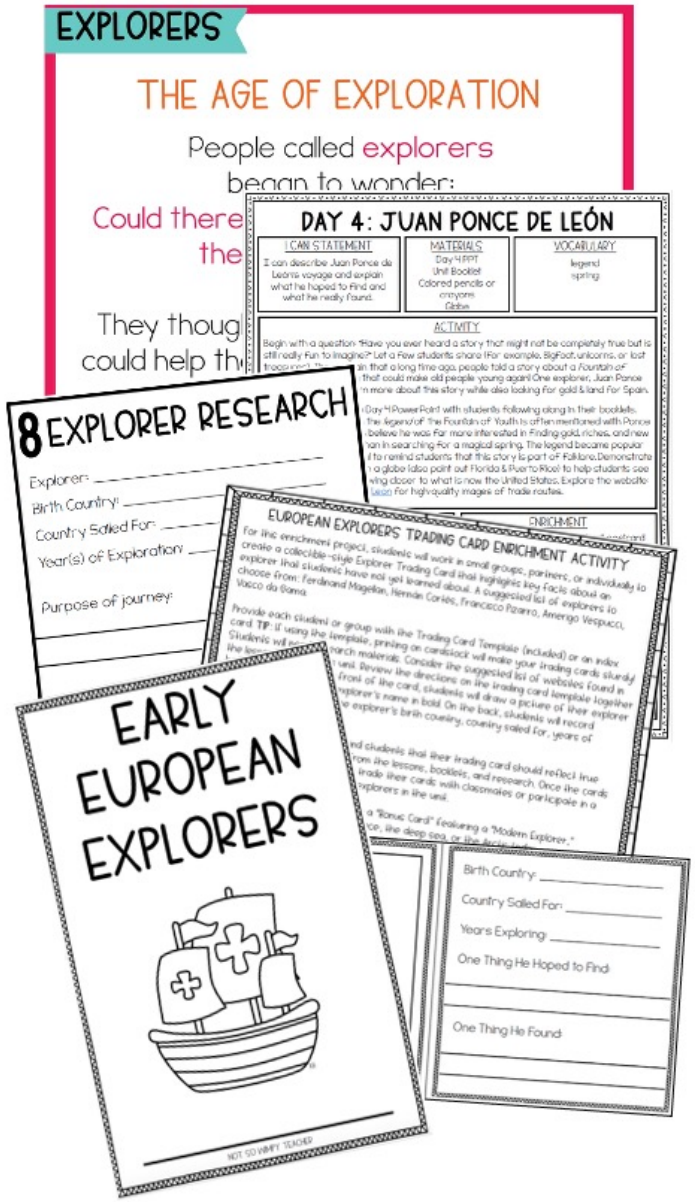
What's Included

- ✓ 6 instructional PowerPoints
- ✓ Vocabulary cards
- ✓ Student booklet with an activity for each day
- ✓ Explorer Museum
- ✓ Explorer trading card enrichment activity
- ✓ Assessment

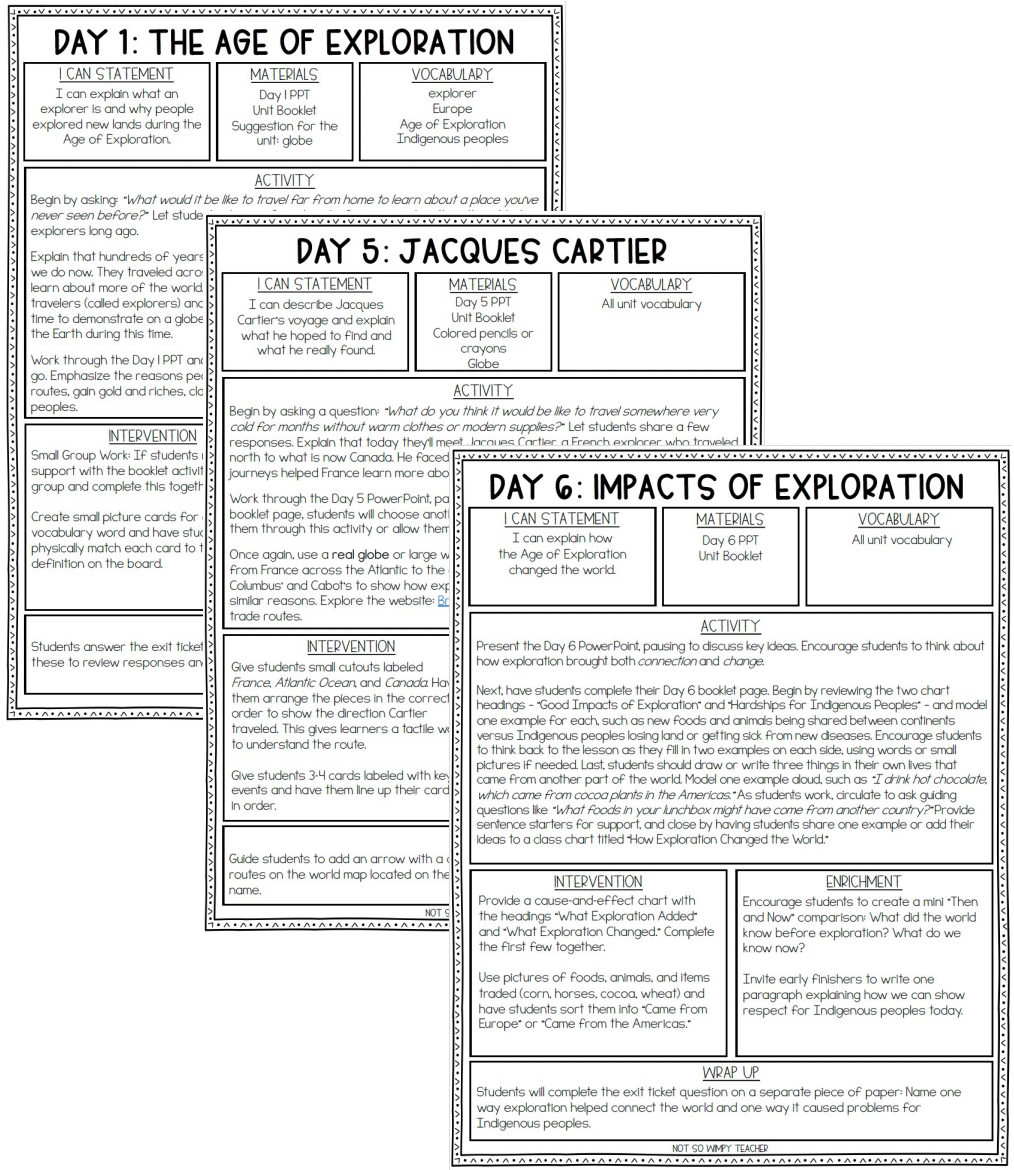


10 Days of Activities

This unit includes six instructional PowerPoints that teach the concept.

Students will practice the skill using guided booklets, explorer museum research project, explorer trading card enrichment activity, and vocabulary cards.

This unit comes with an assessment to test student understanding of the material taught.



DAY 1: THE AGE OF EXPLORATION

I CAN STATEMENT
I can explain what an explorer is and why people explored new lands during the Age of Exploration.

MATERIALS
Day 1 PPT
Unit Booklet
Suggestion for the unit: globe

VOCABULARY
explorer
Europe
Age of Exploration
Indigenous peoples

ACTIVITY
Begin by asking: *"What would it be like to travel far from home to learn about a place you've never seen before?"* Let stude
explorers long ago.

Explain that hundreds of years
we do now. They traveled acro
learn about more of the world
travelers (called explorers) anc
time to demonstrate on a globe
the Earth during this time.

Work through the Day 1 PPT an
go. Emphasize the reasons pe
routes, gain gold and riches, clo
peoples.

INTERVENTION
Small Group Work: If students
support with the booklet activit
group and complete this togeth

Create small picture cards for
vocabulary word and have stu
physically match each card to t
definition on the board.

Students answer the exit ticket
these to review responses an

DAY 5: JACQUES CARTIER

I CAN STATEMENT
I can describe Jacques Cartier's voyage and explain what he hoped to find and what he really found.

MATERIALS
Day 5 PPT
Unit Booklet
Colored pencils or crayons
Globe

VOCABULARY
All unit vocabulary

ACTIVITY
Begin by asking a question: *"What do you think it would be like to travel somewhere very cold for months without warm clothes or modern supplies?"* Let students share a few responses. Explain that today they'll meet Jacques Cartier, a French explorer who traveled
north to what is now Canada. He faced
journeys helped France learn more abo

Work through the Day 5 PowerPoint, pa
booklet page, students will choose anot
them through this activity or allow them

Once again, use a **real globe** or large w
from France across the Atlantic to the
Columbus' and Cabot's to show how exp
similar reasons. Explore the website: Ex
trade routes.

INTERVENTION
Give students small cutouts labeled *France*, *Atlantic Ocean*, and *Canada*. Hav
them arrange the pieces in the correct
order to show the direction Cartier
traveled. This gives learners a tactile w
to understand the route.

Give students 3-4 cards labeled with key
events and have them line up their card
in order.

Guide students to add an arrow with a
routes on the world map located on the
name.

NOT S

DAY 6: IMPACTS OF EXPLORATION

I CAN STATEMENT
I can explain how the Age of Exploration changed the world.

MATERIALS
Day 6 PPT
Unit Booklet

VOCABULARY
All unit vocabulary

ACTIVITY
Present the Day 6 PowerPoint, pausing to discuss key ideas. Encourage students to think about how exploration brought both *connection* and *change*.

Next, have students complete their Day 6 booklet page. Begin by reviewing the two chart headings - "Good Impacts of Exploration" and "Hardships for Indigenous Peoples" - and model one example for each, such as new foods and animals being shared between continents versus Indigenous peoples losing land or getting sick from new diseases. Encourage students to think back to the lesson as they fill in two examples on each side, using words or small pictures if needed. Last, students should draw or write three things in their own lives that came from another part of the world. Model one example aloud, such as *"I drink hot chocolate, which came from cocoa plants in the Americas."* As students work, circulate to ask guiding questions like *"What foods in your lunchbox might have come from another country?"* Provide sentence starters for support, and close by having students share one example or add their ideas to a class chart titled "How Exploration Changed the World."

INTERVENTION
Provide a cause-and-effect chart with the headings "What Exploration Added" and "What Exploration Changed." Complete the first few together.

Use pictures of foods, animals, and items traded (corn, horses, cocoa, wheat) and have students sort them into "Came from Europe" or "Came from the Americas."

ENRICHMENT
Encourage students to create a mini "Then and Now" comparison: What did the world know before exploration? What do we know now?

Invite early finishers to write one paragraph explaining how we can show respect for Indigenous peoples today.

WRAP UP
Students will complete the exit ticket question on a separate piece of paper: Name one way exploration helped connect the world and one way it caused problems for Indigenous peoples.

NOT SO WIMPY TEACHER

PowerPoint Lessons

COLUMBUS

Vocabulary Review:

Indigenous peoples: the first people to live in an area

IMPACTS

I can explain how the Age of Exploration changed the world.

PONCE DE LEÓN

THE CALUSA PEOPLE



The borders you see on this map weren't here yet, but this image helps us understand the area where the Calusa lived.

EXPLORERS

THE AGE OF EXPLORATION

Faster trade routes weren't the only reasons people began to explore dur this time. They also wanted:

- To gain gold and riches
- To claim more land for their countr
- To learn about new people and

CABOT

JOHN CABOT



John Cabot was born in Italy, around 1450, just like Columbus! He grew up near the sea and became a skilled sailor. Later, he moved to England.

CARTIER

FUN FACT



Cartier was the first European to write down the name "Canada." He heard the Indigenous word *kanata*, which means "village" or "settlement"

EARLY EUROPEAN EXPLORERS

2 COLUMBUS

Fill in the information about Christopher Columbus below.

Color the country where Columbus was born **red**.
Color the country that Columbus sailed for **blue**.



6 IMPACT OF EXPLORATION

Fill in two examples for each side of the chart.

Good Impacts of Exploration	Hardships for Indigenous Peoples

3 CABOT

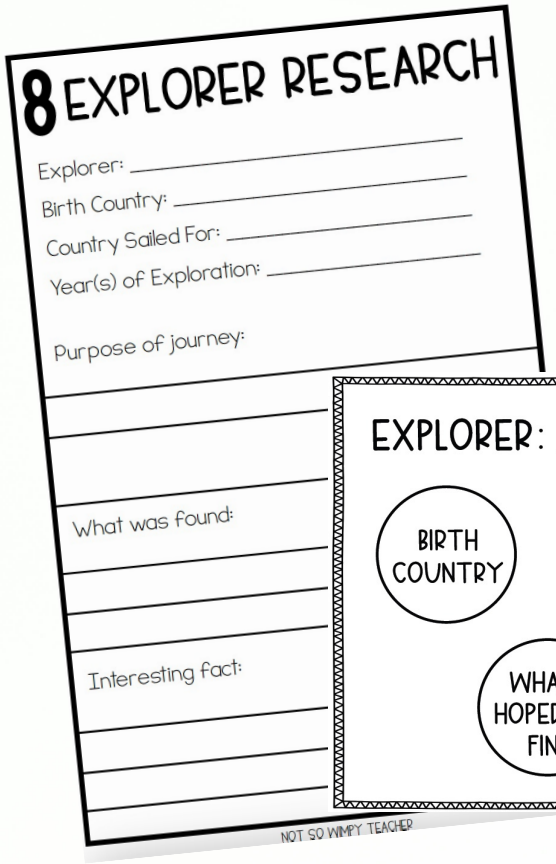
Fill in the information about John Cabot below.

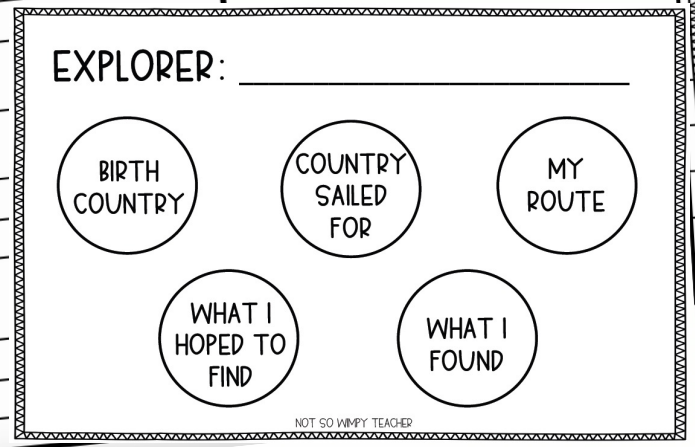
the country where Cabot was born **red**.
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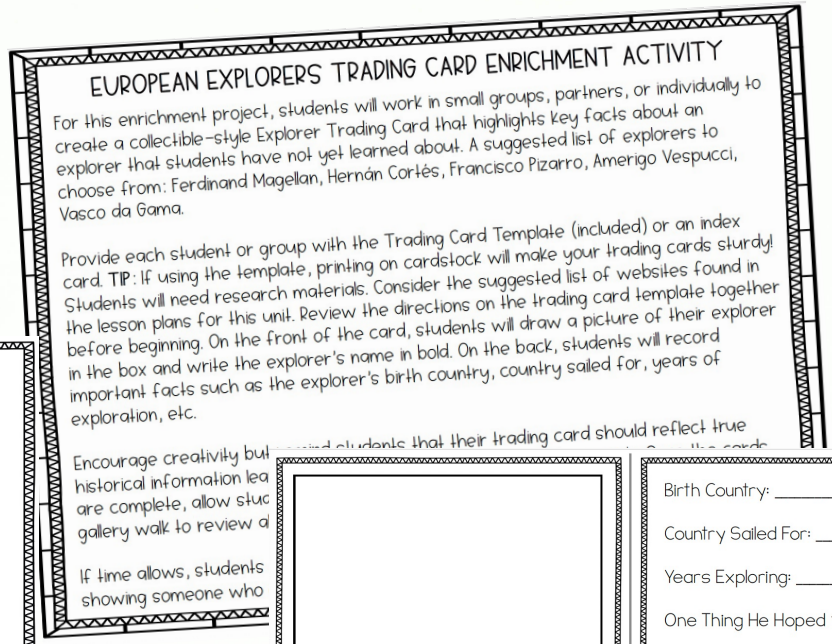


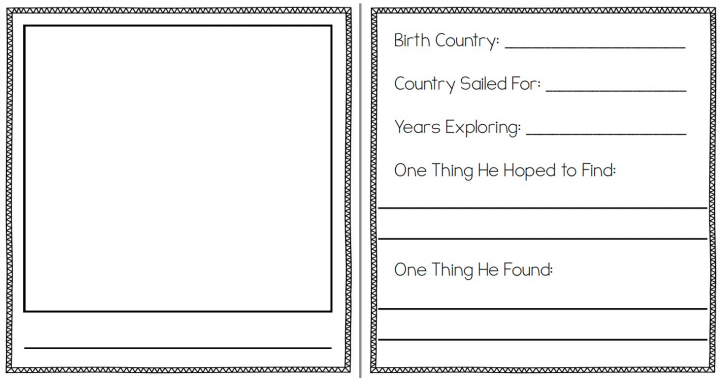
Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.

Project & Enrichment Activity



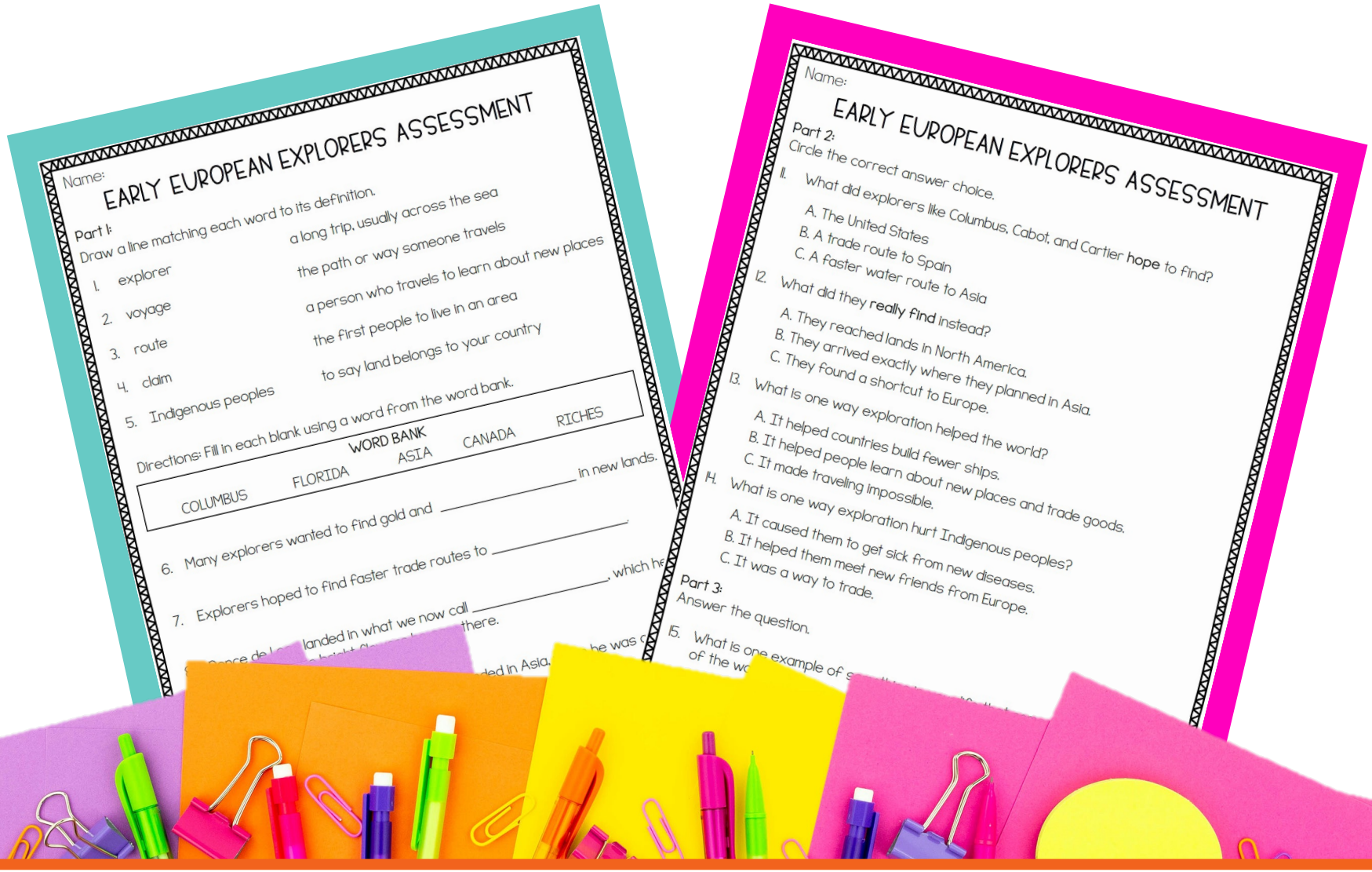






Students will research an explorer and have a class explorer museum to share their findings with the class. Students may also complete this optional explorer trading card enrichment activity.

Assessment



Each unit includes an assessment with answer keys to assess student understanding of early European explorers and their impact on Indigenous peoples.