to <u>100 Years of Exploration</u> pg 9 to 17 and complete timeline in books 	<ul style="list-style-type: none"> *journal entry: why do maps change? Will our current maps change why or why not? (atlas pg 18,19 Earth in Motion in H.W. discussion)
DAY 2	Morning	<ul style="list-style-type: none"> *take up homework *read <u>Sundiata</u> to discuss African empire of Mali, Mansa Musa, birth of Islam and pilgrimages 	<ul style="list-style-type: none"> *take up timelines and add any new info to our class timeline; listen to a few journal entries; discuss article and use pg 99 of <u>M. from A. of E.</u> showing inaccurate mapping of California *Marco Polo story in <u>Explorers</u> to discuss 5 W's and How, summarize his info for the timeline *read <u>Sundiata</u> aloud to the class stopping to ask questions as we go; discuss story and the artwork in the story; re-enact parts of the story using tableau, each group to start with one scene, and add one or more scenes *read excerpt from <u>Exploration Into Africa</u> pg 8,9 about Mana Musa, Timbuktu, and birth of Islam; journal entry: explain, in your own words and using examples why Mansa Musa was a good ruler and draw a picture of his caravan across the desert

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	Afternoon	<p>*read from <u>The Captain's Dog</u></p> <p>*geography-different kinds of maps; countries in Africa</p>	<p>*while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u></p> <p>*read Kinds of Maps pg 12, 13 as a class; students use climate map pg 24, environment map pg 30, population map pg 46, world water pg 54, natural disasters pg 32 to play map scavenger hunt activity in groups</p> <p>*students will use political map of Africa pg 108 to record names of countries in Africa on blank template</p>
	Homework	*read about Ibn Battuta pg 59 in <u>Explorers</u>	*journal entry: what are two questions raised by the reading? What do you not understand or want to know more about? (change journal entry)
DAY 3	Morning	<p>*take up homework</p> <p>*Ibn Battuta story; reason he started travelling and continued travelling</p>	<p>*have students retell what they learned/understood from the reading; share journal responses from the reading</p> <p>*1st reading of <u>Traveling Man</u> done as a class and only read story thread and discuss the pictures; 2nd reading done independently at seats; we will discuss story and hardships Ibn Battuta faced on his journey</p> <p>*in pairs students will be responsible for rereading, and retelling part of the story without using the book while other students follow along; we will discuss oral telling tradition and how story changes</p> <p>*journal entry: if you were Ibn Battuta what event would have caused you to turn around and why?</p>
	Afternoon	<p>*read from <u>The Captain's Dog</u></p> <p>*geography-latitude, longitude, gridding, scale, hemisphere and cardinal directions; Ibn Battuta's travels</p>	<p>*while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u></p> <p>*using student atlases pg 14, 15 discuss longitude and latitude, scale and compass rose; students will do the scavenger hunt in teams based on various maps in book</p> <p>*students will trace Ibn Battuta's journey using map in <u>Traveling Man</u> and template</p>
	Homework	*find a current events article about China on the internet, print it out and prepare a quick summary of key facts	*journal entry: how would you communicate with a student visiting here from another country if they didn't speak English? what might they find different or unusual about the United States?
DAY 4	Morning	<p>*take up homework</p> <p>*Zeng He's (Cheng Ho's) travels, China's powerful fleet and eventual loss of interest in exploring</p>	<p>*take up journal responses and discuss; have students share articles about China as a lead in to discussing Zeng He</p> <p>*hand talk activity (like shrades) to practice hand talk/ try hand talk to communicate</p> <p>*as a class we will read about Zeng He pg 62 <u>Explorers</u> and we will discuss China's transition from naval dominance to its isolation</p> <p>*students will be put into either the Confucian group or the Emperor Zhu Di to prepare for a debate about whether continuing to explore is important and we will discuss the outcome/ I will be the emperor to decided on a course of action based on the debate</p> <p>*students will each create an eight panel comic strip depicting Zeng He's life</p> <p>*we will play Chinese games before lunch (see <u>Marco Polo for Kids</u> pg 86)</p>

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	Afternoon	*read from <u>The Captain's Dog</u> *geography-map of the world, oceans and continents, geographical geography	*while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u> *students will complete a blank template of the world filling in names of continents and oceans; as a class we will review important geographical terms in their atlases pg 22, 23
	Homework	*students will read about Prince Henry pg 19-29 in <u>100 Years of Exploration</u>	*journal entry: how might the world and China things have been different if the Chinese had continued journeying and exploring?
DAY 5	Morning	*take up homework *Prince Henry the Navigator, Portugal and strides being made in exploration and mapping, reasons people were scared to sail into the unknown	*share journal responses about Chinese exploring; discuss article about Prince Henry why he was important, what qualities did he have that made him successful *journal entry: in your own words explain why sailors were so scared of traveling further than people had sailed in the past?-share responses *discuss ships used pg 25 of <u>100 Years</u> ; using atlas and map of Africa follow the routes taken by Portuguese explorers *examples of fictitious sea creatures pg 42 of <u>M. of the A. of D.</u> , read descriptions; students will create their own fictitious sea creatures with a description and picture
	Afternoon	July 4th Holiday!	
	Homework	No Homework	
			*students can complete the sea creature assignment for Monday
DAY 6	Morning	*review Prince Henry the Navigator story *Bartholomew Diaz and the Cape of Storms (closing of land route to China), astronomy and navigation *Vasco da Gama-cultural prejudice, cultural meshing in Calicut East African and Arab Traders	*have students recap/summarize Prince Henry's story and have students share their sea creatures (post in class) *as a class read about Bartholomew Diaz pg 31-37 <u>100 Years</u> ; discuss his accomplishment and its implications for Portugal and trade to China; talk about astronomy and navigation (hemispheres) and look at map of constellations in the northern hemisphere in different seasons to show change (use <u>Kids Book of the Night Sky</u>) *use map of Indian Ocean pg 95 to discuss da Gama's trip; split story into 4 parts and have small groups read their part and summarize, once all groups are done they put story together and retell (use dramatization in retell); *journal entry: why is it important to respect other cultures? What might Diaz and Da Gama have done differently to be more respectful of people they met?
	Afternoon	*read from <u>The Captain's Dog</u> *mapping-tools used to create maps	*while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u> *old navigation tools pg 120-123; explain how some were used such as the sextant and the backstaff; create a navigational tool in class and test it outside *latitude and longitude sheet; lat. And long. Atlas hunt
	Homework	*read about Columbus pg 39-49 <u>100 Years</u>	*journal entry: pretend you're a sailor and give daGama advice when the King in Calicut becomes angry because he was insulted by the Portuguese gifts

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DAY 7	Morning	<ul style="list-style-type: none"> *take up homework *Columbus-cultural contact and conflict, European colonization, shrinking globe, Line of Demarcation 	<ul style="list-style-type: none"> *share journal entries and advice given; discuss Columbus' story, was he a hero? was his discovery positive or negative for Spain/ for the Tainos? *divide the story and have groups reenact certain events in the story *read <u>Encounter</u> and discuss in relation to the other article we read about Columbus and discuss the same questions above; discuss imagery in the story *mock newspaper announcement project-in groups create a newspaper announcement or front page informing people of a certain explorer's discovery using one of the explorers we have covered (include headline and illustration) *North and South America mapping/ read about N. and S. America in the atlas
	Afternoon	<ul style="list-style-type: none"> *read from <u>The Captain's Dog</u> *geography-label map of N.America, S.America *mapping-create a map using compass and grid paper 	<ul style="list-style-type: none"> *while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u> *students will label a map of N. and S. America using political map in atlas *using grid paper and compasses students will accurate map the classroom
	Homework	<ul style="list-style-type: none"> *read about Magellan pg 95-103 	<ul style="list-style-type: none"> *journal entry: many explorers exaggerated or even made up things they saw and did, why do you think they did this?
DAY 8	Morning	<ul style="list-style-type: none"> *take up homework *Magellan-map of his journey, what it meant to circumnavigate the globe *Juan Rodriguez Cabrillo and the discovery of California 	<ul style="list-style-type: none"> *share journal entries; discuss what's been read in the Magellan story *finish reading Magellan's story; use Magellan map in <u>M. in A. of E.</u> pg 92; reenact the trial of the sailors who tried to mutiny (pg 105 <u>100 Years</u>); journal entry: write as if you were on board the ship when you experienced the hurricane right before you found the strait (pg 107); independently read 'After Magellan' pg 115 of <u>100 Years</u> when finished *share article "Did Magellan Take a Ride on El Nino" *using the Cabrillo Monument information booklet (one for each student) learn about Juan Cabrillo; trace his route on the map
	Afternoon	<ul style="list-style-type: none"> *read from <u>The Captain's Dog</u> *mapping-create a map of the school (Country Day) 	<ul style="list-style-type: none"> *while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u> *we will take a walk around the school with our compasses and students will make a rough map of school layout on campus; back in class they will begin creating a map to scale using grid paper
	Homework	<ul style="list-style-type: none"> *read about Vespucci pg 69-75 <u>100 Years</u> 	<ul style="list-style-type: none"> *interview a parent or grandparent about your ancestors-where did they come from and when?

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DAY 9	Morning	<p>*take up homework</p> <p>*English exploration and the search for the Northwest passage-Cabot, Hudson and Drake</p>	<p>*share interviews with the class; discuss Vespucci's accomplishments; journal entry: should we change the names of N. and S. America why or why not? if so what would the new name be and why?</p> <p>* textures and smells of the Indies (have students smell spices, feel silk)</p> <p>* read about Cabot and discuss influence of merchants who supported him, and importance of Northwest passage</p> <p>*students read Hudson article in small groups and they will create a journal written by Hudson chronicling his trials and tribulations/ share with class</p> <p>*brief lecture on Francis Drake and privateers for England</p> <p>*today and tomorrow use blank templates to map N. and S. America</p>
	Afternoon	<p>*read from <u>The Captain's Dog</u></p> <p>*mapping-complete map of the school</p>	<p>*while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u></p> <p>*add details the map begun yesterday such as scale, key, grid (A4), compass rose, title, and illustrate</p>
	Homework	<p>read about Cartier and Champlain pg 29-31 in <u>Explorers</u>; discuss successes and failures, learn about scurvy and how it is prevented</p>	<p>*journal entry: write a journal entry as if you are Hudson writing about being left behind by your crew. Include how you will survive, what went wrong, and what you would do differently if you had a chance</p>
DAY 10	Morning	<p>*take up homework</p> <p>*Cartier and Champlain-French exploration and the search for the Northwest passage, scurvy</p>	<p>*share journal entries and discuss pirates vs privateers</p> <p>*map of New France pg 134 <u>M. of A. of E.</u></p> <p>*read article about Quebec's 400th year anniversary of Champlain's discovery</p> <p>*importance of fur trade and how it inspired continued exploration of Canada, learn about modern day Quebec</p> <p>*share article about the ship just found in the Great Lakes</p> <p>*journal entry: what would you do if you discovered a Spanish trade ship laden with gold?</p> <p>*picture in map activity using example of map of France pg 189 <u>M. of A. of E.</u></p> <p>*explain and begin newspaper front page project</p>
	Afternoon	<p>*read from <u>The Captain's Dog</u></p> <p>*geography</p>	<p>*while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u></p> <p>*mapping of oceans read pg 160-165 in atlas; using 4 oceans break class into small groups, each group will gather as much info as possible from the ocean map and present their findings to the class</p>
	Homework	<p>*complete the picture in map assignment if not done</p>	

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DAY 11	Morning	<p>*review what we have learned from Lewis and Clark expedition from <u>The Captain's Dog</u></p> <p>*geography/mapping-contour maps and relief maps</p>	<p>*discuss members of the Corps of Discovery, purpose of the trip, positive and negative encounters with Native Americans, and success and failures so far</p> <p>*journal entry: (re-read last few pages of the entry) write the next journal entry/what will happen next?-share entries</p> <p>*read the Lewis and Clark article pg 39 <u>Explorers</u> and in groups retell story while one or two students act out what is being said</p> <p>*introduce contour maps and explain function, explain relief maps and students will start making a relief map of the rocky mountains pg 44 in <u>Maps and Mapping</u></p>
	Afternoon	<p>*read from <u>The Captain's Dog</u></p> <p>*geography/mapping-contour maps and relief maps</p>	<p>*while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u></p> <p>*students will continue with relief map of the rocky mountains</p>
	Homework		<p>*write two postcards, one as a member of the Corps of Discovery detailing what you have seen and done, and one as a Native American detailing your first encounter with members of the Corps of Discovery/illustrate postcards</p>
DAY 12	Morning	<p>*take up homework</p> <p>*Sacajawea-Hidatsa and Shoshone tribes</p> <p>*review of early African exploration</p>	<p>*share postcards with the class and continue discussing the Lewis and Clark trip and the Corps of Discovery and their positive encounters with Native Americans</p> <p>*journal entry: how did the Corps of Discovery create community on their trip?</p> <p>*read article about Sacajawea as a class pg 41 <u>Explorers</u>; learn about the Shoshone and Hidatsa tribes (do they still exist today)</p> <p>*contour maps using differently colours of construction paper</p> <p>*review explorers we already covered who travelled in Africa; discuss reasons people may have wanted to explore Africa in 19th century</p> <p>*partner work-what are 10 things an explorer might need to travel across Africa, and explain the importance of each thing on your list; share lists</p>
	Afternoon	<p>*read from <u>The Captain's Dog</u></p> <p>*research projects</p>	<p>*while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u></p> <p>*students will choose an explorer to research and they will begin gathering information about their explorer</p>
	Homework	<p>*work on research project at home-rehearse presentations</p>	<p>*create a dictionary of 8 hand signs complete with drawings and explanations</p>

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DAY 13	Morning	<ul style="list-style-type: none"> *take up homework *19th century exploration of Africa-Park, Burton, Mary Kinglsey Bruce and Caillie; reasons for exploration, successes and failures 	<ul style="list-style-type: none"> *share hand sign dictionaries and have students act out words while we guess meanings, have a brief conversation * each group will read about one of the explorers of Africa, then the group will summarize the information to create a travel brochure advertising a recreation of the journey of that particular explorer; students will use information from the article to give biographical information in their own words, they will include a map, and they will use the different kinds of maps we have discussed in their atlases to give information about and suggestions to the traveler about the regions they will visit *share brochures with the class to teach other students about the explorer they studied *read about Stanley and Livingstone and discuss their adventure pg 50 in <u>Explorers</u>
	Afternoon	<ul style="list-style-type: none"> *read from <u>The Captain's Dog</u> *research projects 	<ul style="list-style-type: none"> *while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u> *students will present their research projects in class
	Homework	<ul style="list-style-type: none"> * read about Sir Joseph Banks pg 46 in <u>Explorers</u> 	<ul style="list-style-type: none"> *write a letter to a sponsor of exploration requesting funding (state reasons why they should support you) and it can be to explore any part of the globe you'd like
DAY 14	Morning	<ul style="list-style-type: none"> *take up homework *reasons for exploration *arctic and Antarctic exploration 	<ul style="list-style-type: none"> *share letters and decide what the most alluring features would be for a potential sponsor *read about Robert Peary's expedition to the North Pole in <u>Explorers</u>-was he credible, would you have believed him, should his claim be considered false? *each student will create a small booklet with as many reasons for exploration they can think of with a picture depicting each one; share with the class *read about Sir Ernest Shkelton's trip to Antarctica; compare his human qualities and successes failures to Robert Peary *write a journal entry as Henson, Peary's servant explaining how you're feeling after the 3 trip to the n. pole with Peary
	Afternoon	<ul style="list-style-type: none"> *read from <u>The Captain's Dog</u> *travel brochure project 	<ul style="list-style-type: none"> *while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u> *work on travel brochure projects
	Homework	<ul style="list-style-type: none"> *map of Asia and Europe using colour to show political borders 	

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DAY 15	Morning	<ul style="list-style-type: none"> *brochures presented to the class *loose ends *space exploration 	<ul style="list-style-type: none"> *as a class read story of Auguste Piccard pg 117 in <u>Explorers</u> and compare challenges of exploring underwater to what we have learned in the course *watch 15 minute 'Earth Diaries' segment of 'Deep Oceans' episode from 'Planet Earth' series about contemporary deep sea exploration *students will each present their brochures to the class *any unfinished work to be completed *any time left in the morning will be devoted to covering space exploration
	Afternoon	<ul style="list-style-type: none"> *read from <u>The Captain's Dog</u> *course wrap-up 	<ul style="list-style-type: none"> *while I read students can follow the route using the handout of the Lewis & Clark adventure; after reading we will look at applicable photos from <u>Lewis and Clark: A Photographic Journey</u> * students evaluate course, post assessments *I will go over student evaluations with them