

Explorer Unit Organizer Third Grade Cherie Pedersen Jamey King
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Core Knowledge Curriculum

Objectives: The students will be able to

- Tell about the Vikings - the path they traveled and how they lived.
- Explained how we received the names of the days of the week.
- Compare and contrast the Southwest Explorers.
- Discuss Coronado's findings and the impact the Spanish had on the Native Americans
- Explain what the explorers were searching for, and what they are known for finding.
- Compare the Northwest Explorers, and tell what they are known for discovering.

Colorado State Standards

Reading and Writing

Standard 1: Students read and understand a variety of materials.

- use comprehension skills
- make connections between reading and what is known
- adjust reading strategies for different purpose
- use word recognition skills and resources
- use information from their reading to increase vocabulary and enhance language usage.

Standard 2: Students write and speak for a variety of purposes and audiences.

- write letters, expository paragraphs, and summaries
- organize their speaking and writing
- choosing vocabulary that communicates their messages clearly and precisely
- revising and editing writing
- creating readable documents with legible handwriting or word processing at the appropriate time.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

- know and use correct grammar in speaking and writing
- apply correct usage in speaking and writing
- use correct sentence structure in writing
- use correct punctuation, capitalization, and spelling

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

- use reading, writing, speaking, and listening to define and solve problems
- using listening skills to understand directions

Standard 5: Students read and locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

- using organizational features of printed text
- taking notes, outlining, and identifying main ideas in resource materials
- sorting information as it relates to a specific topic or purpose

History

Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

- Students will be able to create time lines that show people and events

Standard 2: Students know how to use the processes and resources of historical inquiry.

- ask and answer questions about the past
- Identifying the main idea in a source of historical information

Standard 3: Students understand that societies are diverse and have changed over time.

- describe the history, interactions, and contributions of various peoples and cultures
- recognizing that there are cultures around the world

Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

- describing the economic reasons why people move to or from a location

Standard 5: Students understand political institutions and theories that have developed and changed over time.

- giving examples of different heads of government

Geography

Standard 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

- identifying ways in which different people view and relate to places and regions

Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

- identifying the causes of human migration

Standard 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

- describing how places and environments may have influenced people and events over time

Habits of Mind

- Recognize the importance of individuals who have made a difference, and the significance of the personal character for good and ill.
- Appreciate the force of the nonrational, irrational and accidental in human affairs.
- Understand the relationship between geography and history as a matrix of times and place as a context of events.
- Distinguish between important and inconsequential; to develop a “discerning memory” and judgment.

Thinking Framework

Knowledge: Explorers and what they discovered

Patterning: Compare and contrast various explorers

Mental Modeling: What was the consequences of their actions (positive and negative)

Possible Assessments and Activities

- Read and highlight important information
- Write an accordion paragraph about one group of explorers
- Viking project and presentation
- Poster advertising Ponce de Leon’s exploration
- Explorer passport
- Coronado map of exploration
- Test

Character Education

Discussed the lack of respect and lack of kindness in some explorers like De Soto and Coronado.