

Exploration Innovation

European Exploration and Navigational Tools

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Grade Level	10th Grade	**Time Frame**	90 minutes
Subject	Social Studies	**Duration**	1–2 class period(s)
Course	World History		

Essential Question

How did the arrival of new technology influence European exploration?

Summary

In this lesson, students analyze images, take notes while viewing a video, and create advertisements for four tools used by European explorers during the Age of Exploration. Students reflect on how the introduction of navigational tools through cultural diffusion influenced European exploration.

Snapshot

Engage

Students read three statements about the Age of Exploration and use the Fiction in the Facts strategy to decide which statement is false.

Explore

Students view images of four navigational tools and make observations and inferences.

Explain

Students watch a video about the navigational tools and fill out a graphic organizer.

Extend

Students create an advertisement for a navigational tool.

Evaluate

Students respond to the essential question in the form of an exit ticket.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 301: Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: -Generate a somewhat clear thesis that establishes a perspective on a contemporary issue -Respond to other perspectives on the issue
D&S 301: Building and strengthening the argument. A score in this range indicates that the writer is able to: -Make use of mostly relevant reasoning and examples to support the thesis and arrive at a general or simplistic understanding of the issue -Offer a rationale that largely clarifies the argument -Provide elaboration of ideas and analysis that is somewhat repetitive or imprecise

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

MWH.C.1.1.A: Explain different ways in which societies interact across regions (e.g., trade, exploration, colonization) resulting in cultural diffusion (e.g., the Silk Road, Trans-Saharan exchange).
MWH.C.2.5: Analyze migration, settlement patterns, and cultural diffusion caused by a competition among European nations during the Age of Exploration.

Attachments

- Exploration Chart Sample Responses—Exploration Innovation.docx
- Exploration Chart Sample Responses—Exploration Innovation.pdf
- Exploration Chart—Exploration Innovation.docx
- Exploration Chart—Exploration Innovation.pdf
- Exploration Tools Posters—Exploration Innovation.docx
- Exploration Tools Posters—Exploration Innovation.pdf
- Lesson Slides—Exploration Innovation.pptx
- TIP Tools—Exploration Innovation.docx
- TIP Tools—Exploration Innovation.pdf

Materials

- Lesson Slides (attached)
- Exploration Tools Posters (attached; one per group or class)
- Exploration Chart handout (attached; one per student)
- Exploration Chart Sample Responses (attached)
- TIP Tools handout (attached; one per student)
- Pencils
- Copy paper
- Markers/colored pencils

5 minutes

Engage

Teacher's Note: Lesson Preparation

Prior to teaching the lesson, print out the attached **Exploration Tools Posters**. Hang the four posters around the room for use during the Explore portion of the lesson.

Alternatively, have students analyze the posters in small groups by printing enough copies so that there is one poster set per group.

Use the attached **Lesson Slides** to guide the lesson. Begin with **slide 3** and introduce the Fiction in the Facts strategy to students. Ask students to read the three statements on the slide, then decide which two statements are true and which one is false. Provide time for students to read the statements and discuss which ones are true and false with a neighboring student. Ask several students to share what they think.

Move to **slide 4** to reveal the true and false statements. Review the essential question and lesson objective on **slides 5** and **6**.

20 minutes

Explore

Display **slide 7** and pass out the attached **Exploration Chart** handout to each student. Introduce students to the Painting a Picture strategy. Ask students to make observations about four sets of images, then use their observations plus their prior knowledge to make inferences about the images.

At this point, if you have chosen not to hang up the image sets around the room, place students into small groups and pass out the attached Exploration Tools Posters to each group. Alternatively, transition through **slides 8–11** and have students view the image sets on each slide. Pause on each image set and allow time for students to discuss and then record their observations and inferences.

Possible Student Responses

For an example of how students might respond, see the attached **Exploration Chart Sample Responses**.

15 minutes

Explain

Display **slide 12** and distribute the attached **TIP Tools** handout to each student. Have students use the TIP Chart strategy to take notes as they watch a short video about navigational tools used during the Age of Exploration.

Move to **slide 13** to show students the video. Consider pausing the video after each tool is described to give students ample time to complete that row in the chart.

Embedded video

https://youtube.com/watch?v=pD04eYrfLz0

After the video, have students pair up and compare what they recorded from the video and the observations and inferences they recorded on the Exploration Chart handout from earlier in the lesson. Have students discuss which of their inferences were correct and which were incorrect.

Display **slide 14** and bring the class back together. Use the guiding questions on the slide to have a whole-class discussion about navigational technologies introduced to Europe. Ask students to reflect and share their thoughts on how European explorers' use of these technologies affected the world.

30 minutes

Extend

Display **slide 15** and place students into pairs. Ask students to create a poster advertisement for one of the exploration tools using the criteria on the slide. Pass out copy paper and colored pencils or markers. Have students choose a tool, or assign each pair a tool. Provide time for students to create their advertisement. Display the advertisements around the classroom.

5 minutes

Evaluate

Display **slide 16** and have each student complete an Exit Ticket in response to the essential question: *How did the arrival of new technology influence European exploration?*

Have students respond to the question on the back of the TIP Tools handout. Collect the handouts to review and check for student understanding of the lesson content.

Possible Student Responses

1. European explorers used new technology to explore lands that were previously unknown to Europeans.
2. Navigational technology enabled European explorers to take longer ocean voyages, which brought them to many places they had not been before.
3. The arrival of new technology helped European explorers travel to other continents, where European countries established colonies.

Resources

- K20 Center. (n.d.). Bell Ringers and Exit Tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Fiction in the Facts. Strategies. https://learn.k20center.ou.edu/strategy/60
- K20 Center. (2021). *Navigation tools during the Age of Exploration* [Video]. YouTube. https://www.youtube.com/watch?v=pD04eYrfLz0
- K20 Center. (n.d.). Painting a Picture. Strategies. https://learn.k20center.ou.edu/strategy/1331
- K20 Center. (n.d.). TIP Chart. Strategies. https://learn.k20center.ou.edu/strategy/185