

Journeys and Explorations Course Syllabus

		WHAT (skill goals/knowledge goals/concepts/readings)	HOW (activities)
DAY 1	Morning	<ul style="list-style-type: none"> • Introductions—Myself, the PA, the course, the students. • What is exploration? What do the students already know about exploration/explorers? What do they want to learn? • Warm-up • Learn about West Africa, early exploration of that region by Arab scholars and merchants, Ibn Battuta. • Learn about the Five Pillars of Islam. 	<ul style="list-style-type: none"> • Discussion circle. Give each student his/her passport for the course. • Discussion circle. Make list of responses to hang in classroom. Give pre-assessment quiz. • Journaling • Brief lecture on Ibn Battutu and other Arab scholars and merchants who traveled to West Africa [can use <i>Explorers</i> pgs. 18-19 for pictures]. Read aloud <i>Traveling Man: The Journey of Ibn Battuta, 1325-1354</i> by James Rumford. • Make and label five pillars using scissors, construction paper, markers.
	Afternoon	<ul style="list-style-type: none"> • African geography lesson. • Visualize Ibn Battuta’s travels in Africa • What does it mean to journey and explore? 	<ul style="list-style-type: none"> • Map activity—working in pairs, figure out the modern county names of the places Ibn Battuta visited. I will show pictures of some of these places. • Internet work at: http://www.sfusd.k12.ca.us/schwww/sch618/Ibn_Battuta/Battuta's_Trip_Twelve.html • Read aloud short section of Ibn Battuta’s travelogue; ask the students what they would notice on an exploration. Journal writing activity.
	Homework		<ul style="list-style-type: none"> • Read pages 14-27 of <i>Exploration into Africa</i> and ch. 1 of <i>Around the World in a Hundred Years</i>. • Write down two questions raised by the reading. What do you not understand? What do you want to learn more about?

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DAY 2	Morning	<ul style="list-style-type: none"> • Review homework. • Warm-up • Introduce “Where in the World am I?” game. • Learn about Africa prior to the Age of Exploration. 	<ul style="list-style-type: none"> • Discussion circle. Share (and answer) questions about the reading. • Read pages 8 and 9 of <i>Exploration into Africa</i> • Give first clue. (Students should use their atlases to figure out answer) • Brief lecture on medieval African kingdoms. Read <i>Sundiata</i> and recreate Malian village. Discuss Mansa Musa and his pilgrimage.
	Afternoon	<ul style="list-style-type: none"> • Learn about Africa during the Age of Exploration, Prince Henry the Navigator, Bartholomew Diaz. • Why did people explore? 	<ul style="list-style-type: none"> • Mini lecture on this topic. Independently, read chs. 2 and 3 of <i>Around the World in a Hundred Years</i>. Regroup and follow routes of these explorers along African coast. Pilgrimage activity. • Activity: Textures and smells of the Indies. Have students feel and smell objects for which Europeans engaged in long distance trade—spices, silk, porcelain—and try to guess what they are without seeing them. Talk about why these goods were important. Ask students to brainstorm about other motivations. Connect these to exploration of the West African coast (search for alternative trade route to the Indies). Students will make mini-books depicting 10 reasons for exploration.
	Homework	<ul style="list-style-type: none"> • Closing circle 	<ul style="list-style-type: none"> • Read ch. 5 of <i>Around the World in a Hundred Years</i> and pgs. 20-21 of <i>Explorer</i>. • Write a short essay in your journal. Pretend that you were a sailor on Vasco da Gama’s ship. What advice would you have given da Gama when the king in Calicut became angry because he was insulted by the gifts from the Portuguese? Why?

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DAY 3	Morning	<ul style="list-style-type: none"> • Review homework. • Warm-up • “Where in the World am I?” game. • Learn about Vasco da Gama • Apply what we have learned • Activity follow-up 	<ul style="list-style-type: none"> • Discussion circle. Share (and answer) questions about the reading. • Journaling and timeline posters. • Second Clue. • Short lecture/discussion on Prince Henry, Bartholomew Diaz and Vasco da Gama. Where did da Gama want to go? Why did he stop in East Africa? • Students will be divided into three groups. One group will act the roles of the Portuguese, one group will act as (indigenous) East Africans and one group will act as Arab traders present in East Africa at the time da Gama arrived. We will recreate the cosmopolitan world of the East African coast of the fifteenth century as we reenact da Gama’s attempts to recruit a pilot to help him voyage to India. • Students will react (orally) to the role play experience. This will lead us to a discussion of African participation in the Indian Ocean trade system and the history of Arab traders in East Africa.
	Afternoon	<ul style="list-style-type: none"> • Learn about Ferdinand Magellan • Closing circle 	<ul style="list-style-type: none"> • Independent reading of ch. 11 in <i>Around the World in a Hundred Years</i> and pgs. 24-25 of <i>Explorer</i>. • Students will respond (orally) to a series of questions to check for reading comprehension. • In small groups, students will create a mock newspaper announcement (accompanied by illustrations) informing people of the achievements of Magellan (and crew). The announcement should encourage people to pay attention to future discoveries. Each group will then share these with the rest of the class and hang them in the room. • Stamp passports for the day’s journey.
	Homework		<ul style="list-style-type: none"> • Read pgs. 28-39 of <i>Exploration into Africa</i> and pgs. 26-29 of <i>Explorer</i>. • Brainstorm a list of 10 to 15 things an explorer, traveling during the Age of Exploration, might need on his journey.

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DAY 4	Morning	<ul style="list-style-type: none"> Review homework. Warm-up “Where in the World am I?” game. Introduction to nineteenth-century explorers of Africa. Apply knowledge of Africa 	<ul style="list-style-type: none"> Discussion circle. Share (and answer) questions about the reading. Journaling Third Clue Short lecture on Mungo Park, René Caillié, Dr. David Livingstone, Henry Morton Stanley, John Hanning Speke. Discuss reasons why people wanted to explore Africa. Create a travel brochure for one of the places we have studied so far.
	Afternoon	<ul style="list-style-type: none"> The tools of exploration. If time, begin work on long-term projects. Closing circle. 	<ul style="list-style-type: none"> Discuss last night’s homework—what kind of tools do the students think would be necessary or helpful on an exploration? Show pictures/examples of different tools, explain their function and when/by whom they were used. Do navigation instruments worksheet. Allow students to design their own compass. I will divide class into groups. Each group should choose an explorer and exploration event on which to focus their projects. They will create newspapers with front page, entertainment, business, sports, advertising, etc. sections, all of which must relate to the explorer/exploration event of their choice. Stamp passports for the day’s journey.
	Homework		<ul style="list-style-type: none"> Read pgs. 40-45 of <i>Exploration into Africa</i>. Students will use blank white cardstock to create two postcards to send to a person of their choice. One postcard should be written from the perspective of an African and the other should be written from the point of view of a European after a first meeting. We will share these in class tomorrow.

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DAY 5	Morning	<ul style="list-style-type: none"> • Review homework. • Warm-up • “Where in the World am I?” game. • Cultures in contact part two. • Learn about contemporary Africa. • Do people still explore Africa today? 	<ul style="list-style-type: none"> • Discussion circle. Share (and answer) questions about the reading. • Journaling • Fourth Clue. Collect responses and reveal answer. • Students will share the postcards they developed as part of last night’s homework. We will discuss the feelings that explorers and Africans might have had, focusing especially on what Africans might have thought or experienced. Define cultural difference, prejudice. How can we recognize prejudice? How can we avoid it? • Students will read, summarize and report to others on current news stories that deal with Africa (I will distribute the stories). • Working with a partner, students should come up with a list of people who might explore Africa and reasons why. We will share these responses and then discuss tourism, development work, missionary work, student exchanges, business/trade, etc. • I will share my experiences in Senegal, Gambia and Ghana with students, and welcome experiences they may have had in Africa. I will teach them several phrases in Wolof (Senegal) and Yoruba (Nigeria) languages. • We will play the game “Catch your tail” from Nigeria (p. 11, <i>Multicultural Games</i>)

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	Afternoon	<ul style="list-style-type: none"> Lesson on storytelling, oral tradition and production of African history. Play the African country game Work on long-term projects Closing circle. 	<ul style="list-style-type: none"> I will tell a traditional story or two, then ask students to repeat back to me to show how stories change with every telling. We will discuss the problem of sources when doing African history, how historians use oral traditions, and the importance of travel narratives in writing African history. Read selections of travel narratives and ask what history information we can learn from them. Students will then become storytellers themselves and will create and tell a story that provides historical information or that educates other people. Using their atlases, pairs of students will compete to be the first to locate all of the answers to questions about African geography. They will also label maps of modern Africa. Students will break into groups and continue work. Stamp passport for the day's journey.
	Homework		<ul style="list-style-type: none"> Read pgs. 16-17 in <i>Explorers</i>. Write in your journal for 15 minutes about a place that you have traveled or would like to travel and what you like/do not like about that place. Interview a parent or a grand-parent about your ancestors. Where did they come from? When did they immigrate to the United States?
DAY 6	Morning	<ul style="list-style-type: none"> Review homework. Warm-up "Where in the World am I?" game. Where are our ancestors from? Wrap up Africa unit What is the Silk Road? Where is it? 	<ul style="list-style-type: none"> Discussion circle. Share results of interviews with family members, marking each place of origin on the map. Journaling Clue number 1. Students will share what they learned about their families/ancestors over the weekend. Finish any remaining activities: Africa political maps, African country game, storytelling exercise. In pairs, figure out possible trade routes through central Asia. Read <i>The Silk Route: 7,000 Miles of History</i> by John S. Major and act out the story as it is read. Draw a picture of a meeting along the Silk Road using what you learned in the above activity.

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	Afternoon	<ul style="list-style-type: none"> • The importance of trade and cultural exchange. • Journal writing • Closing circle 	<ul style="list-style-type: none"> • Using what we have learned about the Silk Road today, we will discuss the importance of long distance trade and cultural exchange. • Describe a meeting along the Silk Road. What happened? How did people communicate? What did they trade? • Stamp passports for the day's journey.
	Homework		<ul style="list-style-type: none"> • Read about Xuan Zang or Marco Polo. Each student will read a section of a story about these travelers and draw an illustration. The entire class will need to work cooperatively to piece the story together in class tomorrow. • Read handout on Cheng Ho.
DAY 7	Morning	<ul style="list-style-type: none"> • Review homework. • Warm-up • "Where in the World am I?" game. • Group work • Learn about Xuan Zang and Marco Polo 	<ul style="list-style-type: none"> • Discussion circle. Answer questions about the reading. • Read handout on Buddhism • Clue number 2. • Computer lab time (Research). • Share reading assignments and illustrations. Mini-lecture on these travelers.
	Afternoon	<ul style="list-style-type: none"> • Learn about Chinese exploration, seven major expeditions sponsored by the Ming dynasty government prior to 1433. • Individual reflection • Asia map activity • Closing circle 	<ul style="list-style-type: none"> • Brief lecture on this topic. Break into groups. Each group will read handouts and use them to prepare an argument for or against continued exploration in medieval China to be used in role play. In the role play, each group will act as advisors to the emperor, presenting their positions. • Each student will respond to the question "What if the Chinese had continued journeying and exploring?" in his/her journal. • Label and color modern political map of Asia • Stamp passports for the day's journey.
	Homework		<ul style="list-style-type: none"> • Find one article online about current events or contemporary culture in China. Read it, summarize it, and be prepared to teach the class about it. • Journal writing: How would you communicate with a student your age visiting from China who did not speak any English? What do you think this visitor might find different or unusual about the U.S.?

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DAY 8	Morning	<ul style="list-style-type: none"> • Review homework • Warm-up • “Where in the World am I?” game • Lesson on Chinese writing/characters • Work on newspaper projects 	<ul style="list-style-type: none"> • Share journal entries about a Chinese visitor • Continue labeling map of Asia • Clue number 3. • Lesson taught by program assistant • Group work
	Afternoon	<ul style="list-style-type: none"> • Lesson on Chinese maps • Lesson on Chinese culture • Closing circle 	<ul style="list-style-type: none"> • Mini lecture and discussion of Chinese maps. Students will create their own maps based on this style. • Products and cultural practices exchanged along the Silk Road, their history and contemporary significance. • Stamp passports for the day’s journey.
	Homework		<ul style="list-style-type: none"> • Read chs. 4 and 8 of <i>Around the World in a Hundred Years</i> and pgs. 22-23 in <i>Explorers</i>. • Write a short essay in response to the following question: Should we change the name North and South America? Why or why not? If you think we should change the names, what names would you give these continents?
DAY 9	Morning	<ul style="list-style-type: none"> • Review homework. • Warm-up • “Where in the World am I?” game. • Learn about Christopher Columbus. • Newspaper projects 	<ul style="list-style-type: none"> • Discussion circle. • Journaling • Clue number 4. • Story time: read aloud <i>Follow the Dream: The Story of Christopher Columbus</i>, Peter Sis and <i>Encounter</i>, Jane Yolen. Discuss the differences in perspective. • Time for library research.
	Afternoon	<ul style="list-style-type: none"> • Lesson on exploration of North America: the search for the Northwest Passage. • The continents and the Northwest Passage • Continue work on long term projects • Closing circle 	<ul style="list-style-type: none"> • Independently read pgs. 40-41 of <i>Explorers</i> and ch. 7 of <i>Around the World in a Hundred Years</i>. • Activity on the continents. Trace shapes of continents from atlas map onto tracing paper, then cut them out to make a map puzzle. How do you think the continents used to fit together? Are their sizes on the map accurate reflections of their actual sizes? Why might people have wanted to find the Northwest Passage? For what would they use it? • Group work. • Stamp passport for the day’s journey.

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	Homework		<ul style="list-style-type: none"> • Primary document exercise. Students will read short excerpts from letters by Columbus and Vespucci. They will list five things they suspect of being false or exaggerated. As a class tomorrow we will discuss primary documents and the way they are used in historical writing. • Read pgs. 40-45 in <i>Explorer</i>.
DAY 10	Morning	<ul style="list-style-type: none"> • Review homework. • Warm-up • “Where in the World am I?” game. • Lesson on exploration in North America focusing on Cabot, Cartier, Frobisher, and Hudson. 	<ul style="list-style-type: none"> • Discussion circle. • Journaling • Clue number 5. Collect responses and provide correct answer. • Mini-lecture, then group work. One group will role play scenes from Henry Hudson’s life; the other will depict Jacques Cartier’s achievements. We will discuss characteristics of these explorers that were heroic or not heroic.
	Afternoon	<ul style="list-style-type: none"> • Introduce individual research project • Newspaper projects • Closing circle 	<ul style="list-style-type: none"> • Students should choose one explorer about whom they want to become an expert. They must research (in the library) the individual’s family background, education, and major accomplishments. They should be able to discuss the “discovery” for which the explorer is best known. They should also (using worksheet as a guide) be able to provide basic facts about this “discovered” site and the people who live there in the present day. Acting as museum curators, they will produce an exhibit to teach other students and their parents during Open House. • Computer lab. • Stamp passport for the day’s journey.
	Homework		<ul style="list-style-type: none"> • Read excerpts from Lewis and Clark’s journals. Writing from the perspective of Lewis and Clark, students will create the next entry. • Do the Lewis and Clark activity for kids at the following website: http://www.nationalgeographic.com/west/ • Spend some time looking at http://www.lewis-clark.org/

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DAY 11	Morning	<ul style="list-style-type: none"> Review homework. Warm-up “Where in the World am I?” game. Lesson on Lewis and Clark. Work on newspaper projects. 	<ul style="list-style-type: none"> Discussion circle. Share “Lewis and Clark” journal entries. What actually happened next? Journaling Clue number 1 (new game). Label maps of the route the Lewis and Clark expedition took. Mini-lecture on the Louisiana Purchase, read <i>Across America</i>. Group work.
	Afternoon	<ul style="list-style-type: none"> Continue Lewis and Clark lesson. Closing circle 	<ul style="list-style-type: none"> Lecture and discussion about the expedition. Stamp passports for the day’s journey.
	Homework		<ul style="list-style-type: none"> Read handout on Lewis and Clark Lewis and Clark worksheet Essay: what would you do if you went to a foreign country where you did not speak the language, and you did not have a map?
DAY 12	Morning	<ul style="list-style-type: none"> Review homework. Warm-up “Where in the World am I?” game. Lesson on Native American maps, European map-making and the Americas. Modern geography lesson. North American geography Work on long-term projects. 	<ul style="list-style-type: none"> Discussion circle. Answer questions about the reading. Journaling Clue number 2. Mini lecture on this topic using pictures/examples of these maps. We will take a walk around the neighborhood; students will then create their own maps of the neighborhood in whatever style they choose. They should provide a key to interpreting the map. Atlas game. Students will use their atlases to respond to a series of questions about North and South American geography. Label and color maps. Group work.
	Afternoon	<ul style="list-style-type: none"> Work on individual research projects. Lesson on Sacajawea Discussion of community Closing circle 	<ul style="list-style-type: none"> Computer lab or library work. Story time. How did the members of the Lewis and Clark expedition create community while on their journey? Stamp passports for the day’s journey.

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	Homework		<ul style="list-style-type: none"> • Read pgs. 34-39 in <i>Explorer</i>. • Work on research for individual projects.
DAY 13	Morning	<ul style="list-style-type: none"> • Review homework. • Warm-up • “Where in the World am I?” game. • Lesson on Captain Cook. • Finish newspaper projects. 	<ul style="list-style-type: none"> • Discussion circle. Answer questions about the reading. • Journaling • Clue number 3. • Brief lecture on his importance, his discoveries. Discuss Hawaii and its history. When did it become a state? • Group work.
	Afternoon	<ul style="list-style-type: none"> • Work on individual research projects. • Maps and history. • Closing circle 	<ul style="list-style-type: none"> • Independent work in the classroom/computer lab. • “Old and New maps” activity. Students will compare old maps of the world to current ones and note differences. Why do maps change? Y will then design their own “old” map, making it look old by dyeing the edges of the paper with coffee. • Stamp passports for the day’s journey.
	Homework		<ul style="list-style-type: none"> • Ask three people to define diaspora and write down their responses OR find two articles on the internet about a diaspora. • Spend 15 minutes on the “Who are the African Americans?” section of the Schomburg Center online exhibition: http://www.si.umich.edu/CHICO/Schomburg/text/exhibition.html
DAY 14	Morning	<ul style="list-style-type: none"> • Review homework. • Warm-up • “Where in the World am I?” game. • Lesson: What is a diaspora? What is the African diaspora? 	<ul style="list-style-type: none"> • Discussion circle. Answer questions about the reading. • Journaling • Clue number 4. • Mini lecture on African travelers/emigration/Africa descended populations. Read <i>The Color of Home</i> by Mary Hoffman.
	Afternoon	<ul style="list-style-type: none"> • Finish individual research projects. • Closing circle 	<ul style="list-style-type: none"> • Independent work in the classroom/computer lab. • Stamp passports for the day’s journey.
	Homework		<ul style="list-style-type: none"> • Review content for final quiz. • Prepare for presentations.

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DAY 15	Morning	<ul style="list-style-type: none"> • Content review • Warm-up • Final assessment 	<ul style="list-style-type: none"> • Play the game “Famous person—who am I?” • Journaling • Ask the students to write down 10 things they learned in the class. Give them the pre-assessment test to take again. Collect both. Finally, ask them for feedback about the course.
	Afternoon	<ul style="list-style-type: none"> • Open house with parents and closing activities 	<ul style="list-style-type: none"> • Show parents the projects we have been working on