



What Are Explorers?

Author	Marjorie Wieweck
Grade Level	K
Duration	1-2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
3. How to analyze the spatial organization of people, places, and environments on Earth's surface

AZ Standards

ELA

Speaking and Listening Presentation of Knowledge and Ideas

K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

MATHEMATICS

Counting and Cardinality

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

- a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one to one correspondence).
- b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (cardinality).
- c. Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.

K.G1.2 Explore locations in stories shared.

HISTORY

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

K.H4.2 Explore the stories of key historical figures through informational text and biographies.

Overview

Children often think that the world began when they were born and have a hard time understanding the concept of time and people from long ago.

Purpose

In this lesson, students will gain a better understanding of explorers traveling to new places in the world through identifying land and water on maps, listening to stories about actual explorers, and describing found objects using relative location terms.

Materials

- Were We First? map (colored)
https://geoalliance.asu.edu/sites/default/files/maps/WeFirst_Color.pdf
- Were We First? Map (uncolored)
<https://geoalliance.asu.edu/sites/default/files/maps/WeFirst.pdf>
- Projection device
- YouTube Video "We are the Explorers" by NASA (2:34 min)
- Blue and green colored pencils/crayons
- Classroom Exploring worksheet
- Various stories about actual explorers

Objectives

The student will be able to:

1. Recognize that explorers traveled to places in the world that were new to them.
2. Identify land and water on maps.
3. Practice using relative location terms such as near/far, left/right, high/low, etc.
4. Number items in the order they are found.

Procedures

Prerequisite Skills: Students should also be familiar with the relative location terms such as: near/far, behind/in front, over/under, left/right, up/down, etc.

SESSION ONE

1. Begin the lesson by explaining that an explorer is the first person to travel to, find, or take a close look at a place. Show the YouTube Video "We are the Explorers" (2:34 min) produced by NASA that gives a brief history of exploration. Then ask, "Have they ever explored a place?" Have several students orally respond to the question.
2. Explain that explorers often use maps when they explore. In some cases, they may add to a map new waterways, mountains, or other features that are just now found.
3. Project Were We First? map (colored version). https://geoalliance.asu.edu/sites/default/files/maps/WeFirst_Color.pdf Point out the continents. Explain that the blue is water—ocean water. The land is colored green.
4. Explain that many of our great-great-great-great-grandparents came from other lands. Explain that people before them were curious what was outside their land and wanted to explore to find new things. These people were called explorers and would often use ships to explore the oceans to find new lands. They often picked new paths that others hadn't traveled before them.
5. Discuss what these explorers might have wanted to gain from these explorations (new knowledge, foods, medicines, things found in nature like wood and gold, to be famous, to have excitement, to take over other lands, etc.).
6. Distribute blue and green crayons/colored pencils and the uncolored version of Were We First? map. <https://geoalliance.asu.edu/sites/default/files/maps/WeFirst.pdf> Have students look at the projected color version of the map and color in their maps.
7. End the class by reading a story about an explorer and discussing why and where she/he

explored. Perhaps draw where she/he explored on your projected map.

SESSION TWO

1. Refer to the story about the explorer from Session One. Announce that today, they will go on an expedition. Divide students into groups of 2-3 and have them walk around the classroom being explorers. While they walk, they should decide what are they discovering.
2. Have them return to their desks. Now explain that they are going to find things from a list you have made. Project the Classroom Exploring list of the items to find.
3. Tell the students that they should number the items as they find them (1 through 8). Model how they would do this. (Write the number in the box next to the picture.)
4. Distribute one Classroom Exploring sheet to the group of 2-3 students and allow time for them to explore.
5. Have students come back to their desks and discuss what it was like to be an explorer.
6. Have each student orally answer a question that would use relative location or sequencing words. For example: Where did you find the stapler? Is the stapler near or far from you? Was the bookcase next to the teacher's desk? What was the last item you found? Etc.

Assessment

Geography

On an uncolored version of the Were We First? map, have students will color the land green and the water (oceans) blue. Mastery will be considered 6 of the 7 continents are green and most of the water is blue.

Mathematics

The Classroom Exploring worksheet will be numbered 1 to 8 in the order of finding the items. Mastery will be having the items numbered 1-8 with 100% percent accuracy.

ELA and Social Sciences

Each student will respond to a question about the location of the 8 items in the classroom. Mastery will be considered a correct answer the question.

When asked, students should respond that the people in the video and in the read stories were explorers. Mastery will be considered a correct answer the question.

Extensions

Hide some “treasures” in an area and have students find them. Make the connection that some explorers liked the thrill of finding things and some of the found items were very valuable. Tie this in with another story about an explorer such as Columbus or Coronado that were seeking routes, wealth, and fame.

Sources

Were We First? map (colored)

https://geoalliance.asu.edu/sites/default/files/maps/WeFirst_Color.pdf

Were We First? Map (uncolored)

<https://geoalliance.asu.edu/sites/default/files/maps/WeFirst.pdf>

YouTube Video “We are the Explorers” by NASA (2.34 min)