

Courage To Explore

ThuHien Malesky
4th/5th Grade
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II. Introduction

A) Rationale

“The onward march of the human race requires that the heights around it constantly blaze with noble lessons of courage. Deeds of daring dazzle history and form one of man’s guiding lights.”

Victor Hugo, Le Miserable (1862)

The dictionary definition of courage is, “the quality of mind or spirit that enables a person to face, difficulty, danger, pain, etc., without fear,” (Meacham 2007). Hidden in the definition are three components that should be pulled out and considered separately: 1) Fortitude: the ability to overcome or persevere through physical or mental obstacles; 2) Sacrifice: something must be placed at risk, be it life, treasure, family, or convictions; and 3) Bravery: the individual must be knowledgeable about the risks they are taking, but nevertheless display fearlessness in the course of these actions (De Young 2003).

Human civilization requires courageous people in order to grow and progress. The actions of a courageous few allow for the new inventions that bettered our lives, the social movements that enfranchised large groups of society, the patriots who defended their new nations from the grip of authoritarianism and feudalism.

As a teacher, I must do my best to encourage my students to also embrace courage; to stand behind their ideas although they may be out of step with prevailing conventional wisdom; to speak up when they see wrongs committed in front of them; to challenge themselves when easier and less demanding roads may get them to recess earlier; and to be willing to embarrass themselves by sometimes getting the wrong answer. I want these things for my students, but I will have to summon my own courage to create a classroom environment where such growth is possible. Fortitude, sacrifice, bravery - these are the stepping-stones of the onward march of the human race.

B) Differentiation for Gifted Learners

Features of Unit

Content: The unit explores a novel topic that is high interest in nature. It's a topic that is not commonly covered in a standard 4th-5th curriculum. The content requires students to draw from a variety of sources and advanced texts.

Process: Students are asked to use higher order processing skills to learn about the topic. These processes include: analyzing, synthesizing, evaluating, and drawing conclusions.

Product: Students are encouraged to create and express their knowledge of their explorer through various means of expression: visually (resume) and orally (discussions/interview).

Learning Environment: Students are given choices on how to research. They can choose to work in small groups or groups of 2-3 people. There are opportunities to work both individually and collaboratively.

Elements of Differentiation: Once the topic is introduced, students are given choices as to which explorer to research. During this phase, the teacher can differentiate choices for students based on their readiness for the content and academic abilities, as it applies to the resources that students can access. Through activities such as, Socratic seminar, discussions, and interview, students are given opportunities to demonstrate their ability to analyze, synthesize, and evaluate their understanding of their explorer as it relates to the essential understanding-courage motivates exploration.

III. Goals and Outcomes

Content Goals and Outcomes:

Goal I: To know the contributions of the explorers during the Age of Discovery and how courage motivated them to explore.

Students will be able to...

- A) Describe the life of an explorer during the Age of Discovery
- B) Analyze the struggles, obstacles that confronted the explorers during the Age of Discovery
- C) Examine and evaluate the contributions of their explorer during the Age of Discovery
- D) Compare and contrast the efficacies of explorers during the Age of Discovery

Process Goals and Outcomes:

Goal 2: To develop critical thinking skills, as they relate to the ELA standards, that would allow students to evaluate the impact of their explorer's actions and their contributions to the Age of Discovery.

Students will be able to...

- A) Analyze text by documenting questions, thoughts, connections, and ideas that result from reading the text about an explorer
- B) Use details from the text to describe in depth the details and contributions of the explorer
- C) Evaluate their explorer's response to the adversities they faced to determine whether their actions were courageous

Concept Goal and Outcomes:

Goal 3: To understand the relationship between motivation and courage.

Students will be able to...

- A) Apply their understanding of the relationship between motivation and courage in other areas of human endeavors
- B) Predict how an individual would act based on his/her perspective on motivation and courage
- C) Analyze an event and discuss how motivation and courage impacted the outcome

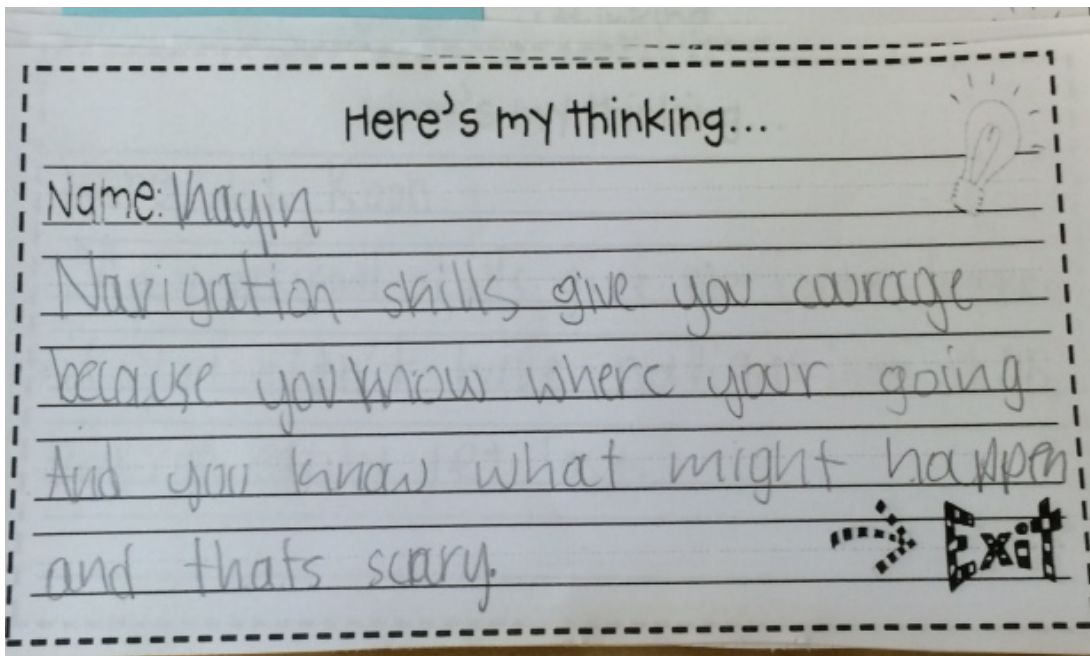
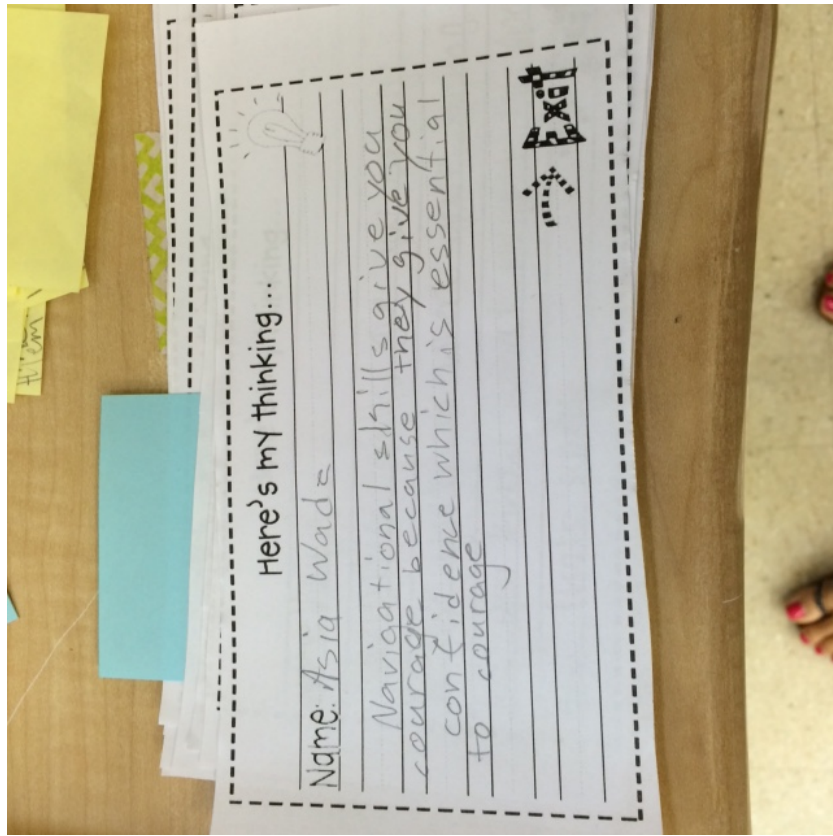
IV. Assessment Plan

A) Formative Assessment

- Student discussions (prompts, seminars)
- Responses on daily exit slips
- Individual conversations about their research
- Listening to students' discussions with peers
- Notes

B) Summative Assessment

- 1- Performance Task-Final Resume and Interview
- 2-Student's group nomination process
- 3-Report Card on self as an explorer





Amerigo Vespucci

Courage	A	Because he went on several long voyages to map and explore South America. America was named after him.
Motivation	A-	Because he set out on his voyages to map and explore South America and that is what he did.
Skills/Experiences	A+	Because he was a navigator, leader, cartographer, and merchant. He led several voyages, worked with his cousin, the ambassador of Spain where he learned diplomacy, nobility, and how to act around kings.
Contributions	B+	Because he did was explore and map South America. But a B+ because he did help people better understand the world.





Vasco de Balboa

Courage	A	He went on three dangerous journeys & lived in a treacherous jungle.
Motivation	B+	He was self driven & was trying to prove something. He really just likes exploring.
Skills/Experiences	A+	He went on 3 voyages. He was a squire, swordsman, farmer, navigator, explorer, & ship builder.
Contributions	A+	Balboa discovered the Pacific Ocean and opened up a whole new world to explorers & settlers.





Be the First...

LEAD EXPLORER WANTED!

NAME OF POST: *Lead Explorer*

QUALIFICATIONS: *Brave, Resourceful, Courageous, Skilled, Motivated, Leader*

EXPERIENCE: *Must have experience leading past expeditions.*

INFORMATION FOR INTERVIEW AND SELECTION:

* Calling all explorers! Her most Gracious Highness, Queen Sophia II of Honali will be conducting an interview to seek the most qualified explorer to lead her next expedition. This is her Majesty's greatest venture, and she has the wealth of her entire kingdom to commission a year-long journey that will make the chosen explorer rich and famous beyond his imagination.

* The expedition requires an experienced explorer who can demonstrate evidence of bravery, resourcefulness, courage, and skills to navigate the mental and physical challenges that he may encounter on this journey.

* At the interview, Queen Sophia II will be asking you tough questions to determine your qualifications to be her chosen explorer. You will need to be persuasive when you speak about your strengths, weaknesses, and accomplishments. Be prepared to defend and support your views with clear examples. You will also be asked to give a list of people who can speak to your credentials and leadership style as an explorer.

DATE: *Monday, June 11, 1624*

TIME: *Half past noon*



* *All candidates participating in the interview need to submit their resume. **

Performance Task Rubric

Components	Does Not Meet Standard	Sometimes Meets Standard	Meets Standard	Exceeds Standard	Score
Resume: Explorer Objectives -Your goals/ambition (15)	No objectives are stated (0)	Partial or incomplete stated objectives (10-12)	Objective is substantial and effective-convincing (13-14)	Stated objective is thorough, complete, and highly effective-well written with accurate facts and elaboration (15)	
Resume: Explorer Characteristics -Personal traits that makes you the ideal explorer (leadership, integrity, courage.) (15)	No characteristics are listed (0)	List of characteristics are somewhat effective Some characteristics are inaccurate (10-12)	Characteristics listed are substantial and effective Generally accurate; minor inaccuracies do not affect overall result (13-14)	Characteristics listed are thorough, highly convincing, and accurate (15)	
Resume: Explorer Skills -Skills that makes you a successful explorer (navigation, fighting skills, leadership, etc.) (15)	No skills are discussed (0)	Skills listed are partial, difficult to follow and somewhat ineffective (10-12)	Skills listed are substantial and effective Generally accurate; minor inaccuracies do not affect overall result (13-14)	Skills listed are thorough, highly convincing, and accurate -Elaboration of skills (15)	
Resume: Explorer Experience -Past voyages, work experiences, interactions with others (15)	No prior experiences are listed (0)	Experiences discussed are incomplete, inaccurate, and detract from purpose (10-12)	Experiences listed are substantial and effective Generally accurate; minor inaccuracies do not affect overall result (13-14)	Experiences listed are thorough, highly convincing, and accurate (15)	
Nomination Process/Participation (20)	No attempts to engage in nomination process (0)	Engaged in discussion with moderate assistance Contributions lack clarity and difficult to follow (14-16)	Engagement in discussion and contributions are: frequent, with minimal assistance required, generally clear and easy to follow (17-19)	Participation and completion of activity are always consistent Students' contributions are exceptionally clear and easy to follow Student participates independently without prompting (20)	
Final Interview (20)	No attempts to engage during interview process (0)	Engaged in discussion with moderate assistance Contributions lack clarity and difficult to follow Some statements are inaccurate (14-16)	Engagement in discussion and contributions are: frequent, with minimal assistance required, generally clear and easy to follow (17-19)	Participation and completion of activity are always consistent Students' contributions are exceptionally clear and easy to follow Student participates independently without prompting (20)	

Vasco de Balboa

Objective(s): When exploring, my objective is to open up and find new, profitable land for settlers to live on.

Experiences: I have gone on three voyages & hope to go on many more. I am most famous for discovering the Pacific Ocean.

Skills: I am a skilled navigator & explorer. I was a squire to a nobleman as well as a swordsman. Then I worked as a ship builder & was inspired to be an explorer after I saw the *Nova* being built. I was also a farmer, & a governor.

Character Traits: I am a very adventurous person because I love exploring & love the jungle because of the crocodiles, snakes, jaguars, and spiders. I am very friendly because I quickly befriend natives. I am very ambitious because once I put my mind to something it becomes the reality.

Personal References: Maria de Penalosa, Ponce de Leon, Hernando de Soto, Hernando Cortes, & Anayansi

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Amerigo Vespucci

Objective(s): My objectives were to explore the new continent also to find a western path to Asia. I was more interested in scientific and anthropological gains than wealth and treasure.

Experiences: I have led several voyages. I explored and mapped much of the Americas. In fact they were named after me. I opened a navigator school.

Skills: I am a skilled leader, navigator, cartographer, and merchant. I worked with my cousin the ambassador of France and learned diplomacy, nobility, and how to act around kings.

Character Traits: I am a brave, courageous, motivated, and resourceful leader. Because I have led several voyages and I have many things I am very strongly skilled at. Such as navigating, mapping, cartographing, leading, and many more.

Personal References: Claudius Ptolemy, Lorenzo di Pier Francesco de Medici, the "Indians", King Manuel I, Maria Cerezo, Guidantonio.

TEACHER NAME		Lesson #
Hien Malesky		1
MODEL	CONTENT AREA	GRADE LEVEL
Taba	ELA/Social Studies	4th-6th Grade
CONCEPTUAL LENS		LESSON TOPIC
Courage		The Age of Exploration
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, word, or actions).</p> <p>4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narration</p> <p>6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Courage motivates exploration		How does courage motivate exploration?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> -Background information on their explorer -What it meant to be an explorer during the Age of Exploration -Tools explorers used during the Age of Exploration -Language/terminology associated with exploration during the Age of Exploration -Rules/Patterns that explorers followed during the Age of Exploration -Obstacles for explorers (life at sea: physical, social, emotional demands) 		<p>Students will be able to...</p> <ul style="list-style-type: none"> - Analyze text by documenting questions, thoughts, connections, and ideas that result from reading the text about an explorer - Use one's analysis to discuss and/or write about a text - Use evidence from the text - Synthesize key points to summarize information on explorer - Use details from the text to describe in depth the details and contributions of the explorer
GUIDING QUESTIONS		
<p>What questions will be asked to support instruction?</p> <p>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</p>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What do explorers do?</p> <p>Where did explorers go?</p> <p>What tools did the explorers use?</p> <p>Who enabled explorers?</p> <p>What motivated explorers?</p> <p>What is courage?</p> <p>What is motivation?</p> <p>What does it look like?</p> <p>What is the difference between courage and motivation?</p>	<p>Who were the explorers during the Age of Exploration?</p> <p>What were the origins of their desires to explore?</p> <p>What factors allowed them to pursue their exploration?</p> <p>What factors inhibited them from exploring?</p>	<p>What characteristics were prevalent among accomplished explorers?</p> <p>What did you learn about being an explorer during the Age of Exploration?</p> <p>What contributions did the explorers make during the Age of Exploration?</p> <p>What role did courage play in the discoveries that were made during the Age of Exploration?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
<p>Students will be given a choice on which explorer to focus on based on their prior knowledge.</p> <p>Students with little or no knowledge on explorers might get explorers who are well known and easier to research.</p> <p>Students with more in depth knowledge of explorers might get less known explores, those who might be considered more controversial</p>			

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

As students come in, they are asked to think about the question that's on the board and be ready to share: What is courage?

Teacher has students engage in a discussion on courage and have students share their responses. The teacher then asks students to share one instance when they have had to be courageous.

The teacher then asks students to help generate a list of people that they would consider courageous and list the actions that the courageous individual performed.

The teacher then facilitates students as they work in groups to do a Taba lesson on categorizing courageous behaviors they've listed.

To wrap up the engage and connect portion of the lesson, the teacher will ask students to give some generalizations on courage, and ask students to extend their understanding of courage by asking students to share their thoughts on what might be the catalyst of these courageous actions.

Other questions for discussion include:

What role did courage have in motivating these individuals to accomplish the great things we know them for?

How did courage motivate these individuals to pursue their passions?

How did courage allow them to explore their passions/dreams?

What other character traits/skills are associated with those we consider courageous?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Students will continue to look at the concept of courage as they engage in playing a game called, "Believe It or Not" : Life as an Explorer Edition. In this game students will be introduced to some of the conditions of life as an explorer. The teacher will read a hardship that explorers during the Age of Exploration had to endure and ask students to decide if it was factual or not. This will lead into deeper discussions of the hardships, dangers, obstacles that explorers had to confront on their expeditions.

Students will then be given the opportunity to continue researching their explorer's life and taking notes on relevant information that would help them better understand the obstacles that their explorer had to face. Moreover, through their research, they should be able to identify the obstacles and describe their explorer's actions when confronted with those challenges. Students will be using various graphic organizers to take notes on. These notes will help students write their resume for the performance task, interview with the Queen. Their research should help them answer the following questions concerning their explorer:

Who were the explorers during the Age of Exploration?

What were the origins of their desire to explore?

What factors allowed them to pursue their exploration?

What factors inhibited them from exploring?

What skills/characteristics helped them succeed?

What role did courage play in the discoveries that were made during the Age of Exploration?

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

The teacher will ask students to look over their notes from their research and write a brief biographical statement to introduce themselves and recount an example of their most courageous deed.

Example: My name is _____ and I am from... On my most recent expedition to _____ I went _____. The most courageous thing I have

ever done was _____.

* In this introduction, students are to give a biography of their life as an explorer, highlighting their objectives, obstacles, and character traits.

Students will then share their statements, and the teacher will list what students share on the board. The teacher then will ask students to discuss the similarities and differences in the courageous acts that they listed to the one that were shared at the beginning of the lesson.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

The teacher will also ask students to classify the courageous deeds that were shared by the explorers to anyone of the categories from the beginning of the lesson; and be able to justify their choice.

Teacher will facilitate a discussion on courage, how it has changed over time. (Age of Exploration to our modern understanding of courage)

The discussion on courage may lead to discussions of one/all “post lesson questions”:

What characteristics were prevalent among accomplished explorers?

What did you learn about being an explorer during the Age of Exploration?

What contributions did the explorers make during the Age of Exploration?

How did courage motivate exploration?

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Discussion of essential understand:

How is courage essential for exploration?

What role did courage play in the discoveries that were made during the Age of Exploration?

TEACHER NAME		Lesson #
Malesky		2
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	ELA/Social Studies	4th-6th Grade
CONCEPTUAL LENS		LESSON TOPIC
Courage		Explorers During the Age of Exploration
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</p> <p>6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).</p> <p>EX.5. G.1.2. Explain when and why people make decisions about transitions based on where they are and where they may be going.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)
Courage motivates exploration		How does courage motivate exploration?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<p>Students will know the following about the Age of Exploration:</p> <ul style="list-style-type: none"> -The dates for the Age of Exploration (1450-1600) -The names of the explorers during the Age of Exploration -The routes explorers took during the Age of Exploration -What motivated explorers to explore -What adversities they faced during their expeditions 		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a flowchart of factors that motivated their explorers • Research and identify the difficulties that their explorer faced during their expeditions • Analyze their explorer’s response to the adversities they faced to determine whether their actions were courageous • Evaluate the successes/failures of their explorer’s expeditions
GUIDING QUESTIONS What questions will be asked to support instruction?		
Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • What did you see in the clip? • What were people motivated by? • What did people have to do/endure? • What were the obstacles people had to face? • Do you think the contestants were courageous? 	<ul style="list-style-type: none"> • What were some of the obstacles Marco Polo faced during his travels? • How did he respond to the obstacles he encountered? • How did his perspective change over the course of his travels? • What was his motivation for 	<ul style="list-style-type: none"> • What is a general statement you can make/main idea of Marco Polo’s expeditions? • How did his desire for exploration motivate him? • Can one’s motivation make one more courageous? • Is courage involuntary or provoked by motivation?

	<p>exploration?</p> <ul style="list-style-type: none"> Do you think Marco Polo was a courageous man? Why? Why not? 	<ul style="list-style-type: none"> How did your reading/discussion of Marco Polo's expedition deepen your understanding of the motivational factors of explorers? As an explorer, which is more important, being motivated by a goal, or having courage? How did your understanding of exploration change from your reading/discussion of Marco Polo's journeys? What did you find challenging during your participation of the Seminar? Did you have a preference for the inner or outer circle during the Seminar?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
Students will be accessing some primary sources and translations on the topic, which are more complex and written above grade level.	Students will be conducting a Socratic Seminar and will take on a variety of roles as observer, facilitator, and participant.		Students will be working in a variety of settings: individually, small groups, and seminar

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

As students come in, give each student an index card and ask them to write down ONE thing that they have asked a parent for that they wanted so badly to have.

Have students volunteer their responses and talk about their rationale for wanting what they wrote down.

Ask students if they know about the television show, *Fear Factor*. Give students background information about the show and the premise of the show. Tell them that they will be watching a short clip. Tell students to identify the contestants' motivation and what he/she has to endure.

Show a short clip of *Fear Factor*:

Motivation: Money

Adversities/Endure: Walking through glass, swimming with snakes, eating pizza made from coagulated blood dough...

Ask students to list the adversities the contestants had to face and ask them which they would do to get what they had written down on the index card.

Have a discussion about motivation and courage. Use the list of questions from the "Pre-Lesson Questions" List.

- What did you see in the clip?
- What were people motivated by?
- What did people have to do/endure?
- What were the obstacles people had to face?
- Do you think the contestants were courageous?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Students will be given a copy of an old map/illustration dated 1539, which depicts the myths, tall tales, and dangers that early explorers experienced from their travels (sea monsters swallowing ships, gigantic serpents, etc.). Students will also be given an excerpt from the following book, which also speaks of curious findings and dangers that Magellan "experienced" in his travels.

Over the Edge of the World By Laurence Bergreen

PROLOGUE

A Ghostly Apparition

Oh! dream of joy! is this indeed
The light-house top I see?
Is this the hill? is this the kirk?
Is this mine own countree?

On September 6, 1522, a battered ship appeared on the horizon near the port of Sanlucar de Barrameda, Spain.

As the ship came closer, those who gathered onshore noticed that her tattered sails flailed in the breeze, her rigging had rotted away, the sun had bleached her colors, and storms had gouged her sides. A small pilot boat was dispatched to lead the strange ship over the reefs to the harbor. Those aboard the pilot boat found themselves looking into the face of every sailor's nightmare. The vessel they were guiding into the harbor was manned by a skeleton crew of just eighteen sailors and three captives, all of the severely malnourished. Most lacked the strength to walk or even to speak. Their tongues were swollen, and their bodies were covered with painful boils. Their captain was dead, as were the officers, the boatswains, and the pilots; in fact, nearly the entire crew had perished.

The teacher will demonstrate/review how students should conduct a close reading using the first few paragraphs of the excerpt as an example.

Students are to look at the picture and read through the excerpt on their own. As they are reading, they should continue to employ the close reading method.

In small groups, they will share their notes and questions from their reading with their small group. As a group, they should come up with 5 questions, which will be later used to conduct the Socratic Seminar.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

When the groups are done forming their questions, the teacher will pose the following questions to the whole group and solicit student responses. (Questions taken from the "During the Lesson Questions" list)

- What were some of the obstacles Magellan faced during his travels?
- How did he respond to the obstacles he encountered?
- How did his perspective change over the course of his travels?
- What was his motivation for exploration?
- Do you think Magellan was a courageous man? Why? Why not?

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Students are divided into two groups. One group will be a part of the inner circle and the other group will make up the outer circle. The inner circle will start the discussion while the members of the outer circle will take notes about what is being discussed and write down any additional notes/questions that they might have on the topic. The teacher will initiate the conversation for the inner circle by asking the first question.

For the duration of the Seminar, students should demonstrate their ability to engage in a scholarly discussion, as stated prior to the start of the conversation.

Possible opening questions (Taken from the "Post Lesson Questions" list) that can be used to initiate the Seminar and/or throughout the Seminar:

- Where does courage come from?
- How does a person gain courage?
- Is courage innate or provoked by motivation?

Students will discuss for 10-15 minutes and switch places (inner/outer circles) and continue to participate.

When students are done with the Seminar, the teacher poses the following questions (Taken from the "Post Lesson Questions" list):

- How did your reading/discussion of Magellan's expedition deepen your understanding of the motivational factors of explorers?
- As an explorer, which is more important, being motivated by a goal, or having courage?
- How did your understanding of exploration change from your reading/discussion of Magellan's journeys?
- What did you find challenging during your participation of the Seminar?
- Did you have a preference for the inner or outer circle during the Seminar?

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Students will take their understanding of how motivation provokes courage (from Seminar) to research their individual explorer. In researching their individual explorer, students can identify the motivation behind their explorer's actions, and evaluate whether their explorers' actions were courageous.

Students will also need to use their deep knowledge of their explorer's motivations and actions to compare their explorer to a modern day explorer.

"To the Edge"

NPR: TED Radio Hour Podcast

<http://www.npr.org/2013/07/11/201092483/to-the-edge>

In this hour, TED speakers share stories of going to the brink of human endurance and the edge of our world.

An assessment for this experience will require students to answer and support the essential question using concrete examples from their research on their explorer:

How does motivation provoke courage?

TEACHER NAME		Lesson #
Hien Malesky		3
MODEL	CONTENT AREA	GRADE LEVEL
Bruner	ELA/Social Studies	4th-6th Grade
CONCEPTUAL LENS		LESSON TOPIC
Courage		Gaining Courage
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, word, or actions).</p> <p>4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narration</p> <p>5.G.1.3 Exemplify how technological advances have allowed people to overcome geographical limitations</p> <p>EX.5.G.1.2 Explain when and why people make decisions about transitions based on where they are and where they may be going.</p> <p>EX.5.G.1.3 Utilize technological tools to assist in accessing wants and needs across environment</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Courage motivates exploration		How does courage motivate exploration?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
<p>Students will know...</p> <ul style="list-style-type: none"> -A navigator is someone who directs the route or course of a ship by using instruments and -What a navigator does -The tools that a navigator uses: astrolabe, sea table, cross-staff, compass, sundial, nocturnal, sandglass, quadrant -What character traits are necessary to be a navigator -What navigators have to consider when making decisions about navigation 	<p>Students will be able to...</p> <ul style="list-style-type: none"> - Analyze text by documenting questions, thoughts, connections, and ideas that result from reading the text about an explorer's route - Use one's analysis to discuss and/or write about a text/maps - Use evidence from the text - Synthesize key points to summarize information on explorer - Use details from the text to describe in depth the details and contributions of the explorer's expedition to people's understanding of geography - Use some of the navigational tools 	
GUIDING QUESTIONS What questions will be asked to support instruction? Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<p>What is the job of a navigator? What skills are necessary for navigators to have? What are the different tools of navigation? What makes an effective navigator?</p>	<p>What factors does a navigator have to consider when they are making decisions? How did navigators incorporate new information that they gained during their journeys? How did explorers use navigational tools in their expeditions? What role did navigational tools have in an explorer's expedition? How did navigational tools change throughout the Age of Exploration? How did exploration motivate the advancement of navigational tools?</p>	<p>How did navigational tools contribute to people's understanding of the world during the Age of Exploration? How did courage influence the way explorers used the navigational skills/tools? In what ways did navigational tools give explorers and people courage to explore? How did navigational tools facilitate exploration? How were navigators courageous?</p>
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>Students will be given a choice on which explorer to focus on based on their prior knowledge.</p> <p>Students with little or no knowledge on explorers might get explorers who are well known and easier to research.</p> <p>Students with more in depth knowledge of the navigational tools will have an opportunity to extend/expand their understanding.</p>			

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

On the board when students come in: ARE YOU A LEADER OR A FOLLOWER?

When students enter the classroom, they will be asked to pair up with a partner. Each pair will be given a blindfold and students will take turns being both the leader and follower.

Students will be taken to an open location where they will get a chance to lead/navigate their partner to the "treasure chest" / follow directions, while blindfolded to get to the "treasure chest"

After students get a chance to be both leader/follower, whole group will come back to debrief using the following set of questions:

- What was the experience like?
- Was it easier to be a leader/follower? Why?
- Which role took more courage? Why?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Teacher relates their ice-breaker experience to the struggles of explorers during the Age of Exploration.

Teacher defines the job of a navigator.

Students engage in a Bruner Lesson to learn of the different components of being a navigator:

- What do navigators do?
- What do navigators have to consider when making decisions about navigation?
- What characteristics should a navigator possess?
- What are the tools of navigation?
- What are some unanswered questions about navigation?

Students spend a few minutes at each station to write down their thinking and rotate to all the stations.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Students share their learning from the above activity with the whole group.

Teacher elaborates on the specific tools/skills of navigation by giving a group of students the names of the navigational tools/skills, one group with the definition of the navigational tools/skills, and pictures of the navigational tools/skills.

Students spend time finding the correct match: name, definition, picture

Students share the information with the whole group.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Students are given choices to explore/extend their understanding of navigational tools through the following activities:

- 1) Watch a you tube video on magnetism and making their own
- 2) Make an astrolabe
- 3) Make a quadrant
- 4) Practice with latitude/longitude
- 5) Website simulations on different navigational tools:

Ageofex.marinersmuseum.org

Timeandnavigation.si.edu

Exploration.marinersmuseum.org (World Explorer Game)

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will be asked to reflect on their learning by answering the following on their exit slips:

-How did navigational skills/tools give explorers courage?

-How do navigational skills/tools motivate exploration?

TEACHER NAME		Lesson #
Malesky		4
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategies/Depth and Complexity Icons	ELA/Social Studies	4th-6th Grade
CONCEPTUAL LENS		LESSON TOPIC
Courage		Encounters with Natives during the Age of Exploration
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>RI.4.3 Explain events, ideas, and concepts in a historical text, including what happened and why, based on specific information in the text</p> <p>4RL.1 Refer to details and examples in a text when explaining what the text says and drawing inferences from the text</p> <p>5.G.1.1 Explain the impact of the physical environment on early settlements</p> <p>6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).</p> <p>EX.5. G.1.2. Explain when and why people make decisions about transitions based on where they are and where they may be going.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)
Courage motivates exploration		How does courage motivate exploration?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> -Where the explorers traveled, their routes -Who were the natives they encountered -What interactions did they have with the natives 		<p>Students will be able to...</p> <ul style="list-style-type: none"> -talk knowledgeably about where their explorer went and about the natives that their explorer met -analyze the impact as a result of the interactions between the explorers and natives -discuss and support their understanding of the changes that occurred as a result of the interactions between the natives and the explorers -draw conclusions and evaluate the impact of the interactions between the natives and the explorers
GUIDING QUESTIONS		
<p>What questions will be asked to support instruction?</p> <p>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</p>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> -What is change? -What are some causes/agents of change? -How did the explorers change people’s understanding of the world? -How did your image of the potential of the ball change? -How did the list of possibilities for the ball change with each interaction? -How did your courage to be 	<ul style="list-style-type: none"> -How did the explorers interact with the natives they encountered? -How were the interactions positive or negative -What ethical dilemma arose as a result of the interactions between the explorers and the natives? -What changes resulted from the interactions between natives and explorers? 	<ul style="list-style-type: none"> -What is the effect of these interactions? -How did the varying perspectives change as a result of the interactions? -How is change positive -How is change negative?

creative/innovative change throughout the activity?		
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

<i>Content</i>	<i>Process</i>	<i>Product</i>	<i>Learning Environment</i>
-Students will be given the opportunity to choose an explorer based on their readiness/familiarity of explorers	-Students are given the opportunity to evaluate open-ended questions through their inferences and justifications		-Students are encouraged to work in different settings throughout the lesson. Some activities are done independently, some are done in small groups, and some are done as a whole group. -Some students are given different "jobs" or "roles" during our discussions

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

1) When students walk into the classroom, the teacher asks students to sit in a circle and will pass a "magic ball" to student. The teacher will rename the ball as a different object and pass it on to a student. Students will take turns passing the ball to each other, renaming the ball for a different use (ball as a bubble, ball as seat, ball as eye, etc...)

2) The teacher then asks students to discuss the following question:

- How did your image of the potential of the ball change?
- How did the list of possibilities for the ball change with each interaction?
- How did your courage to be creative/innovative change throughout the activity?

3) The teacher then puts up/projects the image below and asks students to examine the image on their own for 2-3 minutes.

Resource:



16th century depiction of Christopher Columbus landing in America. Theodore de Bry, *Reisen in Occidentalischen Indien* (Frankfurt, ca. 1590-1630). Copper plate engraving.

4) The teacher then uses the three guiding questions from the Visual Thinking Strategies (VTS) curriculum to engage and facilitate a discussion around the image.

- What is happening in this picture?
- What do you see that makes you say that?
- What more can we find?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

5) The teacher wraps up the discussion on the picture and tells students that they will get a chance to research the interactions that explorers, during the Age of Exploration, had with natives they encountered during their expeditions.

6) The teacher gives students the resources and goes over the graphic organizer that they will be using to take notes as they read. The graphic organizer will ask students to find examples/ answer the following questions, based on the Sandra Kaplan Depth and Complexity icons.



Details: Describe the interactions between natives and explorers (what did they trade, positive, negative, etc..)



Ethics: What ethical issues came about from the interactions between the natives and explorers?



Patterns: What patterns exist in the interactions between the natives and the explorers?



Perspective: What were the natives' perspectives on their interactions with the explorers?



Perspective: What were the explorers' perspectives on their interactions with the natives?



Change: What were the changes that resulted from the interactions between natives and explorers?

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

6) Once students have completed their reading and filled out their graphic organizers, the teacher will split the groups into small groups of 4-5 students. The teacher will ask one student from each group to volunteer as the "host" for their world café discussion of what they've just read and taken notes on. The job of the host is to record, facilitate, and summarize the discussion, as each student in the group takes turns to share from their notes. The host also needs to make sure he/she is summarizing, rephrasing what others have said before recording it on the chart, making sure that people in the group do not repeat what has already been shared.

7) There will be a station for each different icon that students took notes on. Students will rotate through all the stations.

8) At the last station, the host will share what has been recorded and helps the group come up with a big idea on their topic.



Big Idea

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

9) The teacher brings the whole group together and asks each icon group to share their Big Idea on their topic for all to hear.

10) The teacher then asks students to take what they have read about, taken notes on, and discussed to answer the "Post-Lesson Questions"

-What were the effects of these interactions?

-How did the varying perspectives change as a result of the interactions?

-How was change positive?

-How was change negative?

-What role did courage play in influencing interactions between explorers and natives?

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

-The teacher will use an exit slip to ask students to respond to the essential question, asking students to use evidence to support their answer.

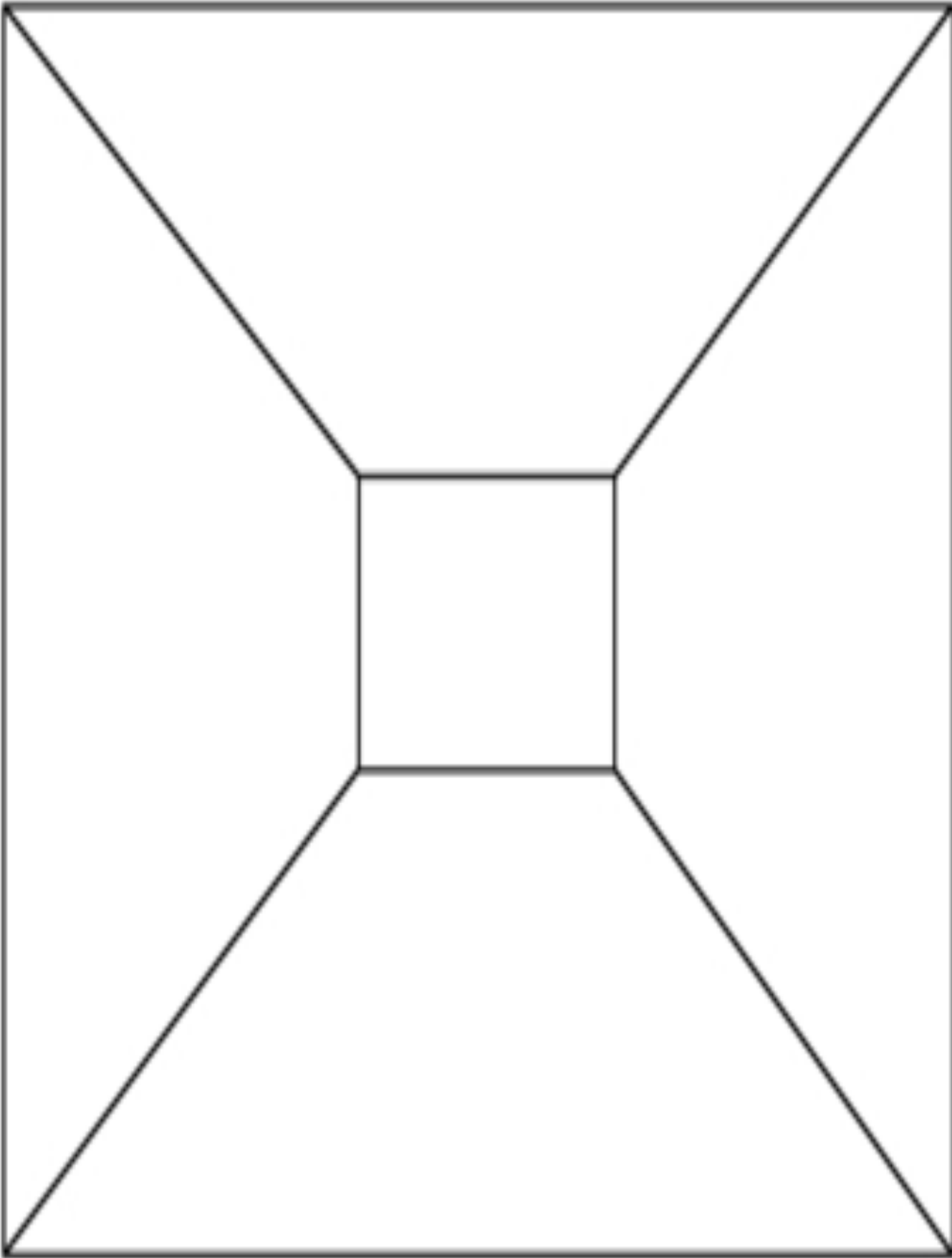
Essential Question: How does courage influence the interactions between the explorers and the natives they encountered?

Resources for Lessons 1-4

Explorer List

Routes

<i>Explorer</i>	<i>Symbol</i>
<i>Pedro Álvares Cabral (Portuguese)</i>	
<i>Marco Polo (Italian)</i>	
<i>Jacques Cartier (French)</i>	
<i>Francisco Coronado (Spanish)</i>	
<i>Giovanni Da Verrazano (Italian)</i>	
<i>Henry Hudson (English)</i>	
<i>Ferdinand Magellan (Portuguese)</i>	
<i>Samuel de Champlain (French)</i>	
<i>Bartolomeu Dias (Portuguese)</i>	
<i>Hernando Cortez (Spanish)</i>	
<i>James Cook (English)</i>	
<i>Amerigo Vespucci (Italian)</i>	
<i>Sir Walter Raleigh (English)</i>	
<i>Vasco Da Gama (Portuguese)</i>	
<i>Francis Drake (English)</i>	
<i>Vasco de Balboa (Spanish)</i>	
<i>Juan De Leon (Spanish)</i>	
<i>Hernando De Soto (Spanish)</i>	





SKILLS/TRAINING



DETAILS

Facts on his expedition/discoveries/interactions with others



DETAILS

Facts on his expedition/discoveries/interactions with others

EXPLORER'S NAME



ORIGIN

What was the origin of his motivation to explore?

Who/what made it possible for him to explore?

PROLOGUE

A Ghostly Apparition

Oh! dream of joy! is this indeed
The light-house top I see?
Is this the hill? is this the kirk?
Is this mine own countree?

On September 6, 1522, a battered ship appeared on the horizon near the port of Sanlucar de Barrameda, Spain.

As the ship came closer, those who gathered onshore noticed that her tattered sails flailed in the breeze, her rigging had rotted away, the sun had bleached her colors, and storms had gouged her sides. A small pilot boat was dispatched to lead the strange ship over the reefs to the harbor.

Those aboard the pilot boat found themselves looking into the face of every sailor's nightmare.

The vessel they were guiding into the harbor was manned by a skeleton crew of just eighteen sailors and three captives, all of the severely malnourished. Most lacked the strength to walk or even to speak. Their tongues were swollen, and their bodies were covered with painful boils.

Their captain was dead, as were the officers, the boatswains, and the pilots; in fact, nearly the entire crew had perished.

PROLOGUE

A Ghostly Apparition

Oh! dream of joy! is this indeed
The light-house top I see?
Is this the hill? is this the kirk?
Is this mine own countree?

→ Where does courage
come from?

→ How does a person
gain courage?

On September 6, 1522, a battered ship appeared on the horizon near the port of Sanlúcar de Barrameda, Spain.

As the ship came closer, those who gathered onshore noticed that her tattered sails flailed in the breeze, her rigging had rotted away, the sun had bleached her colors, and storms had gouged her sides. A small pilot boat was dispatched to lead the strange ship over the reefs to the harbor. Those aboard the pilot boat found themselves looking into the face of every sailor's nightmare. The vessel they were guiding into the harbor was manned by a skeleton crew of just eighteen sailors and three captives, all of them severely malnourished. Most lacked the strength to walk or even to speak. Their tongues were swollen, and their bodies were covered with painful boils. Their captain was dead, as were the officers, the boatswains, and the pilots; in fact, nearly the entire crew had perished.

The pilot boat gradually coaxed the battered vessel past the natural hazards guarding the harbor, and the ship, *Victoria*, slowly

began to make her way along the gently winding Guadalquivir River to Seville, the city from which she had departed three years earlier. No one knew what had become of her since then, and her appearance came as a surprise to those who watched the horizon for sails. *Victoria* was a ship of mystery, and every gaunt face on her deck was filled with the dark secrets of a prolonged voyage to unknown lands. Despite the journey's hardships, *Victoria* and her diminished crew accomplished what no other ship had ever done before. By sailing west until they reached the East, and then sailing on in the same direction, they had fulfilled an ambition as old as the human imagination, the first circumnavigation of the globe.

Three years earlier, *Victoria* had belonged to a fleet of five vessels with about 260 sailors, all under the command of Fernão de Magalhães, whom we know as Ferdinand Magellan. A Portuguese nobleman and navigator, he had left his homeland to sail for Spain with a charter to explore undiscovered parts of the world and claim them for the Spanish crown. The expedition he led was among the largest and best equipped in the Age of Discovery. Now *Victoria* and her ravaged little crew were all that was left, a ghost ship haunted by the memory of more than two hundred absent sailors. Many had died an excruciating death, some from scurvy, others by torture, and a few by drowning. Worse, Magellan, the Captain General, had been brutally killed. Despite her brave name, *Victoria* was not a ship of triumph, she was a vessel of desolation and anguish.

And yet, what a story those few survivors had to tell—a tale of mutiny, of ~~conflict~~ on distant shores, and of the exploration of the entire globe. A story that changed the course of history and the way we look at the world. In the Age of Discovery, many expeditions ended in disaster and were quickly forgotten, yet this one, despite the misfortunes that befell it, became the most important maritime voyage ever undertaken.

This circumnavigation forever altered the Western world's ideas

Explorer Mingle!



Find someone who is from the same country.

Find someone who shares your same motivation for exploration.

Find someone who has demonstrated courage. What did they do?

Find someone who is a good leader. How do you know?

Hi!



MY NAME IS.....

Find someone who has explored a different place than you. Where?

Find someone who shared the same fate at you. (how you died)

Find someone who have the same set of skills as you.

Find someone who would be a good companion

Extension 1:

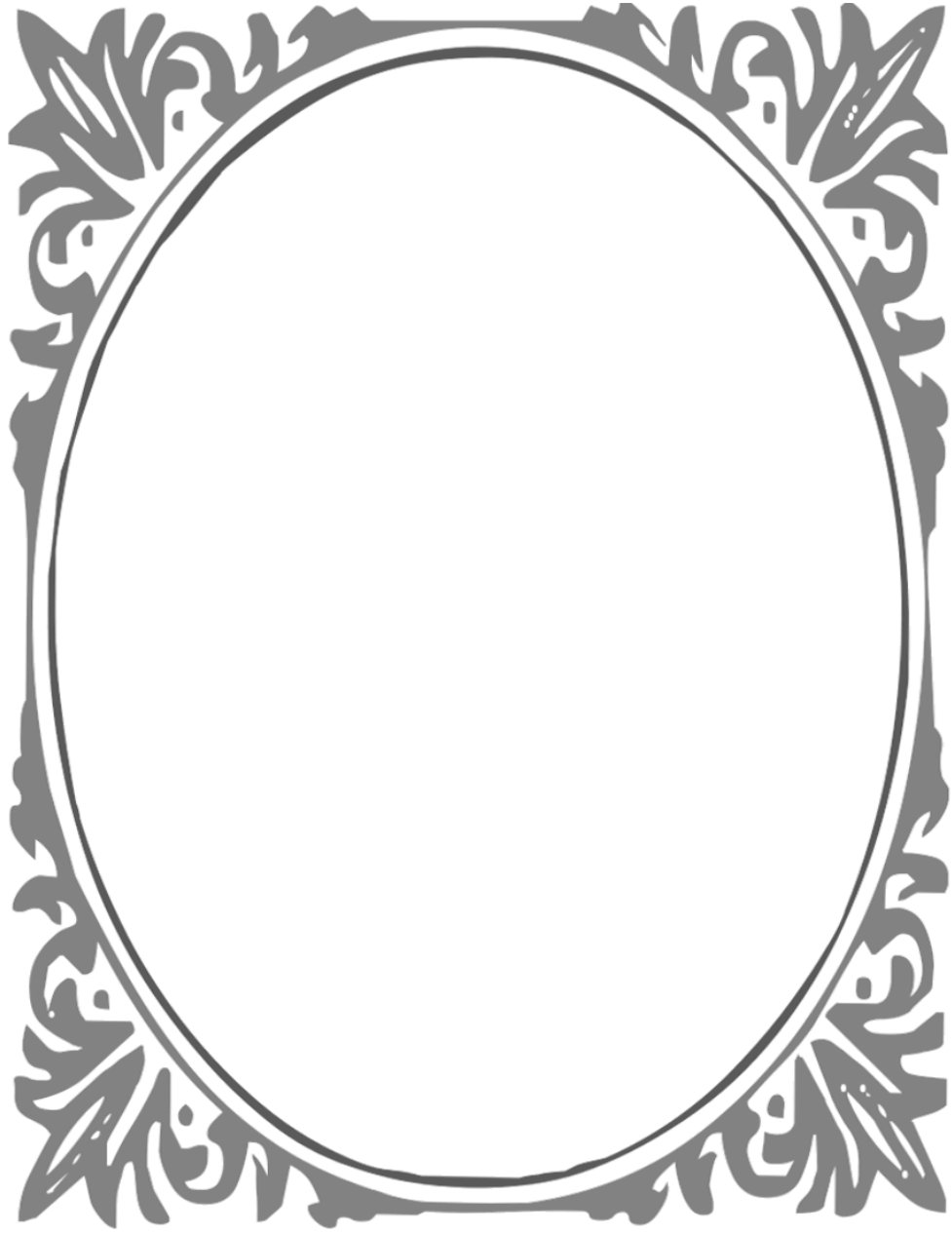


Draw a self-portrait of your explorer. Try to use the entire portion of the oval for your portrait.

Steps:

- 1-Sketch portrait*
- 2-Outline final in sharpie*
- 3-Shade in with colored pencils*
- 4-Write one sentence describing what he is known for.*





Extension 2:



Game Reflection Questions:

- 1-What did you learn?
- 2-How did your new gained knowledge important as an explorer/as a student, today?
- 3-How would your life as an explorer be impacted without this knowledge?

Here's my thinking...



Name: _____



Extension 3:



Imagine a world you discovered! What would it look like? To help you envision a new world, read excerpts from the Green Book.

Steps:

1-Read the back cover of The Green Book by Jill Paton

2-Read the descriptions of this “new” world on pages:

13-14

16

29-33

45

52-53

3-Imagine and draw what you think this new world looks like.

4-Read through books on space, known as the last frontier yet to be discovered, and imagine what you would find if you were to be an explorer of those places.

Use pictures and words to describe your new discoveries.



© 2009 www.outline-world-map.com

Explorer Groups

<i>Italian</i>	<i>Marco Polo</i> <i>Giovanni Da Verrazano</i> <i>Amerigo Vespucci</i>
<i>Portuguese</i>	<i>Pedro Alvares</i> <i>Ferdinand Magellan</i> <i>Bartolomeu Dias</i> <i>Vasco Da Gama</i>
<i>French</i>	<i>Jacques Cartier</i> <i>Samuel de Champlain</i>
<i>Spanish</i>	<i>Francisco Coronado</i> <i>Hernando Cortez</i> <i>Vasco de Balboa</i> <i>Juan De Leon</i> <i>Hernando De Soto</i>
<i>English</i>	<i>Henry Hudson</i> <i>James Cook</i> <i>Sir Walter Raleigh</i> <i>Francis Drake</i>

Character Traits



humble
brave
courageous
serious
funny
humorous
sad
resourceful
stubborn
loyal
gullible
handsome
caring
carefree
selfish
unselfish
generous
self-confident
respectful
considerate
imaginative
inventive
creative
independent

studious
intelligent
honest
mischievous
friendly
adventurous
hard-working
timid
shy
bold
daring
dainty
busy
lazy
patriotic
fun-loving
successful
responsible
helpful
dreamer
happy
disagreeable
conceited
leader

demanding
bossy
gentle
loving
proud
wild
messy
neat
joyful
cooperative
lovable
ambitious
quiet
curious
witty
fighter
determined
energetic
cheerful
thoughtful
calm
mannerly
rude
mean



<i>Courage</i>	
<i>Motivation</i>	
<i>Skills/Experiences</i>	
<i>Contributions</i>	



FINAL INTERVIEW LIST OF QUESTIONS

How did courage motivate you to explore?

What is the source of your courage?

*Talk about a time when you wished you had more courage. What did you do?
How did it turn out?*

Who is the most experienced? Why should I choose you?

What is one character strength that sets you apart from these other explorers?

What is your weakness and how do you overcome this weakness?

Who is a good reference that can tell me about your leadership skills?

Scenarios-possible scenarios and see how explorers would respond

VI. Unit Resources

Books:

Bergreen, L. (2003). *Over the Edge of the World: Magellans Terrifying Circumnavigation of the Globe* (PS).

Freedman, R. (2006). *The Adventures of Marco Polo*. AA Levine Books.

Websites:

<http://ageofex.marinersmuseum.org/index.php?page=theexplorers>

* This is a great website for teachers and students to use. Students used this website to do research and extend their understanding of exploration.

The screenshot shows the website for The Mariners' Museum. The header includes the museum's logo and the title "EXPLORATION through the AGES". Navigation links include "Bibliography | Glossary | FAQ | Activities". A secondary navigation bar lists "HOME", "THE EXPLORERS", "THEIR SHIPS", "THEIR TOOLS OF NAVIGATION", and "THEIR VOYAGES". The main content area features a large historical map of the world with the title "Exploration through the Ages" and a descriptive paragraph: "Exploration has been a part of civilization for thousands of years. Retrace the steps of the great explorers from the far-off days of ancient Egypt, to 19th century expeditions of the harsh North and South Pole, and beyond...". Below this are five featured articles, each with a small image and a title: "The Great Exchange" (The global exchange of cultures, plants, animals, and, disease), "Changing View of the World" (The Development of Map-Making), "Life At Sea", "Exploration From the Beginning of Civilization", and "Travel Writers".

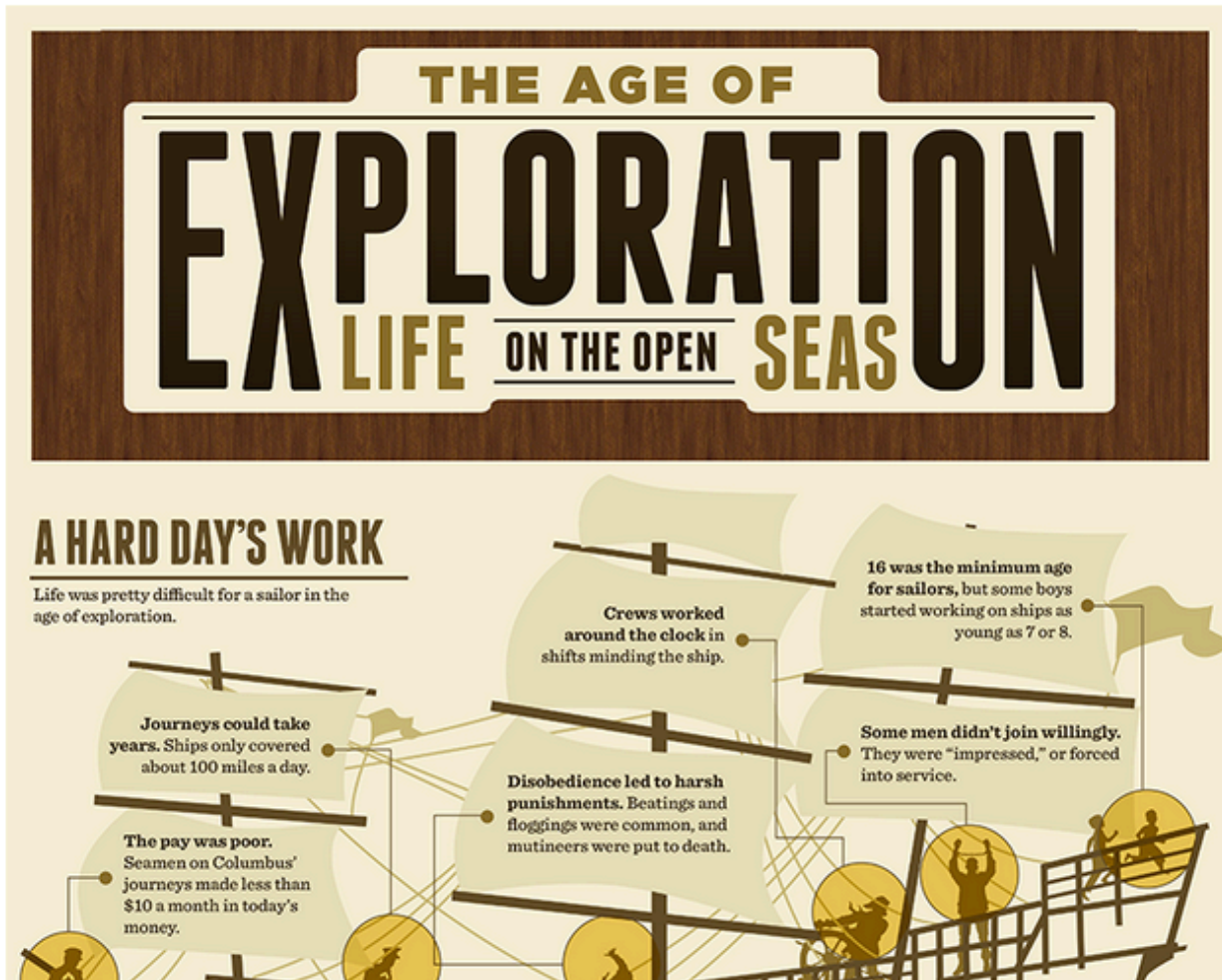
<http://www.npr.org/2013/07/11/201092483/to-the-edge>

TED speakers share stories of going to the brink of human endurance and the edge of our world.

<http://www.history.co.uk/shows/mankind-the-story-of-all-of-us/articles/the-age-of-exploration>

*All about life as a sailor during the Age of Exploration-Infographics

The Age of Exploration



<http://timeandnavigation.si.edu/navigating-at-sea>

Great resource for students to use for research and simulations. It's also a great resource to extend students' understanding of navigation across disciplines.

