European Explorers
Third Grade
Erin Brent and Michelle Gay
Five Days during History and Social Science Class

Integrated Instructional Unit Plan
Tedu 414 Curriculum and Methods of Early Education
Professor Laura Domalik
Unit Introduction:

This lesson is the second part of a bigger two week unit plan on European Explorers and their impact on the American Indians. The lesson this week covers the other two major European explorers, Jacques Cartier and Juan Ponce de Leon, students need to know in accordance to the Virginia Standards of Learning. We chose to split this unit up into two weeks because there is too much information to learn about in only a week. We decided to do the second week of the unit because it is the harder of the two, since it is the summation/ending section, and we wanted to ensure that students get the most out of this week’s lesson in terms of review and content. We hope that students will understand that the United States of America was founded and explored by many people with many different motivations and goals. We want students to learn that it took a lot of time, effort, people, resources, money, and so much more to establish the Americas. We want students to understand that everything the explorers did and that they do impact the lives of others, just like the American Indians and the European countries.

Objectives:

General Unit Objectives:
Through this unit, students will learn that the European Explorers had many differences as to why they explored, who sponsored them, as well as their different success. The students will be able to differentiate between relevant and irrelevant information, in addition to gathering, classifying, and interpreting information. Lastly, students will appreciate the contributions of explorers and how they discovered the place that we all live in today, America.

Specific Objectives:
1. The student will be able to correctly identify the six simple machines and describe their functions given a match-up worksheet with 100% accuracy.
2. The student will be able to orally recall the contributions of Christopher Columbus and Christopher Newport and the impact of exploration on the American Indians in a whole-class discussion.
3. Given the information through class instruction, the student will be able to identify the reasons for Jacques Cartier exploring, the information gained, the results of his travels, and the impact of his travels on American Indians with 100% accuracy represented in their interactive notebook charts.
4. Students will also be able to compile information as a class in regards to distance, with accuracy to the nearest centimeter given a worksheet and ruler.
5. Given the information through class instruction, the student will be able to identify the reasons for Juan Ponce de Leon exploring, the information gained, the results of his travels, and the impact of his travels on American Indians with 100% accuracy represented in their interactive notebook charts.
6. Given the task of completing a relay race, students will be able to answer review questions about the European Explorers with 100% accuracy in order to win the game.
7. Given a quiz, the student will be able to correctly identify the key characteristics of each European Explorer with 100% accuracy.
8. Students will be able to accurately present their group projects on their Simple Machines Ship by taking turns sharing, addressing the main ideas of the project, and showing knowledge on the topic.

**Standards of Learning (SOLs):**

**History and Social Science**

3.3 The student will study the exploration of the Americas by: a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport. b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.

**Geography**

3.5 The student will develop map skills by: a) positioning and labeling the seven continents and five oceans to create a world map; b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres; c) locating the countries of Spain, England, and France; d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia); e) locating specific places, using a simple letter-number grid system.

3.6 The student will read and construct maps, tables, graphs, and/or charts.

**Science**

*Force, Motion, and Energy* 3.2 The student will investigate and understand simple machines and their uses. Key concepts include: a) purpose and function of simple machines; b) types of simple machines; c) compound machines; and d) examples of simple and compound machines found in the school, home, and work environments.

**Math**

3.9 The student will estimate and use U.S. Customary and metric units to measure a) length to the nearest ½ inch, inch, foot, yard, centimeter, and meter; b) liquid volume in cups, pints, quarts, gallons, and liters; c) weight/mass in ounces, pounds, grams, and kilograms; and d) area and perimeter.
3.17 The student will a) collect and organize data, using observations, measurements, surveys, or experiments; b) construct a line plot, a picture graph, or a bar graph to represent the data; and c) read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.

Computer Technology

Grades 3-5 A) Demonstrate an operational knowledge of various technologies. a) Use various types of technology devices to perform learning tasks. b) Use a keyboard, mouse, touch screen, touchpad, and other input devices to interact with a computer. c) Demonstrate the ability to perform a wide variety of basic tasks using technology, including saving, editing, printing, viewing, and graphing.

English

Reading 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. a) Identify the author’s purpose. b) Use prior and background knowledge as context for new learning. c) Preview and use text features. d) Ask and answer questions about what is read. e) Draw conclusions based on text. f) Summarize major points found in nonfiction texts. g) Identify the main idea. h) Identify supporting details. i) Compare and contrast the characteristics of biographies and autobiographies. j) Use reading strategies to monitor comprehension throughout the reading process. k) Identify new information gained from reading. l) Read with fluency and accuracy.

Oral Language 3.2 The student will present brief oral reports using visual media. a) Speak clearly. b) Use appropriate volume and pitch. c) Speak at an understandable rate. d) Organize ideas sequentially or around major points of information. e) Use contextually appropriate language and specific vocabulary to communicate ideas.

Writing 3.9 The student will write for a variety of purposes. a) Identify the intended audience. b) Use a variety of prewriting strategies. c) Write a clear topic sentence focusing on the main idea. d) Write a paragraph on the same topic. e) Use strategies for organization of information and elaboration according to the type of writing. f) Include details that elaborate the main idea. g) Revise writing for clarity of content using specific vocabulary and information.

Physical Education

Skilled Movement 3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities. a) Demonstrate most of the critical elements (small, isolated parts of the whole skill or movement) for manipulative skills (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner). b) Use manipulative skills in movement combinations (e.g., perform
manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner). c) Demonstrate moving to a rhythm (e.g., perform simple dances in various formations, develop and refine a creative educational dance sequence). d) Refine individual gymnastics skills, and perform educational gymnastic sequences with balance, transfer of weight, travel, and change of direction.

Movement Principles and Concepts 3.2 The student will apply movement principles in increasingly complex movement activities. a) Apply the concept of relationships while moving in space and using non-locomotor and manipulative skills. b) Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner).

Fine Arts

3.2 The student will describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art.

3.4 The student will use imaginative and expressive strategies to create works of art.
Day One Lesson Plan

Week 2 of European Explorers Unit (Continuation)

Purpose: The purpose of this lesson is to review the need-to-know facts for the European Explorers Christopher Columbus and Christopher Newport learned last week and their impact on the American Indians. The students will begin the Simple Machines Ship group project. It is necessary to review the Explorers learned last week before introducing new Explorers to make sure the material is solidified in their minds. The simple machines ship project can help students see simple machines in action, making the material more tangible.

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Force, Motion, and Energy 3.2 The student will investigate and understand simple machines and their uses. Key concepts include: a) purpose and function of simple machines; b) types of simple machines; c) compound machines; and d) examples of simple and compound machines found in the school, home, and work environments.

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Objectives:

- The student will be able to orally recall the contributions of Christopher Columbus and Christopher Newport and the impact of exploration on the American Indians in a whole-class discussion.
The student will be able to correctly identify the six simple machines and describe their functions given a match-up worksheet with 100% accuracy.

Procedure:

1. Introduction:
   a. Review Columbus and Newport (A)
      i. Verbal Whole-Class Review and Discussion
         1. Who can tell me who Christopher Columbus sailed for?
         2. When did he sail?
         3. Why did he go exploring?
         4. What were his achievements/findings?
         5. Who can tell me who Christopher Newport sailed for?
         6. When did he sail?
         7. Why did he go exploring?
         8. What were his achievements/findings?
         9. What are some impacts European explorers had on the American Indians?

2. Development:
   a. Simple machines lesson review (A, V)
      i. Show Bill Nye Simple Machines video
         1. https://www.youtube.com/watch?v=o9tXgUu7fXQ
      ii. Hand out Simple machines matchup chart (A, V, K)
         1. Be sure to pause after each simple machine has been talked about in the film and fill in the simple machines matchup chart.
            (Go in order of video)
            a. Ask the class which picture would go with the wedge? The pulley? The wheel and axle? The inclined plane? The screw? The lever?
            b. Ask the class what does the wedge do? The pulley? The wheel and axle? The inclined plane? The screw? The lever?
            c. Ask the class to give some real life examples of each simple machine (look to movie for help).
      2. Glue simple machines matchup chart into their interactive notebooks.
   b. Assign group project (A, V)
      i. Hand out rubric and instructions for Simple Machines Ship group project
      ii. Show example of simple machines ship used on a ship
         1. Pulley for the sails, wheel and axle for the ships steering wheel, etc.
      iii. Need to use at least 3 simple machines
         1. Need to label each simple machine
2. Have a title for your ship
3. Need to have short description of what the simple machines do
4. Materials you would use for ship need to be discussed
5. Discuss why you chose the type of ship you did

iv. Show examples of all the types of (older sail) ships (brief and just for ideas, not extensive)
   2. Talk about the ships features
   3. Have a handout of ships for students to have in their groups for reference or ideas

   c. Students get into groups and brainstorm ideas for simple machines ship (A, V, K)
      i. Decide what kind of ship want to have (can use one from example sheet given, can make changes to one of the example ships, or can completely make up own type of ship)
      ii. Discuss possible simple machines to use
      iii. Handout sketch paper and have students start to create a rough sketch of their ship

   d. For strugglers: Make sure they are placed in a group that they can learn from and get help from, without feeling vacuous.
   e. For advanced: Challenge them to think of additional simple machines that would be useful to have on a ship.

3. Summary:
   a. Come back together as class and discuss any questions (A, V)
   b. Have students turn in rough sketch to teacher to have a look at what they have started and address any improvements/questions/etc. to help students if stuck

Materials: sketch paper, pencil, glue, scissors, rubric/instruction, simple machines chart, interactive notebook

Evaluation Part A: Assessment

- Class review discussion on Christopher Columbus and Christopher Newport
- Simple Machines Matchup chart glued into interactive notebooks
- Simple Machines Ship group project rough sketch

Evaluation Part B:

- Did the students meet your objectives?
- How do you know?
- Did your lesson accommodate/address the needs of all of your learners?
- What were the strengths of the lesson?
• What were the weaknesses of the lesson?
• How would you change the lesson if you could teach it again?
Simple Machines (SOL 3.2)
Cut out and paste each simple machine picture where it belongs.
Complete the chart. Paste into science section of interactive notebook.

<table>
<thead>
<tr>
<th>Machine &amp; Picture</th>
<th>What does it do?</th>
<th>Real-life examples (at least 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wedge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheel &amp; Axle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lever</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclined Plane</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Group members’ names: _____________________________________________

Directions: Create and draw a ship modeled after a ship that the European Explorers might have used, or you would have used if you had been an explorer. The ship needs to have a minimum of 3 simple machines. Label each simple machine and write a description of what it does for the ship on the back. Think about what the boat would be made of (wood, steel, etc.) and write about why on the back. The final product should be drawn neatly and colored.

Ship Project Checklist

☐ Name your ship (1 point)
☐ Include at least 3 simple machines (3 points)
  o Name of Machine #1: ________________
  o Name of Machine #2: ________________
  o Name of Machine #3: ________________
  o Name of Extra Machine #1: ________________ (+1 point)
  o Name of Extra Machine #2: ________________ (+1 point)
☐ Label each simple machine on the ship (3 points)
☐ On the back of your project, explain what each simple machine does and why it is important to the ship (3 points)
☐ What is your ship made of? ________________ (1 points)
☐ On the back of your project, write why you chose the above material to make your ship (1 point)
☐ Which ship from the 3 provided examples was your inspiration? ________________ (1 point)
☐ Is your work neat? (5 points)
☐ Is your work colored? (1 point)
☐ Are all group members’ names on the back? (1 point)

_____/20 points

Extra credit: ____/2 points
**Ship Examples**

Using the ships provided as inspiration, think about how you want your ship to look. How many sails will it have? How will it steer? What is it made of?

<table>
<thead>
<tr>
<th>Ship Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caravel</td>
<td>The design of caravels underwent changes over the years, but a typical caravel of the late 15th century may be described as a broad-beamed vessel of 50 or 60 tons burden; some were as large as 160 tons. About 75 feet (23 m) long, the typical caravel had two or three pole masts, with triangular sails (#1). Later versions, the redonda (#2), replaced the main triangular sail which required a large crew by a square sail which also made for more speed when running offshore. This is the type of ship Christopher Columbus sailed on.</td>
</tr>
<tr>
<td>19th Century Clipper</td>
<td>The clipper was developed for speed, often capable of reaching 20 knots, in contrast to the 5-6 knots attained by other cargo ships of the day.</td>
</tr>
<tr>
<td>Carrack</td>
<td>The carrack (called nao, for ship, by the Portuguese) was the beast of burden of the 16th century, carrying cargo and troops to faraway lands. It rode high in the water with the prominent forecastle (along with the usual sterncastle) giving it a characteristic &quot;U&quot; shape. The high sides made it hard to attack from small craft, which was often a problem in the East Indies.</td>
</tr>
</tbody>
</table>

Source: [http://www.iro.umontreal.ca/~vaucher/History/Ships_Discovery/](http://www.iro.umontreal.ca/~vaucher/History/Ships_Discovery/)
Day Two Lesson Plan

Week 2 of European Explorers Unit

Purpose: The purpose of this lesson is to introduce the European Explorer Jacques Cartier and identify the need-to-know facts about him. This is important because Cartier is one of the four important historical European Explorers third graders need to know about before moving on to fourth grade, where they will learn about even more explorers.

Corresponding SOLs:

History and Social Science
3.3 The student will study the exploration of the Americas by: a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport. b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.

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Math
3.9 The student will estimate and use U.S. Customary and metric units to measure a) length to the nearest ½ inch, inch, foot, yard, centimeter, and meter; b) liquid volume in cups, pints, quarts, gallons, and liters; c) weight/mass in ounces, pounds, grams, and kilograms; and d) area and perimeter.
3.17 The student will a) collect and organize data, using observations, measurements, surveys, or experiments; b) construct a line plot, a picture graph, or a bar graph to represent the data; and c) read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.

Computer Technology
Grades 3-5 A) Demonstrate an operational knowledge of various technologies. a) Use various types of technology devices to perform learning tasks. b) Use a keyboard, mouse, touch screen, touchpad, and other input devices to interact with a computer. c) Demonstrate the ability to perform a wide variety of basic tasks using technology, including saving, editing, printing, viewing, and graphing.

English
Reading 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. a) Identify the author’s purpose. b) Use prior and background knowledge as context for new learning. c) Preview and use text features. d) Ask and answer questions about what is read. e) Draw conclusions based on text. f) Summarize major points found in nonfiction texts. g) Identify the main idea. h) Identify supporting details. i) Compare and contrast the characteristics of biographies and autobiographies. j) Use reading strategies to monitor comprehension throughout the reading process. k) Identify new information gained from reading. l) Read with fluency and accuracy.

Fine Arts
3.2 The student will describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art.
3.4 The student will use imaginative and expressive strategies to create works of art.

Objectives:

- Given the information through class instruction, the student will be able to identify the reasons for Jacques Cartier exploring, the information gained, and the results of his travels with 100% accuracy represented in their interactive notebook charts.
- Students will also be able to compile information as a class in regards to distance, with accuracy to the nearest centimeter given a worksheet and ruler.

Procedure:

1. Introduction:
   a. Have students fill in the ‘K’ (what they know) and the ‘W’ (what they want to know) section of the KWL chart in their European Explorers interactive notebook for Jacques Cartier. (V, A)
      i. This is a continuation from last week, so students have everything already glued down in notebooks and know the process/what to do.
   b. Ask students about their W (V, A)
      i. Begin a list on the board of the students’ W’s
      ii. Ask, “Anyone else want to know this, too?”
      iii. Be excited! “Well, let’s see if we can answer these questions today!”

2. Development:
      i. Be sure to ask questions throughout
         1. Who did he sail for?
         2. Why did he go exploring?
         3. What were his accomplishments/findings?
      ii. Have 2-3 students who were on task answer.
b. (Geography) Add Cartier’s traveling route to the class map of European Explorers Ship Routes using the color red. (K, V)

c. (Math) At their tables, have students measure and record the distance of the exploration route using a ruler and measuring to the nearest centimeter on the map in their interactive notebook, like they did for the previous two explorers, and calculate the distance Cartier traveled in miles using the map scale. (K, A, V)

   i. May need to do a refresher of how to measure distance properly/accurately with the ruler to nearest centimeter, how to use map scale, and how to convert miles to kilometers and that 1 mile = 1.6 Kilometers (map scale is in Km).

   ii. Remember to round to nearest whole mile.

d. (Technology) Get the class average distance of miles traveled for Cartier and add that to the European Explorers Distance Traveled Spreadsheet (displayed on board). (A, V)

   i. Have each table leader come up and add their distance traveled calculation to the spreadsheet on the computer in the designated column.

   ii. Teacher will review how to find average of numbers and calculate average distance traveled in miles based off of the classes’ data.

   iii. Once the average distance is found, Cartier’s traveled miles will be added to the class graph made for European Explorer’s Miles Traveled.

      1. Should now have miles traveled for Columbus, Newport, and Cartier on spreadsheet and bargraph.

   iv. EXAMPLE:

      1. Teacher found that Columbus traveled 4.3 cm.
      2. The map scale is that 2 cm = 3000 km. So set up equation:
      3. \[ \frac{2 \text{ cm}}{4.3 \text{ cm}} = \frac{3000 \text{ km}}{x \text{ km}}. \]
      4. Cross multiply → \[ 3000 \text{ km} \times 4.3 \text{ cm} / 2 \text{ cm} = 6450 \text{ km}. \]
      5. There is 1.6 km in 1 mile, so \[ 6450 \text{ km} / 1.6 \text{ mile} = 4031 \text{ miles}. \]

e. (Science/Fine Arts) Allow students to get into groups and continue with sketch for simple machines project. Once the sketch is completed and there are at least 3 simple machines present in the design, the group can be given the nice paper for their final drawing. (K, A, V)

f. For strugglers: Allow a tablemate to help the student with calculations. Encourage them to do their best, but, since it is a whole-class project, having a friend help is ok.

g. For advanced: Challenge the student to find a different route, for fun, without changing the departure and arrival placement of the explorer - can they find a quicker route? Have them show the work in their interactive notebook.

3. Summary:

   a. Have students color in chart in interactive notebook for Cartier. (K, V)

      i. Go over the answers as a class (A)
b. Have students fill in the ‘L’ (what they learned) section of the KWL chart in their interactive notebook for Cartier. (A)
   i. What did the students learn?
      1. Have 2-3 shares from students who were on task.
   ii. Did we answer all the questions on the board?

**Materials:** pencils, ruler, calculator, KWL chart, map worksheet, interactive notebooks (all charts should be glued in from previous week)

**Evaluation Part A:**
Assessment → Students turn in their notebooks at the end of every day to be checked.
- KWL chart and Cartier chart in interactive notebooks
- Cartier calculated route distance worksheet

**Evaluation Part B:**
- Did the students meet your objectives?
- How do you know?
- Did your lesson accommodate/address the needs of all of your learners?
- What were the strengths of the lesson?
- What were the weaknesses of the lesson?
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<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(What you know)</strong></td>
<td><strong>(What you want to Know)</strong></td>
<td><strong>(What you learned)</strong></td>
</tr>
<tr>
<td>Name &amp; Photo</td>
<td>Who did he sail for?</td>
<td>What Year did he sail?</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Jacques Cartier</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were his accomplishments/findings?</th>
<th>Interesting Fact</th>
<th>Route</th>
</tr>
</thead>
</table>
| Explored the _____________ (near Quebec, Canada) and gave France a _____________. | He assembled 2 ships and a crew of 30 for each ship. The name of Jacques Cartier’s ship was the _____________. It was a small ship and measured about _________. | France →  
Map Color: Red |

![France to Quebec map](image_url)
1. Measure the route with your ruler to the nearest centimeter (cm). Record this value.

2. Convert cm to km using the scale (hint: the scale is exactly 2 cm). Record this value.

3. Convert km to miles (Note: 1 mile = 1.6 kilometers). Record this value.
Day Three Lesson Plan
Week 2 of European Explorers Unit

**Purpose:** The purpose of this lesson is to introduce the European Explorer Juan Ponce de Leon and identify the need-to-know facts about him. This is important because Ponce de Leon is one of the four important historical European Explorers third graders need to know about before moving on to fourth grade, where they will learn about even more explorers.

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Procedure:
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   a. Have students fill in the ‘K’ (what they know) and the ‘W’ (what they want to know) section of the KWL chart in their European Explorers interactive notebook for Juan Ponce de Leon. (K, V, A)
   b. Ask students about their W (K, V, A)
      i. Begin a list on the board of the students’ W’s
      ii. Ask, “Anyone else want to know this, too?”
      iii. Be excited! “Well, let’s see if we can answer these questions today!”
2. Development:
      i. Be sure to ask questions throughout
         1. Who did he sail for?
         2. Why did he go exploring?
         3. What were his accomplishments/findings?
      ii. Have 2-3 students who were on task answer.
b. (Geography) Add Ponce de Leon’s traveling route to the class map of European Explorers Ship Routes using the color yellow. (K, V)

c. (Math) At their tables, have students measure and record the distance of the exploration route using a ruler and measuring to the nearest centimeter, like they did for the previous three explorers, and calculate the distance Ponce de Leon traveled in miles using the map scale. (K, A, V)
   i. Shouldn’t need refresher because just did it yesterday.

d. (Technology) Get the class average distance of miles traveled for Ponce de Leon and add that to the European Explorers Distance Traveled Spreadsheet (displayed on board). (A, V)
   i. Have each table leader come up and add their distance traveled calculation to the spreadsheet on the computer in the designated column.
   ii. Teacher will review how to find average of numbers and calculate average distance traveled in miles based off of the classes’ data.
   iii. Once the average distance is found, Ponce de Leon traveled miles will be added to the class graph made for European Explorer’s Miles Traveled
   1. Should now have miles traveled for Columbus, Newport, Cartier, and Ponce de Leon on spreadsheet and bargraph.

e. (Science/Fine Arts) All groups should be ready for final draft for simple machines project today--review any rough sketches left and handout final drawing paper. (K, A, V)

f. For strugglers: Allow a tablemate to help the student with calculations. Encourage them to do their best, but, since it is a whole-class project, having a friend help is ok.

g. For advanced: Challenge the student to find a different route, for fun, without changing the departure and arrival placement of the explorer - can they find a quicker route? Have them show the work in their interactive notebook.

3. Summary:
   a. Have students color in chart in interactive notebook for Ponce de Leon. (K, V)
      i. Go over the answers as a class (A)
   b. Have students fill in the ‘L’ (what they learned) section of the KWL chart in their interactive notebook for Ponce de Leon. (A)
      i. What did the students learn?
         1. Have 2-3 shares from students who were on task.
      ii. Did we answer all the questions on the board?

Materials: pencils, ruler, calculator, KWL chart, map worksheet, interactive notebooks (all charts should be glued in from previous week)

Evaluation Part A:
Assessment → Students turn in their notebooks at the end of every day to be checked.

- KWL chart and Ponce de Leon chart in interactive notebooks
- Ponce de Leon calculated route distance worksheet

Evaluation Part B:

- Did the students meet your objectives?
- How do you know?
- Did your lesson accommodate/address the needs of all of your learners?
- What were the strengths of the lesson?
- What were the weaknesses of the lesson?
- How would you change the lesson if you could teach it again?
<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
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<tbody>
<tr>
<td>(What you know)</td>
<td>(What you want to Know)</td>
<td>(What you learned)</td>
</tr>
<tr>
<td>Name &amp; Photo</td>
<td>Who did he sail for? What Year did he sail?</td>
<td>Why did he explore?</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Juan Ponce De Leon</td>
<td></td>
<td>To __________ and land to ___________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were his accomplishments/findings?</th>
<th>Interesting Fact</th>
<th>Route</th>
</tr>
</thead>
</table>
| European to land in __________(near St. Augustine); gave Spain claim to __________ | Set sail for __________, but Landed in Florida | Spain → ___________  
Map Color: Yellow |
Calculate the Route: Juan Ponce de Leon

1. Measure the route with your ruler to the nearest centimeter (cm). Record this value.

2. Convert cm to km using the scale (hint: the scale is exactly 2 cm). Record this value.

3. Convert km to miles (Note: 1 mile = 1.6 kilometers). Record this value.
Day Four Lesson Plan  
Week 2 of European Explorers Unit

**Purpose:** Students will gain an understanding of the explorers’ routes, discoveries, and goals while they were in search of the “New World” as well as increasing their cardiovascular stamina through running. In addition to cardiovascular activity, the students will also develop a greater sense of teamwork, since they will have to work together to complete the relay race. This is important because it is further strengthening their knowledge of European Explorers through repetition of questions and facts, as well as harvesting a sense of teamwork among the students.

**Corresponding SOLs:**

**History and Social Science**  
3.3 The student will study the exploration of the Americas by: a) Describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport; b) Identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.

**Geography**  
3.5 The student will develop map skills by: a) positioning and labeling the seven continents and five oceans to create a world map; b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres; c) locating the countries of Spain, England, and France; d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia); e) locating specific places, using a simple letter-number grid system.  
3.6 The student will read and construct maps, tables, graphs, and/or charts.

**Physical Education**  
**Skilled Movement**  
3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities. a) Demonstrate most of the critical elements (small, isolated parts of the whole skill or movement) for manipulative skills (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner). b) Use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner). c) Demonstrate moving to a rhythm (e.g., perform simple dances in various formations, develop and refine a creative educational dance sequence). d) Refine individual gymnastics skills, and perform educational gymnastic sequences with balance, transfer of weight, travel, and change of direction.

**Movement Principles and Concepts**  
3.2 The student will apply movement principles in increasingly complex movement activities. a) Apply the concept of relationships while moving in space and using non-locomotor and manipulative skills. b) Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner).

**Fine Arts**
3.2 The student will describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art.

3.4 The student will use imaginative and expressive strategies to create works of art.

Objective:
- Given the task of completing a relay race, students will be able to answer review questions about the European Explorers with 100% accuracy in order to win the game.

Procedure
1. Introduction:
   a. Teacher will review with the students the four explorers. Then, the teacher will ask for a volunteer to be the ship, while the teacher “steers” to all the 3 different locations. Model what to do and what not to do during this time, i.e. where the elastic band should be placed on their body and how not to tug on their partners.

2. Development:
   a. Orally review the Explorers using the questions from the BINGO sheet that will be used on day 5. Call on students randomly to answer the questions. Make note of which ones are harder for the students to answer. (A)
   b. Students will be split up into 3 large even teams of 6 students, and then partnered into groups of two within the teams.
   c. Each partner set will receive an exercise band. One student will place the band around them at their waist while the other partner stands behind them and holds the exercise band.
      i. Model where NOT to put the band, i.e. around neck or chest, and explain why (very dangerous and increases chance of injury). Inform students that if they are seen using the band incorrectly, they will have to complete a worksheet instead of participating in the group activity. (V)
   d. The student with the band around their waist is the explorer, and the other partner holding the band is the ship.
   e. There should be 1 partner set from each team set up at each position around the course.
      i. There are three positions within the course:
         1. Europe, where all the explorers began their journey;
         2. The ocean, which all the explorers travelled across to get to their destination;
         3. The “New World” where the explorers made their discovery.
      ii. Each partner set will have an index card with a question and the answer on the back to ask the next partner set at the next position.
   f. The teacher will ask the first question to all the teams at “Europe”. The first partner set to raise their hands and give the correct answer can run to their next teammates with a 5 second head start, then the other two teams can run to their next partner set. (A, K)
   g. Once the 1st partner set reaches the 2nd partner set, the 1st partner set asks the 2nd partner set the question on their index card. When the 2nd partner set answers the question correctly, with NO help from the 1st partner set, they may run to the 3rd partner set. (A, K)
      i. Teams seen cheating will have to start from the beginning.
h. Once the 2nd partner set reaches the 3rd partner set, the 2nd partner set asks the 3rd partner set the question on their index card. When the 3rd partner set answers the question correctly, with NO help from the 2nd partner set, they may run to the teacher for the final question. (A, K)
   i. Teams seen cheating will have to start from the beginning.
   i. The first partner set to answer the teacher’s question correctly wins the game.
  j. Teaching Suggestions:
   i. Make sure the students who are the “ships” have the exercise band at a comfortable spot so they don’t injure themselves.
   ii. Emphasize good sportsmanship and teamwork.
   iii. Allow every team to finish the game
k. For strugglers: Make sure they are integrated throughout a team with varying levels of ability to make sure they are not singled out.
  l. For advanced: Make sure they are recalling from memory the answers versus getting hints or clues from a teammate.

3. Summary:
   a. Recap with the students what they did well. Where any questions difficult? What questions were easy? (A)
   b. Allow students time to work with their groups on Simple Machines Ship project-should be almost done.

Materials: Exercise bands, hula hoops to represent the explorers’ beginning and end locations, strips of paper with questions

Evaluation Part A:
- Were the students engaged?
- Did they show teamwork and sportsmanship?

Evaluation Part B:
- Did the students meet your objectives?
- How do you know?
- Did your lesson accommodate/address the needs of all of your learners?
- What were the strengths of the lesson?
- What were the weaknesses of the lesson?
- How would you change the lesson if you could teach it again?

Questions:
This country sponsored Jacques Cartier France
A person who travels seeking new discoveries Explorer
This was introduced to American Indians from European exploration Deadly diseases
He wanted to colonize the New World Jacques Cartier

He was the first European to discover a sea route to America Christopher Columbus

This country sponsored Christopher Newport England

Exploration later led to this Settlement

A person from one of the countries in Europe European

He arrived at present day Jamestown Christopher Newport

He discovered the “New World” and landed in San Salvador Christopher Columbus

He wanted to find a western sea route to Asia Christopher Columbus

This country sponsored Juan Ponce de Leon Spain

He wanted to discover riches and conquer land Juan Ponce de Leon

He gave France a North American claim Jacques Cartier

This country sponsored Christopher Columbus Spain

He was the first European to land in Florida near St. Augustine Juan Ponce de Leon

He explored the St. Lawrence River Valley near Quebec, Canada Jacques Cartier

He was one of the first men to reach the Fall Line of the James River Christopher Newport

He gave Spain a claim to Florida Juan Ponce de Leon

He wanted to colonize Virginia Christopher Newport
Purpose: The purpose of this lesson is to review the student's knowledge and understanding of the four European Explorers. The student’s will display their knowledge of simple machines, as well as using their oral language skills and social skills to present their finalized projects to the class. This is important because today’s lesson will bring to light any gaps in the learning before the assessment.

Corresponding SOLs:

History and Social Science
3.3 The student will study the exploration of the Americas by: a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport. b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.

Geography
3.5 The student will develop map skills by: a) positioning and labeling the seven continents and five oceans to create a world map; b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres; c) locating the countries of Spain, England, and France; d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia); e) locating specific places, using a simple letter-number grid system.

Science
Force, Motion, and Energy 3.2 The student will investigate and understand simple machines and their uses. Key concepts include: a) purpose and function of simple machines; b) types of simple machines; c) compound machines; and d) examples of simple and compound machines found in the school, home, and work environments.

English
Oral Language 3.2 The student will present brief oral reports using visual media. a) Speak clearly. b) Use appropriate volume and pitch. c) Speak at an understandable rate. d) Organize ideas sequentially or around major points of information. e) Use contextually appropriate language and specific vocabulary to communicate ideas.

Writing 3.9 The student will write for a variety of purposes. a) Identify the intended audience. b) Use a variety of prewriting strategies. c) Write a clear topic sentence focusing on the main idea. d) Write a paragraph on the same topic. e) Use strategies for organization of information and elaboration according to the type of writing. f) Include details that
elaborate the main idea. g) Revise writing for clarity of content using specific vocabulary and information.

**Fine Arts**

3.2 The student will describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art.

3.4 The student will use imaginative and expressive strategies to create works of art.

**Objectives:**

- Given a quiz, the student will be able to correctly identify the key characteristics of each European Explorer with 100% accuracy.
- Students will be able to accurately present their group projects on their Simple Machines Ship by taking turns sharing, addressing the main ideas of the project, and showing knowledge on the topic.

**Procedure:**

1. **Introduction:**
   a. Review all four European Explorers with a class game of Bingo (A, V)
      i. Play until about 5-10 students get a bingo
      ii. Review any questions students might have

2. **Development:**
   a. Handout European Explorers quiz
   b. When students are done, they are to read a book or work on any individual assignments they may need to finish at their desks
   c. When everyone has finished the quiz, allow students to get into their Simple Machines Ship groups and finalize projects for presentations. (A, V)
   d. Have groups come up to front of the classroom and present their projects for about 7-10 minutes maximum. (A, V)
      i. Each group member should speak
      ii. The group should be able to answer the following questions during their presentation:
         1. What is the name of the ship? What is it made of? What simple machines did you choose and why? How do the simple machines make the ship better?
      iii. Allow peers to ask the group presenting questions
   e. For strugglers: During the quiz, have struggling students answer everything to their best ability. Have them bring it to you, the teacher, and make note on a separate paper (for your own purposes) on what they didn’t know, what isn’t accurate, and then allow the student 5 minutes with their interactive notebook to make any changes. This modification will only be allowed for a select few students who truly need it. For the presentation, ask the group if there are any
other simple machines they could have added. Where would they like their ship to travel to?

f. For advanced: For the quiz, provide extra credit questions on information that was presented, but not required to know. This is an opportunity for everyone to earn extra points; however, if the advanced student does not know the answer, they will probably be encouraged to look it up post-quiz. For the presentation, ask the students how modern technology would improve their ship - would simple machines still be needed?

3. Summary:
   a. After the completion of group presentations, have the students return to their desks to have a writing prompt journal entry in their interactive notebooks. (V)
      i. Prompt: What would you do if you were an explorer? Where would you go? Why? Do you hope to find anything? If so, what?
   b. What questions were frequently missed on the quiz? Where there any extra credit questions the majority knew? Discuss these questions with the students to clear up any confusion and make sure all the facts are straight. Does anyone want to share their journal entry? (A)

Materials: pencil, bingo cards, quiz (provided by teacher), materials to finish up projects (coloring utensils, rulers, etc.), interactive notebooks

Evaluation A:

- European Explorers Quiz
- Simple Machines Ship group project presentations (final product)
- Journal Prompt Entry on “If you could be an Explorer”

Evaluation B:

- Did the students meet your objectives?
- How do you know?
- Did your lesson accommodate/address the needs of all of your learners?
- What were the strengths of the lesson?
- What were the weaknesses of the lesson?
- How would you change the lesson if you could teach it again?
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<tr>
<td>Jacques</td>
<td>Christopher</td>
<td>Deadly diseases</td>
<td>England</td>
<td>Settlement</td>
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<td>Cartier</td>
<td>Columbus</td>
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<tr>
<td>European</td>
<td>Christopher</td>
<td>Christopher</td>
<td>Explorer</td>
<td>Christopher</td>
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<td>Newport</td>
<td>Columbus</td>
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<td>Newport</td>
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<td>Spain</td>
<td>Jacques Cartier</td>
<td>Christopher</td>
<td>Spain</td>
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<td>Newport</td>
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<td>Juan Ponce de Leon</td>
<td>Juan Ponce de Leon</td>
<td>France</td>
<td>Jacques Cartier</td>
<td>Juan Ponce de Leon</td>
</tr>
</tbody>
</table>

1. This country sponsored Jacques Cartier **France**
2. A person who travels seeking new discoveries **Explorer**
3. This was introduced to American Indians from European exploration **Deadly diseases**
4. He wanted to colonize the New World **Jacques Cartier (1)**
5. He was the first European to discover a sea route to America **Christopher Columbus (1)**
6. This country sponsored Christopher Newport **England**
7. Exploration later led to this **Settlement**
8. A person from one of the countries in Europe **European**
9. He arrived at present day Jamestown **Christopher Newport (1)**
10. He discovered the “New World” and landed in San Salvador **Christopher Columbus (2)**
11. He wanted to find a western sea route to Asia **Christopher Columbus (3)**
12. This country sponsored Juan Ponce de Leon **Spain (1)**
13. He wanted to discover riches and conquer land **Juan Ponce de Leon (1)**
14. He gave France a North American claim **Jacques Cartier (2)**
15. This country sponsored Christopher Columbus **Spain (2)**
16. He was the first European to land in Florida near St. Augustine **Juan Ponce de Leon (2)**
17. He explored the St. Lawrence River Valley near Quebec, Canada **Jacques Cartier (3)**
18. He was one of the first men to reach the Fall Line of the James River **Christopher Newport (2)**
19. He gave Spain a claim to Florida **Juan Ponce de Leon (3)**
20. He wanted to colonize Virginia **Christopher Newport (3)**
European Explorers Quiz
Name: 
Date: 

Juan Ponce de Leon:
Year Explored: _________
Discovered/Accomplished (complete sentences):
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Sponsored by: __________
Draw Route:

Jacques Cartier:
Year Explored: _________
Discovered/Accomplished (complete sentences):
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Sponsored by: __________
Draw Route:
European Explorers Exam
Name:
Date:
Each question is worth 5 points

1. He gave Spain a claim to Florida:
   a. Juan Ponce de Leon
   b. Christopher Columbus
   c. Christopher Newport
   d. Jacques Cartier

2. He was the first European to discover a sea route to America:
   a. Juan Ponce de Leon
   b. Christopher Columbus
   c. Christopher Newport
   d. Jacques Cartier

3. This country sponsored Jacques Cartier:
   a. England
   b. France
   c. Spain
   d. Canada

4. Exploration later led to:
   a. Death
   b. Success
   c. Settlement
   d. Gold

5. He discovered the “New World” and landed in San Salvador:
   a. Juan Ponce de Leon
   b. Christopher Columbus
   c. Christopher Newport
   d. Jacques Cartier

6. A person from one of the countries in Europe is:
   a. European
   b. Intelligent
   c. An explorer
   d. Royalty

7. He arrived at present day Jamestown:
   a. Juan Ponce de Leon
   b. Christopher Columbus
   c. Christopher Newport
   d. Jacques Cartier

8. He wanted to find a western sea route to Asia:
   a. Juan Ponce de Leon
   b. Christopher Columbus
   c. Christopher Newport
   d. Jacques Cartier

9. This was introduced to American Indians from European exploration:
   a. Cellphones
   b. Hunting
   c. Boats
   d. Deadly Diseases

10. He wanted to colonize the New World:
    a. Juan Ponce de Leon
    b. Christopher Columbus
    c. Christopher Newport
    d. Jacques Cartier

11. This country sponsored Christopher Newport:
    a. England
    b. France
    c. Spain
    d. Virginia

12. A person who travels seeking new discoveries:
    a. Indian
    b. Explorer
    c. European
    d. Gypsy
13. He wanted to discover riches and conquer land:
   a. Juan Ponce de Leon
   b. Christopher Columbus
   c. Christopher Newport
   d. Jacques Cartier

14. He gave France a North American claim:
   a. Juan Ponce de Leon
   b. Christopher Columbus
   c. Christopher Newport
   d. Jacques Cartier

15. This country sponsored Christopher Columbus:
   a. England
   b. France
   c. Spain
   d. Portugal

16. He was the first European to land in Florida near St. Augustine:
   a. Juan Ponce de Leon
   b. Christopher Columbus
   c. Christopher Newport
   d. Jacques Cartier

17. He was one of the first men to reach the Fall Line of the James River:
   a. Juan Ponce de Leon
   b. Christopher Columbus
   c. Christopher Newport
   d. Jacques Cartier

18. He wanted to colonize Virginia:
   a. Juan Ponce de Leon
   b. Christopher Columbus
   c. Christopher Newport
   d. Jacques Cartier

19. He explored the St. Lawrence River Valley near Quebec, Canada:
   a. Juan Ponce de Leon
   b. Christopher Columbus
   c. Christopher Newport
   d. Jacques Cartier

20. This country sponsored Juan Ponce de Leon:
   a. England
   b. France
   c. Spain
   d. Portugal

Extra Credit (1 point each):

Name Columbus’s ships
1. 
2. 
3. 

Name Cartier’s ship
4.
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<tr>
<td><strong>Answer Sheet:</strong></td>
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<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<td>8.</td>
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<td>9.</td>
<td>D</td>
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<td>10.</td>
<td>D</td>
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<tr>
<td>11.</td>
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<td>12.</td>
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</tr>
<tr>
<td>13.</td>
<td>A</td>
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<tr>
<td><strong>Extra Credit:</strong></td>
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<tr>
<td>1.</td>
<td>Nina</td>
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<tr>
<td>2.</td>
<td>Santa Maria</td>
</tr>
<tr>
<td>3.</td>
<td>Pinta</td>
</tr>
<tr>
<td>4.</td>
<td>Grande Hermine</td>
</tr>
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Example of the student entered data for the Excel spreadsheet and bar graph:

<table>
<thead>
<tr>
<th>European Explorers</th>
<th>Average Miles</th>
<th>Average Kilometers</th>
<th>Average Centimeters</th>
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<tr>
<td>Christopher Columbu</td>
<td>4031</td>
<td>6450</td>
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<td>6750</td>
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<td>Jacques Cartier</td>
<td>3750</td>
<td>6000</td>
<td>4</td>
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<tr>
<td>Juan Ponce de Leon</td>
<td>4313</td>
<td>6900</td>
<td>4.6</td>
</tr>
</tbody>
</table>
Unit Plan Resources

- Pencil
- Paper
- Glue
- Scissors
- Calculator
- Ruler
- Exercise bands
- Hula Hoops
- Strips of paper with questions (use questions from Bingo game)
- Interactive European Explorers Notebook Chart (made our own handout)
  - [http://www.whereig.com/world-continents.html](http://www.whereig.com/world-continents.html) (picture of world map)
  - [http://www.solpass.org/z-site/ss3/iframepage/explorers/Explorers3-4.pdf](http://www.solpass.org/z-site/ss3/iframepage/explorers/Explorers3-4.pdf) (pictures of European Explorers)
- Instructions for Simple Machines Ship group project
- Rubric (checklist) for Simple Machines Ship group project
- Handout of examples of older ships used for sailing
  - [http://www.thepirateking.com/ships/ship_types.htm](http://www.thepirateking.com/ships/ship_types.htm)
- Simple Machines Matchup Chart for Interactive European Explorers Notebook
- Sketch paper for Simple Machines Ship group project
- Nice paper for Simple Machines Ship group project
- Map Calculation
- Bingo game for European Explorers
- KWL Chart for each European Explorer for Interactive European Explorers Notebook
- Bill Nye Simple Machines Video Clip
  - [https://www.youtube.com/watch?v=o9tXgUu7fXQ](https://www.youtube.com/watch?v=o9tXgUu7fXQ)
- Quiz on Jacques Cartier and Juan Ponce de Leon
- European Explorers Test (Unit Evaluation)