

Exploring the Age of Exploration: A Web - Based Activity

By Don Bruce

Project Description: This grade 6 web activity provides an introduction to the Age of Exploration. During the process, students will use Inspiration 7 software to record the results of their inquiries into Tudor explorers. They will also use Inspiration 7 to create an interactive timeline of explorers and their accomplishments.

Grade: 6

Subject(s)/Strand(s) Covered: Social Studies/Heritage and Citizenship: Aboriginal Peoples and European Explorers
English / Reading
English Writing

Estimated Time Frame: 5 hours

Computer Time Required: 5 hours

Computer Program(s) Used: Internet Explorer, Inspiration 7

Prerequisite skills: Basic log in and file saving/locating skills. A basic grasp of navigating on the Internet is also required.

NETS ADDRESSED	
✓	1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
	2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
✓	3. Exhibit legal and ethical behaviours when using information and technology and discuss consequences of misuse. (2)
✓	4. Use content-specific tools, software and simulations (e.g. environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
	5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
✓	6. Design, develop, publish and present products (e.g. Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
	7. Collaborate with peers, experts and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
✓	8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
	9. Demonstrate an understanding of concepts underlying hardware, software and connectivity and of practical applications to learning and problem solving. (1, 6)
	10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world problems. (2, 5, 6)

MINISTRY EXPECTATIONS ADDRESSED		
	Subject/Strand	Expectation
6z2	Social Studies/Heritage and Citizenship	identify early explorers and describe their impact on the development of Canada
6z7	Social Studies/Heritage and Citizenship	identify early explorers (e.g., Viking, French, English) who established settlements in Canada and explain the reasons for their exploration (e.g., fishing; fur trade, resulting in the establishment of the Hudson's Bay
6z8	Social Studies/Heritage and Citizenship	identify technological developments and cultural factors that led to the exploration of North America
6z10	Social Studies/Heritage and Citizenship	use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations
6z13	Social Studies/Heritage and Citizenship	analyses, classifies, and interprets information
6z14	Social Studies/Heritage and Citizenship	construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers)
6z15	Social Studies/Heritage and Citizenship	communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs
6z20	Social Studies/Heritage and Citizenship	describe the challenges of present-day explorers (e.g., aquanauts and astronauts) and compare them to the challenges of early explorers (e.g., with respect to clothing, transportation, food, waste disposal)
6e36	English/Reading	summarize and explain the main ideas in information materials(e.g., textbooks), and cite details that support the main ideas
6e44	English/Reading	understand specialized words or terms, as necessary (e.g., medieval in a historical novel)
6e46	English/Reading	use a variety of conventions of formal texts to find and verify information (e.g., index, headings and subheadings, charts, glossary)
6e10	English/Writing	use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level
6e17	English/Writing	use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns
6e22	English/Writing	integrate media materials (e.g., computer graphics) into their writing to enhance their message

Teaching/Learning (Lesson Outline)

This project can be done concurrently with your regular Aboriginals and European Explorers unit and can be used to extend the understanding of and generate discussion about the concepts taught in class. It could also be used as an introduction to European exploration.

All instructions for this activity are contained within two templates. The Tudor Exploration template allows the students to visit the National Maritime Museum website <http://www.nmm.ac.uk/TudorExploration/NMMFLASH/> and collect and record various types of information. Several extension activities are also included. This activity allows the students to become familiar with the various elements of the Inspiration software (icons, notes, hyperlinks, outlines, etc.). The Explorers Timeline template includes an instructional walkthrough for creating a web enabled timeline. Students again use the Maritime Museum site for information, but this time they record their findings by using the various tools provided by the Inspiration software. Both templates contain extended activities.

To download the templates go to: <http://www.tvdsb.on.ca/delaware/explorers.htm>
Save the templates in your Inspiration templates folder, or distribute them via a student handout folder. Students could also download the templates individually.

Suggested Extension Activity: Extension activities are included in the Inspiration templates.

Suggestions for classroom pods/one computer: This activity could be one research centre in a centres approach to exploration. It would also work quite well as an independent project for a small group in a combined grades classroom.

Assessment of Information Technology: View below for [student rubric](#) and [teacher rubric](#).

Assessment of Ministry Expectations: [View below](#).

Suggested Report card Comments for Information Technology:

Level 1	During the Explorers Web Quest, 777 was able to use an Inspiration template as a research tool to locate and record some information about European explorers. With much assistance, he was also able to create an interactive timeline with Inspiration software.
Level 2	During the Explorers Web Quest, 777 was able to use an Inspiration template as a research tool to locate and record some information about European explorers. With some assistance, he was also able to create an interactive timeline with Inspiration software.
Level 3	During the Explorers Web Quest, 777 was able to use an Inspiration template as a research tool to locate and record information about European explorers. With some peer assistance, he was also able to create an interactive timeline with Inspiration software.
Level 4	During the Explorers Web Quest, 777 was able to use an Inspiration template as a research tool to locate and record information about European explorers. He also independently created a well organized interactive timeline with Inspiration software.

Information Technology Checklist

Name _____

Skill	Level 1 With Assistance	Level 2 With Some Assistance	Level 3 With Peer Assistance	Level 4 Independently
Internet Skills				
Uses Internet browser to navigate				
Locates and copies appropriate graphics				
Inspiration Skills				
Uses icons from symbol palette				
Links icons				
Imports pictures				
Creates hyperlinks				
Adds notes				
Uses the align command to arrange icons				
Verifies work in outline form				

The Age of Exploration

Name: _____

Categories/ Skills	Level 1	Level 2	Level 3	Level 4
Work Habits	- rarely on task - reluctant to seek assistance when required	- sometimes on task - seeks assistance when required	- usually on task - seeks assistance when required - sometimes provides assistance to peers	- always on task - seeks assistance when required - often provides assistance to peers
Knowledge and Understanding	- responses to Exploration questions and notes added to the timeline demonstrate a limited understanding of content	- responses to Exploration questions and notes added to the timeline demonstrate some understanding of content	- responses to Exploration questions and notes added to the timeline demonstrate a considerable understanding of content	- responses to Exploration questions and notes added to the timeline demonstrate a thorough understanding of content
Thinking	- gathers, analyses, classifies, and interprets information only with much assistance	- gathers, analyses, classifies, and interprets information only with some assistance	- gathers, analyses, classifies, and interprets information with occasional peer assistance	- gathers, analyses, classifies, and interprets information independently
Communication	- expresses and organizes ideas and information through various diagrams and a timeline with limited effectiveness - uses spelling, grammar, and punctuation conventions with many errors	- expresses and organizes ideas and information through various diagrams and a timeline with some effectiveness - uses spelling, grammar, and punctuation conventions with some errors	- expresses and organizes ideas and information through various diagrams and a timeline with considerable effectiveness - uses spelling, grammar, and punctuation conventions with few errors	- expresses and organizes ideas and information through various diagrams and a timeline with a high degree of effectiveness - uses spelling, grammar, and punctuation conventions with virtually no errors
Application	- timeline is partially completed with much assistance - graphics are absent or few in number	- timeline is completed with some assistance - graphics are somewhat related to the information presented	- timeline is completed by following the instructional walkthrough independently - graphics enhance the information presented	- timeline and bonus list are completed by following the instructional walkthrough independently - graphics greatly enhance the information presented

The Age of Exploration: Teacher's Rubric with Skill Codes

Categories/ Skills	Level 1	Level 2	Level 3	Level 4
Work Habits (Independent Work and Initiative)	- rarely on task - reluctant to seek assistance when required	- sometimes on task - seeks assistance when required	- usually on task - seeks assistance when required - sometimes provides assistance to peers	- always on task - seeks assistance when required - often provides assistance to peers
Knowledge and Understanding 6z 2, 6z7, 6z8, 6z 14, 6z20, 6e36	- responses to Exploration questions and notes added to the timeline demonstrate a limited understanding of content	- responses to Exploration questions and notes added to the timeline demonstrate some understanding of content	- responses to Exploration questions and notes added to the timeline demonstrate a considerable understanding of content	- responses to Exploration questions and notes added to the timeline demonstrate a thorough understanding of content
Thinking 6z13, 6e44, 6e46	- gathers, analyses, classifies, and interprets information only with much assistance	- gathers, analyses, classifies, and interprets information only with some assistance	- gathers, analyses, classifies, and interprets information with occasional peer assistance	- gathers, analyses, classifies, and interprets information independently
Communication 6z10, 6z14, 6z15 6e10, 6e17	- expresses and organizes ideas and information through various diagrams and a timeline with limited effectiveness - uses spelling, grammar, and punctuation conventions with many errors	- expresses and organizes ideas and information through various diagrams and a timeline with some effectiveness - uses spelling, grammar, and punctuation conventions with some errors	- expresses and organizes ideas and information through various diagrams and a timeline with considerable effectiveness - uses spelling, grammar, and punctuation conventions with few errors	- expresses and organizes ideas and information through various diagrams and a timeline with a high degree of effectiveness - uses spelling, grammar, and punctuation conventions with virtually no errors
Application 6z14, 6e22	- timeline is partially completed with much assistance - graphics are absent or few in number	- timeline is completed with some assistance - graphics are somewhat related to the information presented	- timeline is completed by following the instructional walkthrough independently - graphics enhance the information presented	- timeline and bonus list are completed by following the instructional walkthrough independently - graphics greatly enhance the information presented