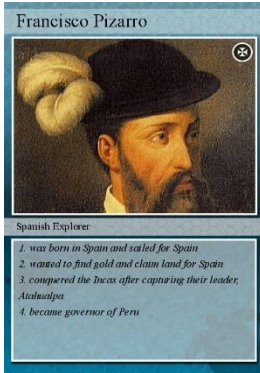


Exploring Explorers



Grade: Middle/High School

Subject: History, Science, Language Arts, Art

1-2 45 minute Lessons

Introduction:

You have been selected to design a new line of trading cards. Your job is to create the first ever Explorer Trading Cards. These cards will look similar to baseball trading cards you have seen, but they will have questions answered about the major accomplishments of any Famous Explorer on the list.

Materials:

Google Draw or Big Huge Labs (www.bighugelabs.com)

Computer or mobile device

Process:

Naturally your card must look worthy of trading so let's make it graphically pleasing and chalk full of useful information. Each Explorer has with it its own purpose for their travels so be accurate in your information. Below you will find the **required information** that each card must have:

1. What country did your Famous Explorer come from?
2. What was your Famous Explorer line of work?
3. Dates! When did your Explorer live? State the date of when Famous Explorer was born and died.
4. What was the historical contribution of Explorer?
5. What were the accomplishments of him/her?
6. What obstacles did they face?
7. How did their life impact our history today?

Choose One: (you can select someone not on the list with teacher approval)

Francisco Coronado

Samuel de Champlain

Robert La Salle

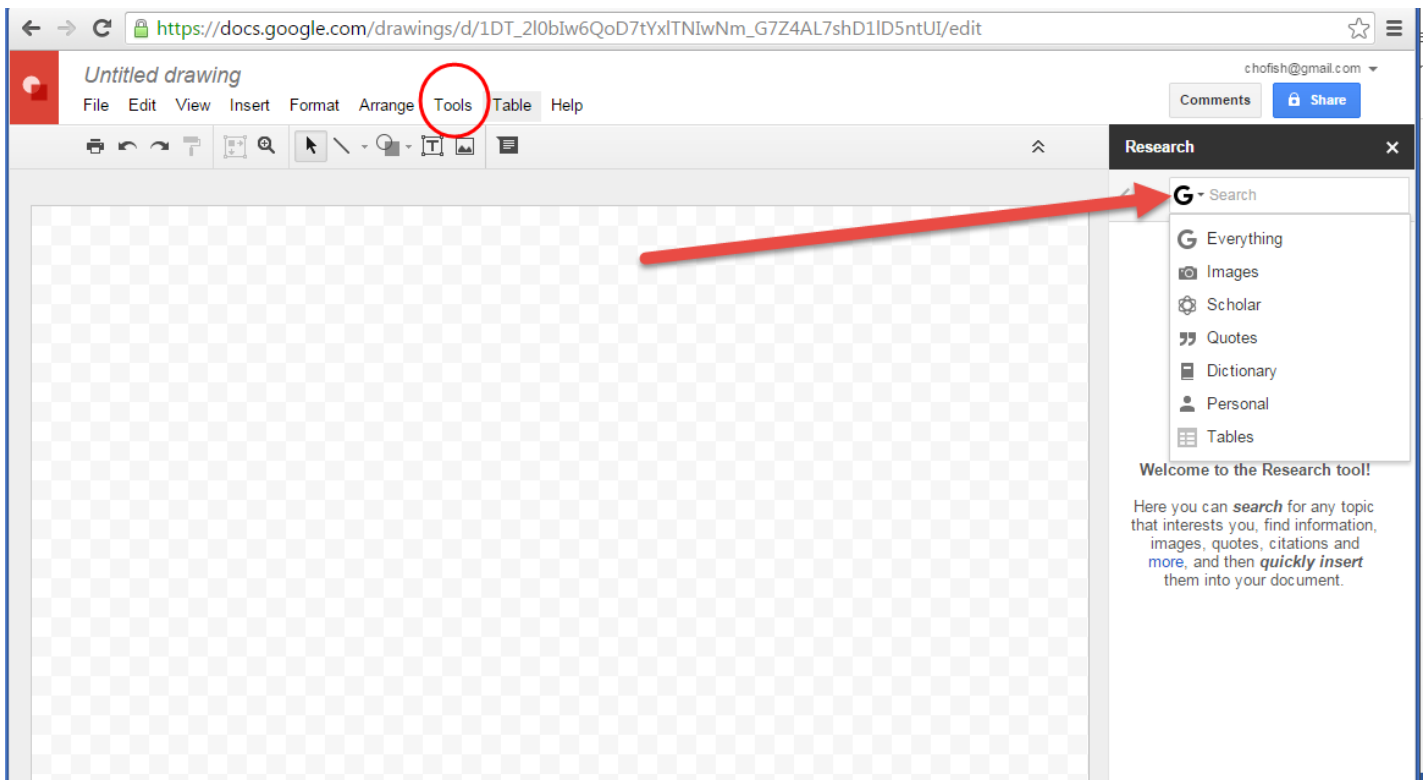
John Cabot

Let's talk graphics....

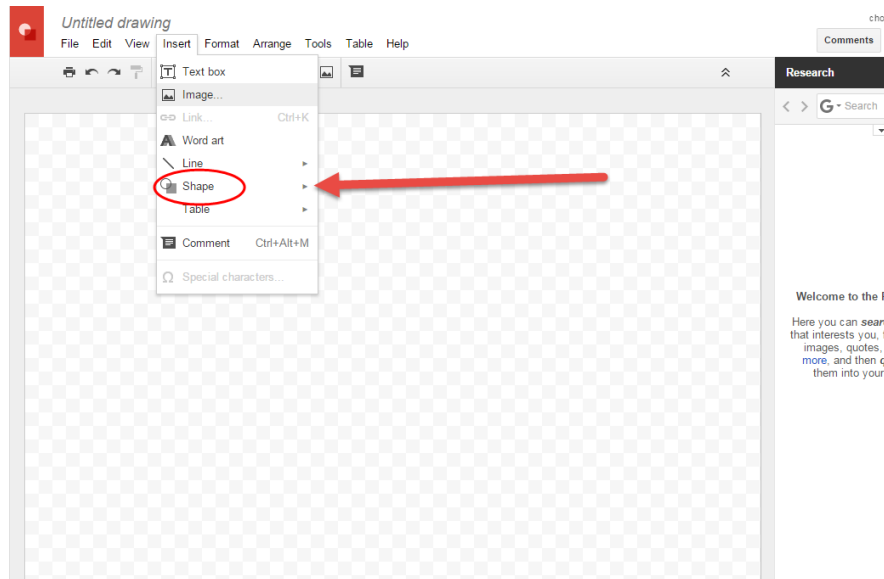
You need to include a picture of your Famous Explorer and upload into Google Drawing. Use the information attached to help you. Keep in mind that these are trading cards, not research papers so the information on each card should be brief, yet important and meaty!

When you take a picture of your Explorer, make sure to save it for uploading into Google Drawing.

1. Go to your Google Drive and open your apps (waffle) to find Google Drawing



2. Open the 'Tools' tab to reveal the Research Column on the right side of your drawing. This will allow you to search inside the drawing.
3. Go to insert and insert a 'Shape'

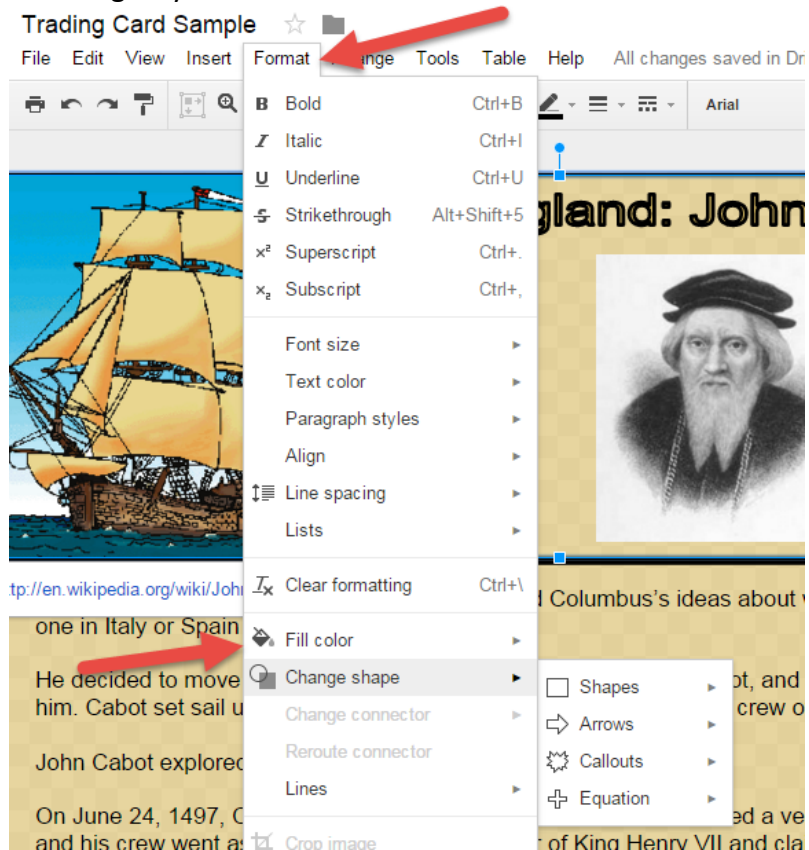


4. You can change the color of the background of the shape by clicking on the shape, go to 'format' then fill color.

Tips:

- You can drag and drop your pictures from your research bar
 - Add pictures inside your shape
 - Add more than one frame
 - Insert text box (you cannot type inside a shape unless you insert a text box!)
5. You are going to recreate what a trading card looks like.
 6. Cite your information either on a separate paper or at the bottom of your card.
 7. Share! Please give your card a title and share with the teacher.

Sample



England: John Cabot



- Giovanni Caboto was an Italian sailor who shared Columbus's ideas about westward route to Asia but no one in Italy or Spain would pay for his trip.
- He decided to move to England and changed his name to John Cabot, and eventually got the king to fund him. Cabot set sail under England's flag in 1497 with one ship and a crew of 18 men.
- John Cabot explored eastern Canada
- On June 24, 1497, Cabot spotted land and felt sure he had discovered a very quick route to India. Cabot and his crew went ashore and planted the banner of King Henry VII and claimed the land for England. However, Cabot was quickly disappointed. This land did not have the riches he had read about. This land was a total wilderness. It is believed that Cabot actually landed somewhere near Newfoundland. Although he had not discovered the long dreamed of route to Asia, he did claim parts of Canada for England. Cabot returned home to England and the King rewarded him with large sums of money. Some believe Cabot was the first billionaire of England.

All About Explorers | John Cabot
allaboutexplorers.com

EVALUATION RUBRIC TRADING CARD

NAME: _____

USE THE FOLLOWING SCALE TO GRADE TRADING CARD:

1	2	3	4	5
Trading Card needs improvement	Trading Card contain 1 picture and 1-2 question answered	Trading Card contain 1 picture and 3-4 questions answered	Trading Card contain 1 picture and 5 questions answered	Trading Card contain 1 picture and all questions answered
capitalization, punctuation, and spelling need improvement	capitalization, punctuation, and spelling shows little control	capitalization, punctuation, and spelling shows some control	capitalization, punctuation, and spelling in fairly consistent	capitalization, punctuation, and spelling shows excellent control
The information is not informative	Lacking information	The information is somewhat informative, but lacking detail	The information is informative	The information is informative and interesting.
Appearance is sloppy and rushed	Appearance needs work, somewhat messy	Appearance is okay, but could use help	Appearance is good, but not quite ready for the stores.	Appearance is professional looking....great to market!
The card has no detail and lacks creativity.	The card has very little detail and lacks creativity.	The card has some detail and shows some creativity.	The card has lots of detail and shows creativity.	The card has excellent detail and creativity.

Standards

ISTE Student Standards

1. **Creativity and innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. **Communication and collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

3. **Research and information fluency**

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. **Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

Virginia STANDARD USI.4a

The student will demonstrate knowledge of European explorations in North America and West Africa by

- a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations.**

STANDARD USI.4b

The student will demonstrate knowledge of European explorations in North America and West Africa by

- b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land.**