

Unit #2:

EARLY GEOGRAPHERS

essential skills and content

Overview

Students evaluate the rights and responsibilities of explorers, as well as explain why countries made the decision to explore. Students will examine choices travelers made as they prepared for trail travel and the consequences of those choices. Students will explore how transportation has changed over time.

Essential Questions

- What choices did travelers make as they prepared for trail travel and what were the consequences of those choices?
- What are the rights and responsibilities of explorers?
- Why do countries make the decision to explore?
- How has transportation changed over time?

Skills/Content

Skills:

- Identify motives for exploration.
- Evaluate explorers' impacts on territory and people.
- Explain rights and responsibilities of explorers.
- Explain how forms of transportation have changed over time and how that influenced exploration and settlement.
- Understand the preparations needed to begin traveling by trails and how those choices could impact the outcome of their travel.

Learning Targets:



- I can identify motives for exploration (i.e. territory expansion, religion, goods, wealth, knowledge). (K)
- I can explain the actions of explorers when claiming new territory and how that impacted the native people. (R)
- I can analyze the consequences of explorers' actions and how their impact is seen today. (D)
- I can compare and contrast the responsibilities of early explorers with responsibilities that explorers have today (i.e. treat cultures and land respectfully; explore new places for knowledge). (R)
- I can identify different forms of transportation and how it has changed over time. (K)
- I can evaluate how transportation influenced exploration and settlement of new lands. (R)
- I can evaluate the decisions trail travelers made when preparing the supplies needed for travel. (R)
- I can analyze the consequences of decisions made when preparing for traveling on a trail. (R)

Grade: 4
Unit: 2

Lesson Title: Exploration Impacts

Learning Target: – **I can explain the actions of explorers when claiming new territory and how that impacted the native people.**

Materials Needed: History Alive: America’s Past Textbook – Chapter 5, Explorer Chart (one for each student, project to complete as class)

Instructional Framework	Instructional Activity
	<p>Without looking back at their charts, ask students to recall the various motives of explorers. Inform students that today they will continue to learn about explorers while focusing on the impact of explorers. Watch “Early Explorers: Age of Discovery” (Discovery Education)</p>
	<p>Group students in pairs Assign each pair a different explorer from Chapter 5 (8 total explorers) -Students will read the section corresponding to their explorer and identify the impact on the territory and native people. <u>Unit 2 Resources\4th Grade - Explorer Notes.docx</u></p>
	<p>Students will share the impacts they identified for each explorer with the class. Teacher will add impacts to class chart. Students will all complete their own individual chart during the class discussion.</p>
	<p>(After completing the Motives and Impacts lessons) Refer students back to the brainstorming list they created at the beginning of the two lessons. Add any new explorers to the list. Each student will choose an explorer (not one of the 8 from the whole group lesson), research their motives and impacts, and share their information. Possible Sharing Formats: Book Creator, Informative Writing Piece, Slideshow, Poster, Class Book, etc.</p>
	<p>Students present their information to the class. Teacher listens and evaluates accuracy of information.</p>

Name _____ # _____

European Explorers

Explorer	Motives	Impact








Grade: 4th
Unit: 2

Lesson Title: The Impact to Native Americans from European Exploration

Learning Target: I can analyze the consequences of explorers' actions and how their impact is seen today.

Materials Needed: Social Studies Alive! Regions of Our Country- Prior to this lesson, students would have read & discussed chapter 3: The Peopling of the United States. Encounter by Jane Yolen

Instructional Framework	Instructional Activity
	Open the class session by having students brainstorm or share their prior knowledge about explorers and which explorers they know. For example, Columbus, Coronado, Lewis & Clark.
	Read a picture book from a European viewpoint, and then read a book like <u>Encounter</u> , which is told from the Native American perspective.
	Class Discussion: Compare and Contrast the different perspectives of the impact of Explorers.
	Students break up into small groups in order to create a skit, poster, or a journal entry to share with their classmates from one viewpoint (assign or choose sides) covering the interactions between Native Americans and the Explorers. If you were a European claiming this land for your country how would you interact and how do you feel about the native peoples that you encountered? (and vice versa)
	After groups present their skits/projects, the class will discuss how they would feel if Native Americans were to come into their territory. (Evaluate the impact of exploration) Additional research can be used as a follow up of this discussion.



Grade: 4th Grade
 Unit: 2

Lesson Title: Packing a Wagon

Learning Target: I can analyze the consequences of decisions made when preparing for traveling on a trail.

Materials Needed:

Slips of paper with student identities on it (one for each student)

Student identities for the trail

Student Supply List Recording Sheet

Wagon supply lists

(Copies found in T-Drive for Unit 2-Resources)

Extra Resources if desired:



Free Version of the Online Oregon Trail Game

Pioneer Simulation Writing Unit

You wouldn't want to be an American Pioneer by Jacqueline Morley

If You Traveled West on the Covered Wagon by Ellen Levine

Going West by Jean Van Leeuwen

Instructional Framework	Instructional Activity
	<p>Ask students the following questions:</p> <ul style="list-style-type: none"> • How does your family prepare for a trip? (Pack clothes, supplies, etc). <p>Have students pretend they are going on a camping trip. Ask them to write down everything they would need to pack.</p> <p>After students have had time to plan their packed bag, inform them they must make everything they are bringing fit into a small suit case. Talk about what it means to bring only the essentials.</p> <p>Give students time to revise their list. Discuss the revisions.</p>
	<p>Now tell students they are going on the Oregon Trail as a pioneer. Give them a slip of paper saying what their family make-up is, occupation, and how many animals they have. What would they need to bring? What do they need to bring to be successful once they get there? Give them a space limit and time to make a list.</p> <p>Have students share out what they decided to bring and talk about how this relates to those traveling along the trail.</p> <p>This would be a great time to use the extra resources to help guide</p>

	and create a greater understanding of what happened on the trail.
	As a group have students go over their lists and categorize their items as needs or wants.
	Have students construct a journal entry from their character's point of view. Have them discuss the difficult decisions they had to make while packing the wagon. What were the wants left behind? What were the difficulties in packing the wagon?
	Bring the class together to share, discuss, and analyze their journal entries. What are the consequences of what they brought? What could occur because of items they didn't bring? How would you change your decision making now that you've done this?

Wagon Identities

<p>Name: Michael and Sarah Conrad Family: son 7, daughter 2, daughter 5 months Home: Pennsylvania Occupation: Farmer Livestock: 3 oxen, 2 cows, 1 horse, 2 chickens</p>	<p>Name: Samuel and Cathy Black Family: Son 10, daughter 8, grandmother 65 Home: Iowa Occupation: Banker Livestock: 2 oxen</p>
<p>Name: Timothy and Martha Green Family: daughter 7, Son 5 & 3 Home: Kentucky Occupation: Farmer Livestock: 3 oxen, 2 cows, 2 chickens</p>	<p>Name: Tyler and Sandra Scott Family: Son 2, expecting a baby in 8 months, grandmother 70 Home: Massachusetts Occupation: Farmer Livestock: 3 oxen, 2 horses</p>
<p>Name: Noah and Amy James Family: son 9, daughter 2, expecting a baby in 4 months Home: Ohio Occupation: Store Keeper Livestock: 3 oxen</p>	<p>Name: Jack and Kimberly Brown Family: son 11, daughter 5, son 4 Home: Pennsylvania Occupation: Farmer Livestock: 2 oxen, 2 cows, 1 horse</p>
<p>Name: Dr. Johnathan and Elizabeth Hunter Family: daughter 11 months, grandmother 77 Home: New York Occupation: Doctor Livestock: 2 oxen, 2 cows</p>	<p>Name: Ryan and Caroline Gray Family: none Home: Iowa Occupation: Farmer Livestock: 3 oxen, 1 chicken</p>
<p>Name: Adam and Emily Docket Family: son 8, daughter 3, daughter 5 months Home: Kansas Occupation: Store Keeper Livestock: 2 oxen, 1 chicken</p>	<p>Name: Henry and Victoria Beck Family: son 8, son 3 Home: Pennsylvania Occupation: Farmer Livestock: 3 oxen</p>

Supply Lists

You have 1,000 BWUs to spend. BWUs can be found in the () next to the item. You can only bring up to three of one item. Travel wisely!

Household Items	Personal Items	Food
baby cradle (20) bed frame – for one bed (30) bedding – for one bed (4) Bible – Family heirloom (4) blanket – one (5) butter churn (15) butter mold (3) candle sticks – one pair (2) chest for clothing (45) clock (5) coal oil – one gallon (15) coffee grinder (2) coffee pot (3) cooking/serving utensils (5) cooking stove (80) dishes – 4 place settings (20) Dutch oven (5) fabric – 15 yards (10) family heirlooms (25) flint and steel (3) frying pan (8) lantern (4) loom (35) mirror (12) needle, thread, sewing kit (5) piano or small organ (125) pitcher and bowl (10) plants (15) rocking chair (15) rug (30) spinning wheel (30) stool (7) table and four chairs (75) trunk for storage (25) wooden bucket (5) woven basket (3)	boots – one extra pair (5) clothing – one set (15) children’s toys (10) eating utensils – 1 set (1) fiddle (5) first aid kit (15) guitar (10) hunting knife (2) pistol (5) powder horn (5) rifle (10) snow shoes (5) Tools anvil (50) axe (8) axle grease (15) bellows for fire (12) corn sheller (20) cross cut saw – (8) grain cradle (12) hammer (3) hoe (5) metal plow (50) oxen yoke repair kit (20) pick axe (4) pitch fork (5) rope – 50 feet (6) scythe – (10) shovel – (10) steel animal traps – four (30) tool assortment (12) twine – 50 feet (2)	bacon – 20 pounds (20) coffee – 10 pounds (10) dried beef – 30 pounds (30) dried fruit – 10 pounds (10) dried pinto beans – 20 pounds (20) flour – 50 pounds (50) salt – 20 pounds (20) spices – assorted (2) sugar – 30 pounds (30) vegetables – 20 pounds (20) vinegar – 3 gallons (25) Miscellaneous Supplies Animal feed – two animals (30) chicken coop (15) gun powder – keg (25) olive press (20) saddle (30) seeds – 50 pound bag (50) water barrel– 20 gallons (180) wood box – full of wood (30)



Grade: 4th Grade





Unit: 2-Transportation

Lesson Title: How transportation influenced exploration of the United States

Learning Target: I can evaluate how transportation influenced exploration and settlement of new lands.

Materials Needed:

- History Alive! Textbooks
- Graphic organizers
- Other items may vary depending on teacher's choice of final project.

Instructional Framework	Instructional Activity
	Ask students to brainstorm possible modes of transportation that explorers have used throughout history to settle new lands (ex. Shoes/feet, trains, canoes, wagons, automobiles, horses, ships, etc.). Have them discuss why explorers had to use a particular mode of transportation.
	Have teacher create cards or choice board with all different types of transportation that the students will select in order to research or investigate the type of exploration that could be done with this type of transportation.
	Explain to the students that exploration varies based on the type of transportation available, whether due to technology advancements or location/geography.
	Students can write journal entries describing what an exploration would have been like using their mode of transportation.



Grade: 4th Grade





Unit: 2-Transportation

Lesson Title: Transportation

Learning Target: I can identify different forms of transportation and how it has changed over time.

Materials Needed:

- Chart paper or SMART board to share responses.
- Library books about transportation.
- Laptops/iPads
- LEAD21, Social Studies Alive!, and TCI Science textbooks (optional for Explore)

Instructional Framework	Instructional Activity
	<p>Ask students, "What are some forms of transportation?" Brainstorm in groups; see how many forms you can find in a 1-2 minutes. Ask students, "How could we sort or categorize these forms of transportation?" (Ex: wheels, wings, speed, past/present/future).</p> <p>Then, guide students to categorize student responses into <i>land, water, air</i>. Do this as a class.</p>
	<p>Put students into small groups. Give each group a set of library books and/or laptops, iPads to explore different forms of transportation over time. (Utilize the BV Library page reference section.) Students should make a list of these forms.</p> <p>Allow groups to also do a photo-walk through LEAD21, Social Studies & Science textbooks to look for other forms of transportation. They can add these to their lists.</p>
	<p>Discuss as a class where and when some of these forms of transportation have been used. (Ex: Trains across great distances in the past & present time. Steamboats used along rivers in the past.)</p>
	<p>Ask students, "Evaluate what the future of your form of transportation will look like in the future." (Ex: "Will the bullet trains found in Japan ever make their way to the United States?" "Will there be a faster way to travel than flying in your lifetime?")</p> <p>Using a map of the United States, identify which modes of transportation would be ideal for moving from one place to another.</p>