

## Set Sailing Through Time

**Objective(s):** The student will be able to:

- Identify historical explorers who colonized North America and identify their influences on the communities.
- Create a travelling journal using historical explorers and applying the presented/displayed information.

**TEKS:**

§113.5. Social Studies, Grade 3.

(1) History. (A)(B)(C)

(2) History. (A)(B)

(18) (A)(B)

§110.5. English Language Arts and Reading, Grade 3.

(14) Writing/purposes. (A) (D)

**Vocabulary:**

- Explore: the act of searching and or discovering
- Explorer: a person who travels looking for new land and discoveries
- Historian: one who writes history (the story of what happened in the past) or about history; one who is an authority on history.
- History: the story of what happened in the past

**Materials:**

- Social studies box that contains: telescope, compass, decorative corn, longhouse and spices (cinnamon sticks, ground cinnamon, whole cloves).
- Social studies book: Communities.
- Manila colored construction paper
- Time line
- Ship coloring page
- Glue
- Colors
- Transparency with scenario

**Learning strategies:**

1. Introduce the topic of explorers with the social studies box, but first tell the students that we will set sail back in time. Present the artifacts that represent things that the explorers used such as the navigating devices used to help them arrive at their destination. Also, show them the artifacts that represent what the explorers found on new found land like

corn that represents the crop the Iroquois of New York and Canada harvested.  
Demonstrate the model of the longhouse in which the Iroquois families lived in.

2. Students will listen to a presentation on explorers that colonized North American using the artifacts found in the Social Studies box.
3. Using the transparency, set the scene and explain that students will set sail back in time.
4. Students will create antique looking paper by tearing off the outer edges of the manila construction paper.
5. Using the Antique looking paper, students will write a journal entry over their experiences alongside the European explorers. They will be able to use their Social Studies book to refer back if necessary.
6. After finishing their journal entry, students will color, cut and paste, their ship onto their journal entry.
7. **Technology:** Using a computer, demonstrate pictures of the explorers and maps where they navigated and where they colonized.
8. **Conclusion:** What did we learn today? What did the artifacts in the social studies box represent? Which explorer could you identify yourself with?
9. **Evaluation:** Ask students to name one purpose of the artifacts that were inside the social studies box. Ask them to share their journal entry with the rest of the class and focus on comprehension of assignment.

**Parent/family/community inclusion:**

To create a social studies box as a class, ask students to alongside their parents research one explorer and choose one artifact that they think represent the research they have done. Parents could alongside their child, present why they chose the artifact they did.

**Academic reinforcement/extension:**

Students should focus on one explorer and research their biography.

# Images

