

What is an Explorer?
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Grades PreK-1

Introduction

In this lesson, students become explorers. They will examine a picture of an explorer and create props to “explore” within the classroom.

Content Areas and Grade Levels

This lesson utilizes language arts and social studies skills. It is primarily intended for students in Pre-Kindergarten, Kindergarten, and First grade.

Curriculum Standards

Curriculum Standards to be addressed in this lesson are:

Social Studies

- G-1A-E1 Identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images
- G-1A-E2 Locating and interpreting geographic features and places on maps and globes
- G-1A-E3 Constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems
- H-1A-E2 Recognizing that people in different times and places recognize the world differently
- H-1C-E1 Describing the people, events, and ideas that were significant to the growth and development of our state and nation
- H-1C-E3 Describing the causes and nature of various movements of large groups of people into and within Louisiana and the United States throughout history
- H-1D-E3 Discussing the impact of significant contributions made by historic figures from different regions of the world

Language Arts

Implementation Overview

This lesson is to implemented within a unit of study celebrating the Louisiana Purchase of 1803. This particular lesson can take 1-4 class periods of 25-45 minutes each.

Resources Needed

The following materials will be necessary for the implementation of this lesson.

- Image (photograph, drawing, engraving) of an explorer.
- Maps and/or photographs of Mississippi River. See Cramer, Zadok. *The navigator: containing directions for navigating the Monongahela, Allegheny, Ohio, and Mississippi rivers; with an ample account of these much admired waters, from the head of the former to the mouth of the latter, and a concise description of their towns, villages, harbours, settlements, &c. With accurate maps of the Ohio and Mississippi. To which is added, an appendix, containing an account of Louisiana, and of the Missouri and Columbia rivers, as discovered by the voyage under Captains Lewis and Clarke.* (Pittsburgh: Printed and published by Cramer, Spear & Eichbaum, 1811). Maps 9-13 show the portion of the Mississippi River that flows through Louisiana. Available through the LSU Digital Library at <http://www.louisianadigitallibrary.org/u/?lapur,10222>.
- Materials to make hats, canoes, rivers, items to “explore”
- Digital camera or regular camera (optional)

Evaluation

The students will be evaluated by the teacher’s observation.

Procedure:

- Show photograph of explorer to students
- Ask students to describe the explorer: What is he wearing?
- Ask students to describe what explorers do, what they wear, what materials they may need to bring with them.
- Have students look at pictures and maps of the Mississippi River.
- Have students make explorer’s hats.
- Place blue butcher paper, in a line, in the classroom. Name it “Mississippi River”.
- Students can make canoes, paddles, and other materials explorers may need.
- Place pictures of animals or people alongside the river.
- Have students explore the river.
- Students may draw and/or write about what they have discovered.

Possible Variations

Take digital photographs of the students at play. This can be used as the basis for creating a story about the exploration. Students may dictate events about their play and the teacher can write it into a big book to be placed in the classroom library.