



Exploring with the Early Explorers using Primary Resources from the Library of Congress

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The Explorers: The Dawning of the Era of Exploration.
 Discovery Channel School. 2006.
 unitedstreaming. 22 July 2008
 <<http://streaming.discoveryeducation.com/>>

Students will travel along side some of the early American explorers from Europe using primary resources and secondary resources from the Library of Congress and other historical on-line databases.

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Overview Back to Navigation Bar	
Objectives	Students will: *Use primary resources from the LOC and similar websites to answer the following questions about a chosen explorer. <ol style="list-style-type: none"> 1. Why did the explorer choose to go to the New World (Americas)? 2. Which country did they sail for? 3. What did they hope to find on their voyage? 4. What obstacles did they encounter? 5. Were they successful? Explain your answer.
Recommended time frame	5 days (+/-) longer if you do low-tech option procedure
Grade level	5th
Curriculum fit	History/Social Studies
Materials	Computers for student use (in class and lab) Teacher computer cart (PC, doc camera, LCD projector, and IWB) Websites: http://memory.loc.gov/learn/collections/france/history.html http://memory.loc.gov/learn/collections/spain/history.html
Michigan Grade Level Content Standards Back to Navigation Bar	
	Social Studies: 5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). MET(s): Basic Operations and Concepts: 6. manage and maintain files on a hard drive or the network

Technology Productivity Tools:

1. know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, and spell-checker)
2. use a variety of technology tools and applications to promote creativity
5. collaborate with classmates using a variety of technology tools to plan, organize, and create a group project

TECHNOLOGY COMMUNICATIONS TOOLS

1. use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students
3. identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents)

Technology Research Tools:

3. know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic
4. perform simple queries on existing databases and report results on an assigned topic

Procedures[Back to Navigation Bar](#)**Low tech option:**

If there is just the teacher computer then you will need to either show the video and the Library of Congress site on the LCD projector or make copies of examples to pass out to the class. Explain what makes them either primary or secondary.

Low tech option:

If computer lab is not available then rotate groups of students in classroom computer(s) so they may explore LOC site and find 2 primary sources and print them out.

Day One: high tech option:

Hook: show Discovery Streaming video on early explorers The New World Explored use just a 5 minute clip.

Introduction to the LOC website and what primary and secondary resources are.

Show examples of primary and secondary resources.

Show website and the sections for teachers, kids/families, and the American Memories.

<http://www.loc.gov>

<http://www.loc.gov/teachers/>

<http://www.loc.gov/families/>

<http://memory.loc.gov/ammem/index.html>

Exploration:

Students will have 20 minutes to explore the American Memory section of the LOC and find 2 examples of primary sources.

When they find the resources they are to save the URL in MSWord and save the document on the school's "student shared" folder on the network H:drive.

The name of the saved document should start with their name in order to know who saved what doc.

Check for Understanding:

Check to make sure that each student has saved onto the "student shared" folder. I will have the file open on my station.

Explanation:

When all students have saved 2 URL's then one at a time the students will go to the ActivBoard to open their doc and show it to the class.

Check for Understanding:

Each student needs to explain what makes their resource a primary source. If a student (in the class) believes that the source is a secondary one then need to try to prove it.

Extended Practice: (this will depend on permission from principle and parents)

There will be a class wiki online with a page titled Primary Sources from the LOC. The students may choose to add their URL's to the page and they may find more to add as well.

Day 2:**Lesson Opening:**

Review what Primary and secondary sources are. Discuss, are the videos they will watch primary or secondary sources? Model how to watch the videos at their computers.

Lesson Body:**Exploration:**

Students will watch a video on one explorer from Discovery Education Streaming through the Student Center page. They need to keep these questions in mind:

1. Why did the explorers choose to go to the New World (Americas)?
2. Which continent did they sail for?
3. What did they hope to find on their voyage?
4. What obstacles did they encounter?
5. Were they successful? Explain your answer.

Check for Understanding:

Using the lab's Italic class management the class will use the chat feature to discuss the above questions. They are to use what they learned from watching the video. I will monitor the chat from the teacher station. They may also discuss with students sitting near them. Do a walk-through while this is taking place.

Explanation:

After groups have had time to discuss the questions we will get back together and discuss the questions as a class.

Check for Understanding:

After this the class will take part in an ActiVote quiz through the ActivBoard. (if no system available give paper quiz)

The questions are:

1. Who are, believed, to first explore the North America coast?
 - a. Spanish, Greeks, Vikings, Martians

Low tech option:

If there are not enough computers for all students to be on at the same time then you will need to rotate teacher generated groups. Or just watch the videos as a whole class.

In place of the online chat the class will have the discussion the "old fashion way".

2. What did the explorers hope to bring back to their countries?

- a. exotic animals
- b. spices and silks
- c. Japanese technology
- d. furs

What continent were they hoping to get to?

- a. North America
- b. Africa
- c. Asia
- d. Australia

4. Columbus encountered giant sea creatures that almost destroyed their ships.

True or False

5. Were the explorers successful in their journeys?

Yes or No

Extended Practice:

Students may watch another video on an explorer and develop questions to be used in either an ActiVote quiz or Discovery Education Streaming quiz.

Day 3:

Lesson Opening:

Class will be set up into teams of 4. Teacher's discretion on how to generate groups.

Students will have roles within groups: facilitator, recorder, head searcher, reporter.

Have groups will draw from a "hat" an explorer from the list below;

Columbus, deVaca, DeSoto, Cartier, Champlain, Brule, LaSalle, Juan Ponce de León, they may request another explorer if a group has one in mind. They may have to find primary sources on own (Teacher assisted as needed)

Lesson Body:

Exploration:

Give groups links to primary resources from LOC (and others) based on their explorer choice. And record sheet.

Groups are to read their resources and answer the same questions as yesterday based on what they find out from their primary resource.

Note: Many of the readings can be too much for 5th grade students. Teacher may need to pull out key passages that answer the questions ahead of time.

Groups may use further resources (primary and secondary) they find if needed. They are to use ask.com to start for outside the LOC.

Check for understanding:

The students are to use the record sheet when they find information that pertains to the questions.

Low Tech Option:

If computer lab not available them give groups hard copies of primary resources. If computer(s) in class teacher will need to make a rotation schedule for groups.

Explanation:

After about 20 minutes have each groups' reporter share with the class what they have found so far.

Day 4:

Groups will continue to read resources and work on their questions/record form. If groups need they may go ahead and work to find further resources.

Day 5:

Group reporters will report back to the class on their findings and answers to the questions.

Evaluation

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Students will be assessed on their completion of answering the explorer questions and their research. Rubric is below.

Primary Resources from the Library of Congress

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These are the Primary Resources from the LOC that students will be using.

Each group will get only the resources that pertain to their explorer.

A Letter from Christopher Columbus:

<http://memory.loc.gov/cgi-bin/ampage?collId=rbsp&fileName=0001//rbsp0001.db&recNum=1>

A Letter From Columbus to a Friend (translation)

<http://memory.loc.gov/cgi-bin/ampage?collId=rbsp&fileName=0001//rbsp0001.db&recNum=14>

Time-line of Early Spanish Explorers and Settlements

<http://memory.loc.gov/intldl/eshtml/es-1/es-1-1.html#track1>

<http://memory.loc.gov/intldl/eshtml/es-1/es-1.html#track1>

Book written about DeSoto's Exploration of the Southeast (original in Spanish)

<http://memory.loc.gov/cgi-bin/ampage?collId=rbsp&fileName=0006//rbsp0006.db&recNum=1>

English Translation

<http://www.floridahistory.com/inca-1.html>

English Translation of Alvar Nuñez Cabeza De Vaca's Journal

<http://www.floridahistory.com/cab-text.html>

Additional online resources from outside the LOC for Spanish Explorers

<http://memory.loc.gov/intldl/eshtml/about/links.html>

<http://faculty.tamu-commerce.edu/espinoza/projects/L597-043/bliss/rg.html>

LOC's France in America

<http://memory.loc.gov/learn/collections/france/history.html>

LOC's History of Brulé's Discoveries and Explorations, 1610-1626"

<http://memory.loc.gov/cgi->

[bin/ampage?collId=gcf&fileName=0015//gcf0015.db&recNum=0&itemLink=r?intldl/ascfbib:@field\(NUMBER+@od1\(gcf+0015\)\)&linkText=0&presId=ascfbib](http://memory.loc.gov/cgi-bin/ampage?collId=gcf&fileName=0015//gcf0015.db&recNum=0&itemLink=r?intldl/ascfbib:@field(NUMBER+@od1(gcf+0015))&linkText=0&presId=ascfbib)

LOC's Memoir of Robert Cavelier de La Salle

<http://memory.loc.gov/cgi->

[bin/ampage?collId=rbfr&fileName=0007//rbfr0007.db&recNum=44&itemLink=r?intldl/ascfbib:@field\(NUMBER+@od1\(rbfr+0007_0045\)\)&linkText=0&presId=ascfbib](http://memory.loc.gov/cgi-bin/ampage?collId=rbfr&fileName=0007//rbfr0007.db&recNum=44&itemLink=r?intldl/ascfbib:@field(NUMBER+@od1(rbfr+0007_0045))&linkText=0&presId=ascfbib)

Joutel's Historical journal of Monsieur de La Salle's last voyage to discover the river Mississippi.

<http://memory.loc.gov/cgi->

[bin/ampage?collId=rbfr&fileName=0007//rbfr0007.db&recNum=104&itemLink=r?intldl/ascfbib:@field\(NUMBER+@od1\(rbfr+0007_0105\)\)&linkText=0&presId=ascfbib](http://memory.loc.gov/cgi-bin/ampage?collId=rbfr&fileName=0007//rbfr0007.db&recNum=104&itemLink=r?intldl/ascfbib:@field(NUMBER+@od1(rbfr+0007_0105))&linkText=0&presId=ascfbib)

Additional online resources from outside the LOC for French and English Explorers

<http://www.arthurwendover.com/arthurs/history/cca0210.html>

<http://www.pbs.org/empireofthebay/home.html>

<http://www.enchantedlearning.com/explorers/>

<http://www.chenowith.k12.or.us/tech/subject/social/explore.html>

<http://www.schools.manatee.k12.fl.us/webdisk/landers/WebPages/explorers/explorers.html>

<http://www.dowslane.org/explore.htm>

<http://www.stemnet.nf.ca/CITE/explorer.htm>

<http://edtech.kennesaw.edu/web/explorer.html>

http://encarta.msn.com/media_461517666/Early_European_Explorers.html

Discovery Education Streaming Videos

The Explorers: Christopher Columbus: Voyager to a New World

<http://player.discoveryeducation.com/index.cfm?guidAssetId=dda2b765-c6ec-4dbc-a554-ec13c7dec195&BLNPOPUP=1&CFID=15657270&CFTOKEN=88fad467d67c9526-B4ACAC26-14C2-4000-B896EE693AE4E192>

The New World Explored

<http://player.discoveryeducation.com/index.cfm?guidAssetId=1cc5e850-de6d-41fe-8a30-21185768eb63&BLNPOPUP=1&CFID=15657270&CFTOKEN=88fad467d67c9526-B4ACAC26-14C2-4000-B896EE693AE4E192>

Exploring the World: Spanish Explorers of North America

<http://player.discoveryeducation.com/index.cfm?guidAssetId=e5e00cec-206e-4ac2-838c-eea10a214ebe&BLNPOPUP=1&CFID=15657270&CFTOKEN=88fad467d67c9526-B4ACAC26-14C2-4000-B896EE693AE4E192>

The Beginnings of French Exploration and Settlement in North America (1490-1564)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=6ad71bf2-275b-42f3-997c-7ffb644c5e09&BLNPOPUP=1&CFID=15657270&CFTOKEN=88fad467d67c9526-B4ACAC26-14C2-4000-B896EE693AE4E192>

Samuel de Champlain, "The Father of New France" (1567-1635)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=8791bfc4-2d53-4e00-a414-e31d654c7431&BLNPOPUP=1&CFID=15657270&CFTOKEN=88fad467d67c9526-B4ACAC26-14C2-4000-B896EE693AE4E192>

The Explorers: Hernan Cortes: Conqueror of Mexico

<http://player.discoveryeducation.com/index.cfm?guidAssetId=ff601162-0f4e-4e4c-9e5f-5c1dc576eb00&BLNPOPUP=1&CFID=15657270&CFTOKEN=88fad467d67c9526-B4ACAC26-14C2-4000-B896EE693AE4E192>

Rubric

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Research Report : Early Explorers Research

Teacher Name: **Mr. Strommer**

Student Name: _____

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
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.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
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.
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.

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Handouts

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Explorer Record Form

Name of Explorer:

1. Why did the explorer choose to go to the New World (Americas)?

2. Which continent did they sail for?

3. What did they hope to find on their voyage? What did they want to bring back?

4. What obstacles did they encounter?

5. Were they successful? Explain your answer.

Cite your resources: (on back)