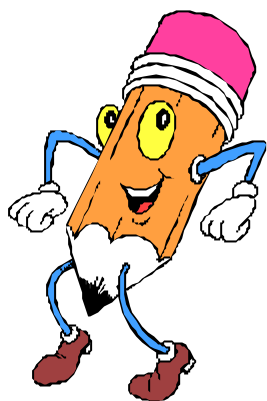


Explorers

Teacher
References



Date _____

Observation Grid

Group _____

Explorers Around the World

Competencies	Evaluation Characteristics
ESL 2 To reinvest understanding of oral and written texts	<ul style="list-style-type: none"> • Demonstrates understanding of overall meaning • Identifies and describes key elements
CCC 8 To cooperate with others	<ul style="list-style-type: none"> • Uses appropriate attitudes and behaviours

The student is developing the competency ...

very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4

	Names	ESL 2	CCC 8	Observation Notes
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Battuta's Discoveries

1. **Scan** your part of Battuta's logbook for information.
2. **Take notes** in the appropriate categories.
3. Share your information with your team-mates.
4. Complete the grid.

Correction Key

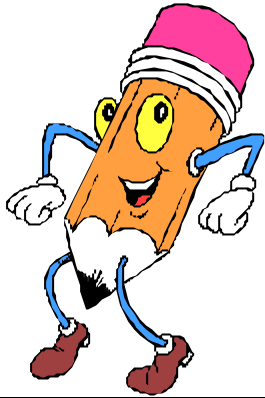
Nationality <ul style="list-style-type: none">• Maldivian	Languages <ul style="list-style-type: none">• Divehi• Arabic
Food <ul style="list-style-type: none">• Maldivian fish (dried tuna)• coconut• bananas and mangos• sweet potatoes• tea and coconut milk• rice and spices	Clothing <ul style="list-style-type: none">• white sari• long brightly coloured pants• matching turban
Arts and Pastimes <ul style="list-style-type: none">• play percussion instruments• drums (hollow coconut wood covered on both ends with fish skin)• dance - male and female• pray at the mosque• celebrate Ramadan• carve boats• paint wooden boxes, bowls, and plates• make woven mats	Buildings and Furniture <ul style="list-style-type: none">• mosque• buildings made of coconut wood, with white sand floors and palm-leaf roofs• outdoor kitchen area• open windows and doors• red mats• boat houses

<p>Money and Symbols</p> <ul style="list-style-type: none"> • cowrie shells • pearls and gold • Maldive fish • coconut fibre 	<p>Political Structure</p> <ul style="list-style-type: none"> • Sultana (matriarchy) • councillors and chief judge • use laws of the Koran
<p>Sports</p> <ul style="list-style-type: none"> • underwater diving contests • boat racing 	<p>Weather and Physical Environment</p> <ul style="list-style-type: none"> • series of small islands in the Indian Ocean • enclosed by a coral reef • coconut palm trees • sandy white beaches • 2 monsoons • lagoon with a narrow channel

How does this new culture promote peace and tolerance in the world?

- invite travellers to stay as guests at the Sultana's home, visit the city, participate in celebrations, observe council meetings
- offer clothing, wives, pearls, gold, slaves, a horse, a job, food, fruit, a boat, an escort
- open doors and windows (no theft or vandalism)
- architecture blends harmoniously with the surroundings
- dancers celebrate the beauty of a harmonious world (a poem to peace and friendship)
- three-day celebration of happiness, friendship and sharing
- sail their boats in a colourful harmonious pattern





Date _____

Observation Grid

Group _____

Shared Reading

Competencies	Evaluation Characteristics
ESL 1 To interact orally in English	<ul style="list-style-type: none"> • Uses functional languages to promote harmonious exchanges and teamwork
ESL 2 To reinvest understanding of oral and written texts	<ul style="list-style-type: none"> • Uses the strategy <i>Scanning</i> • Identifies and describes key elements
CCC 8 To cooperate with others	<ul style="list-style-type: none"> • Does his/her fair share of the work

The student is developing the competency ...

very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4

	Names	ESL 1	ESL 2	CCC 8	Observation Notes
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Explorers Teacher Reference 3.2

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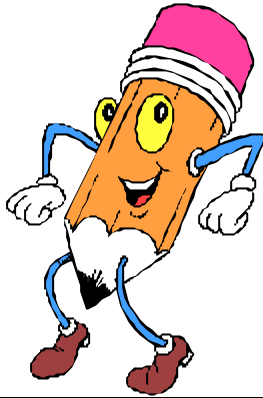
Who's Who? What Did You Do?

Correction Key

	Clues	Explorer's name	Student's name
1.	This Frenchman visited the islands in the South Pacific Ocean around 1767.	Louis Antoine de Bougainville	
2.	The names of his point of departure and the place he explored both start with the same letter.	Leif Eriksson	
3.	In 1492 the king of Spain sent this explorer to discover a new world.	Christopher Columbus	
4.	This Italian travelled across Asia to develop trade on the Silk Road to China.	Marco Polo	
5.	This Frenchman lived with native Indians and explored unknown parts of New France in the early 1600s.	Etienne Brule	
6.	During the middle of the 1500s, this explorer went to the New World three times for the king of France.	Jacques Cartier	
7.	This Portuguese sailor was the first European to explore India by sea.	Vasco Da Gama	
8.	In 520 BC he explored the west coast of Africa and was the first to write about active volcanoes and gorillas.	Hanno	
9.	This German explorer worked for England and studied the Islamic culture in West Africa.	Heinrich Barth	
10.	This Moroccan wrote a detailed logbook of his many travels to North Africa, Arabia, Asia, Sumatra, and China in the 1300s.	Ibn Battuta	
11.	This Englishman explored East Africa and was seventy-four years old when he died.	Leif Eriksson	
12.	This Englishman helped stop the African slave trade around 1883.	Verney Lovett Cameron	
13.	He made the first English contact with native people in parts of the Pacific, New Zealand and Australia.	James Cook	

Explorers Teacher Reference 4.1

	Clues	Explorer's name	Student's name
14.	He is believed to be the first Frenchman to travel through Iroquois territory.	Louis Joliet	
15.	This Frenchman explored the Mississippi River basin through the United States to Canada.	Robert Cavalier Sieur de la Salle	
16.	The Mackenzie River in western Canada is named after this explorer.	Sir Alexander Mackenzie	
17.	A large island and a large city on the Pacific Ocean coast of Canada are named after this English explorer.	George Vancouver	
18.	America was named after this Italian explorer who worked for the king of Spain.	Amerigo Vespucci	
19.	This Danish explorer studied the Inuit people in the Canadian Arctic for 30 years.	Knud Johan Victor Rasmussen	
20.	This Italian studied Turkish and Arabic in order to travel through Asia and Arabia.	Pietro della Valle	
21.	He explored the source of the Nile River in Africa and was knighted "Sir" by the Queen of England.	Sir Richard Francis Burton	
22.	This American was the first person to walk on the moon.	Neil Armstrong	
23.	In 1513, he saw the eastern part of the Pacific Ocean after crossing the Isthmus of Panama.	Vasco Nunez de Balboa	
24.	This French navigator made maps of Australia.	Nicholas Baudin	
25.	Lake Champlain is named after this French explorer.	Samuel de Champlain	
26.	This explorer opened up Chinese trade and helped begin the Silk Road across Asia.	Chang Ch'ien	
27.	In 1519 this Portuguese explorer named the Pacific Ocean (the name means that it is a calm, peaceful ocean).	Ferdinand Magellan	
28.	This Australian explored Antarctica on foot.	Douglas Mawson	
29.	This Englishman explored Central Africa on foot.	David Livingstone	
30.	This American woman explored the Arctic.	Louise A. Boyd	



Date _____

Group _____

Observation Grid

Who's Who? What Did You Do?

Competencies	Evaluation Characteristics
ESL 1 To interact orally in English	<ul style="list-style-type: none"> • Uses functional language to request for information.
ESL 2 To reinvest understanding of oral and written texts	<ul style="list-style-type: none"> • Demonstrates understanding of overall meaning • Identifies key elements
CCC 1 To use information	<ul style="list-style-type: none"> • Selects information appropriately

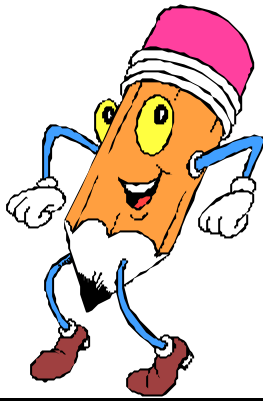
The student is developing the competency ...

very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4

Names	ESL 1	ESL 2	CCC 1	Observation Notes
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Explorers Teacher Reference 4.2

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Date _____

Observation Grid

Group _____

The Task - Steps 1 to 4

Competencies	Evaluation Characteristics
ESL 1 To interact orally in English	<ul style="list-style-type: none"> • Uses functional language to: <ul style="list-style-type: none"> -promote harmonious exchanges and teamwork -identify and describe people and places • Selects, organizes and summarizes information • Selects appropriate information sources • Manages his/her materials and time
ESL 2 To reinvest understanding of oral and written texts	
CCC 1 To use information	
CCC 5 To adopt effective work methods	

The student is developing the competency ...

very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4



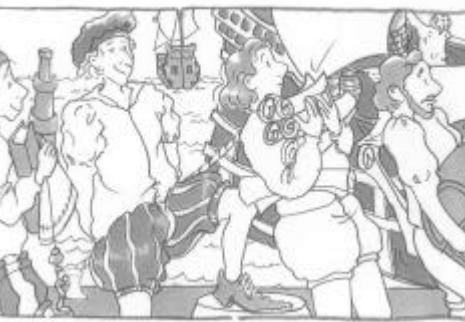
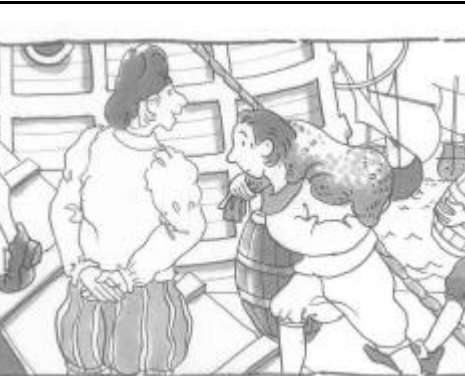
	Names	ESL 1	ESL2	CCC 1	CCC 5	Observation Notes
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Explorers Teacher Reference 5.1

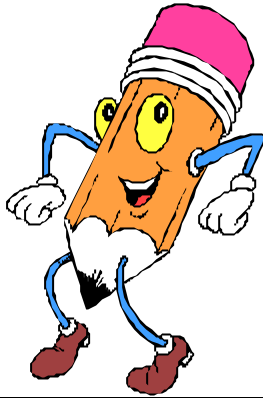
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Amerigo Vespucci: an Explorer

Correction Key

1 	<p>Character: Amerigo Vespucci Action: speaks to students. View point: head and shoulders, facing the audience; Renaissance clothes: velvet hat, white shirt. Background: 1499 map of the world, Europe and America. Dialogue: Hi, my name is Amerigo Vespucci. I am an explorer.</p>
2 	<p>Character: Amerigo Vespucci Action: points to his departure point, Spain, on the map. (arrow) View point: head, shoulders, arms and hands, on his side, looking at the map Background: 1499 map of the world, a day calendar with the date May 10, 1499 Dialogue: I am leaving Cadix, Spain in a few days.</p>
3 	<p>Character: Amerigo Vespucci Action: supervises the loading of the boats with his equipment. View point: head to toe; Renaissance clothes: velvet hat, white shirt, large velvet knee pants, long socks, pointed shoes with bows Background: several boats in the harbour. Dialogue: I am going to travel to the new world that Columbus explored in 1492.</p>
4 	<p>Character: Amerigo Vespucci Action: supervises the loading of the boats with his equipment. View point: head to toe Background: several boats in the harbour. Dialogue: I will explore new places. I am anxious to meet new people and discover new customs. I hope I will make new friends there!</p>

<p>5</p> 	<p>Character: Amerigo Vespucci Action: examines the sky with a quadrant. View point: back of head and shoulders. Background: the railing of a ship at sea, the setting sun and a few early stars. Dialogue: It takes about three weeks to cross the Atlantic Ocean.</p>
<p>6</p> 	<p>Character: Amerigo Vespucci Action: writes in his logbook, measures and calculates. View point: sitting at a table, facing the reader. Background: the interior of his cabin, table, chair, lamp, maps, quadrant, telescope, logbook opened. Dialogue: I keep notes in my logbook. Every day I write about my discoveries, my ideas and my reflections.</p>
<p>7</p> 	<p>Character: Amerigo Vespucci and crew Action: offer beads, trinkets and mirrors to native people who carry bows and arrows. View point: profile of Amerigo Vespucci and crew members. A few native men facing them. Background: the shore, luxurious vegetation, a small rowboat on the beach. Dialogue: Take these gifts as our sign of peace and friendship. And may God bless you.</p>
<p>8</p> 	<p>Character: Amerigo Vespucci Action: speaks to students. View point: head and shoulders facing the audience. Background: Jacques Cartier, Christopher Columbus, Ibn Battuta's heads and shoulders facing the audience. Dialogue: Join us, kids. You can become an explorer too.</p>



Date _____

Observation Grid

Group _____

The Task

Competencies	Evaluation Characteristics
ESL 1 To interact orally in English	<ul style="list-style-type: none"> • Uses theme-related vocabulary to describe • Pronounces theme-related vocabulary
CCC 1 To use information	<ul style="list-style-type: none"> • Uses information in a new context
CCC 5 To adopt effective work methods	<ul style="list-style-type: none"> • Makes use of appropriate resources
CCC 8 To cooperate with others	<ul style="list-style-type: none"> • Participates actively in teamwork

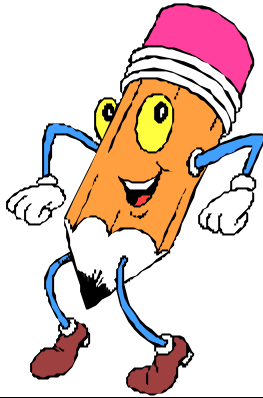
The student is developing the competency ...

very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4

	Names	ESL1	CCC 1	CCC5	CCC8	Observation Notes
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Explorers Teacher Reference 6.2

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Date _____

Observation Grid

Group _____

The Task - Presentations

Competencies	Evaluation Characteristics
ESL 2 To reinvest understanding of oral and written texts	<ul style="list-style-type: none"> Delivers a personalized product
CCC 5 To adopt effective work methods	<ul style="list-style-type: none"> Completes the task

The student is developing the competency ...

very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4

	Names	ESL 2	CCC 5	Observation Notes
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Explorers Teacher Reference 6.3

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