What else is out there? Part 1

Why did explorers go exploring?

This learning experience will support students with primary source analysis and accompanying tasks to answer the compelling question above.

Grade 2

(ca. 1847) Sir Walter Raleigh, parting with his wife. , ca. 1847. [New York: publisher not transcribed] [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2018697241/.

Task Overview:
During this learning experience, or series of learning experiences, students will explore the Virginia Standard of Learning related to the history of European exploration (2.6) in grade 2 through a three-part series of learning events.

This first learning experience will focus on the **motivations of the European explorers** through source analysis and critical thinking.

Teacher Note: This inquiry is designed in 3-parts. You can access them below:
Part 1 | Part 2 | Part 3

Targeted SOLs:

2.6 The student will use history and social science skills to identify the geographic location, use of resources, and contributions of European explorers, and their influence on the development of North America including, but not limited to the English, French, and Spanish.

Unpacked Standards:

Students will know (facts)	**Students will understand that...** (concepts)	**Students will be able to (Do)** (skills)
• European explorers had a variety of reasons for beginning their explorations	• Exploration is one way that civilizations respond to scarcity	• Think creatively about how to represent the reasons for exploration

Instructor Directions:

Teachers should utilize one or more of the three parts of these learning experiences at your discretion. In addition, familiarity with all three parts may provide needed context for implementation.

Teacher Background Information:

Beginning in the late 1400s, European nations sought new trade routes, wealth, land, and opportunities to spread Christianity. Advances in navigation technology, shipbuilding, and mapmaking made transatlantic voyages possible. Spain, France, and England emerged as leading powers in exploration and colonization. It is important to frame exploration within the broader context of **economic competition, geographic curiosity, religious motivations,** while also acknowledging that Indigenous peoples had lived in and developed complex societies across North America for thousands of years before European arrival. This inquiry (and its accompanying parts) is designed to provide teachers and students with an interactive and age-appropriate investigation into European exploration of North America. In this particular inquiry, students will investigate the reasons for exploration away from Europe. Additionally, this inquiry is designed to build conceptual understanding of exploration and its impacts on people and places.

Part 1: Staging the Question (Activation/Hook)

- **Begin the lesson** by asking students if they've ever been 'exploring' using slide 4 of the Inquiry Slideshow
    - As needed, explain that 'exploring' can be thought of as looking into or searching for something
- **Ask students** to turn and talk about when and where they've gone exploring in the past
    - This does not have to be wilderness exploration - you can 'explore' a new building, park, book or store
- **Create a class list** of the reasons that students have gone exploring in the past
    - Examples might include: to have fun, to find something new
    - You may record using slide 5 of the Inquiry Slideshow, as needed
- **Explain** that hundreds of years ago, explorers wondered the same things, including our main question- 'what else is out there?'
- **Display a world map**
    - One is available on slide 6 of the Inquiry Slideshow
- **Explain** that the explorers we will be learning about were from Europe (identify by pointing) and they went exploring for lots of different reasons

Part 2: Exploration & Source Analysis

- **Continue the lesson by displaying the 'cover image' of the inquiry or by accessing here**
    - It is also available on slide 8, with prompts, on slide 8 of the Inquiry Slideshow
    - A number of different source analysis procedures may be utilized for students to analyze the source, and your instructional decisions may depend on your students' level of practice with source analysis
        - **Recommended**: In this first analysis of the inquiry, a whole group analysis is suggested, while having students' copies to annotate is preferred but not required
        - Other strategies may include the Library of Congress' Teacher's Guide to Analyzing Photographs and Prints or other 'See, Think, Wonder' strategies
- **Explain** that the image shows one of the most famous explorers of North America, Sir Walter Raleigh. In this image, he is with his wife before leaving his home country, England, to explore.
- With the image displayed and with students (or student partnerships) having their own copies, explain that we will be looking at this source in three different ways
    - Faces- What do you notice about the faces of the people in this image?
    - Feelings- How do you think they are feeling at this moment?
    - Findings- What else do you see in the image?
        - Encourage students to either write or annotate on their copy or practice in whole group via a displayed image

- **Say**: *We observed in this image that Sir Walter Raleigh and his wife do not seem happy that he has to leave to go exploring. For him to leave his country and wife behind, there must be some important reasons for him and other explorers to have left to explore. What do you think those might be?*
    - Allow students some time to think/brainstorm
- **Explain**: *The explorers from Europe during the time of Sir Walter Raleigh, the 1500s and 1600s, went exploring for three main reasons that all start with G: gold, glory and geography*
- **Display slide 10** with explanations of all three reasons. Spend some time reviewing each and ask students if they think that would have been a good reason to leave their homes to explore.

Part 3: Demonstration of Learning/ Assessment
Once students have completed the source analysis and learned more about the motivations of exploration: • **Print and distribute** the 'Explorers Telescope' template to students • **Explain** that explorers left their home countries for a number of different reasons. • **Tell students** that today, they will draw one of those reasons in the lens of the telescope or one of the things that they hoped to find. - **Scaffold**: provide a list of reasons that explorers began exploring and allow students the opportunity to represent these as a drawing.

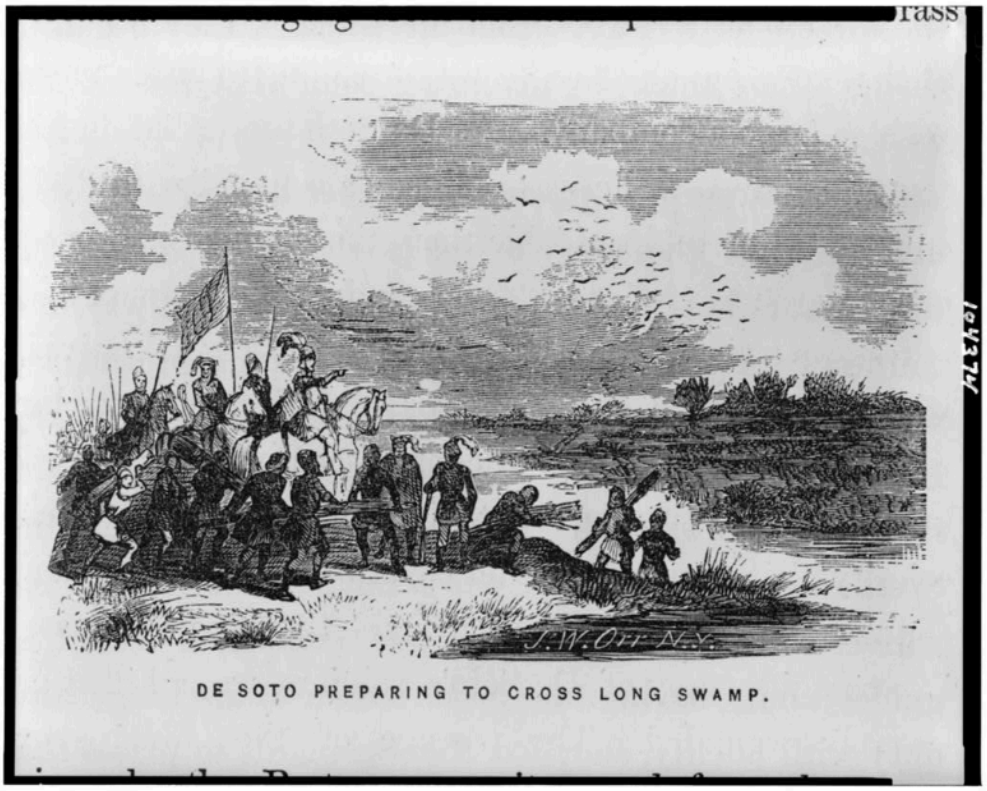
Resources	
Student Resources - Explorers Telescope (drawing template)	**Teacher Resources** - Inquiry Slideshow - Sir Walter Raleigh, parting with his wife., ca. 1847. Retrieved from the Library of Congress

What else is out there? Part 2

Where did they go? What did they find?

This learning experience will support students with primary source analysis and accompanying tasks to answer the compelling question.

Grade 2



Orr, J. W. (1858) De Soto preparing to cross Long Swamp / J.W. Orr, N.Y. Florida, 1858. [Published] [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/91789856/.

Task Overview:
During this learning experience, or series of learning experiences, students will explore the Virginia Standard of Learning related to the history of European exploration (2.6) in grade 2 through a three-part series of learning events.

This second learning experience will focus on the **findings of European explorers** through source analysis and critical thinking.

Teacher Note: This inquiry is designed in 3-parts. You can access them below:
Part 1 | Part 2 | Part 3

Targeted SOLs:

2.6 The student will use history and social science skills to identify the geographic location, use of resources, and contributions of European explorers, and their influence on the development of North America including, but not limited to the English, French, and Spanish.

Unpacked Standards:

Students will know (facts)	**Students will understand that...** (concepts)	**Students will be able to (Do)** (skills)
• English, French and Spanish explorers settled in different areas.	• Although explorers found land that was new to them, Indigenous people were already living there	• Create a map showing the areas of North America that each group settled

Instructor Directions:

Teachers should utilize one or more of the three parts of these learning experiences at your discretion. In addition, familiarity with all three parts may provide needed context for implementation.

Teacher Background Information:

Beginning in the late 1400s, European nations sought new trade routes, wealth, land, and opportunities to spread Christianity. Advances in navigation technology, shipbuilding, and mapmaking made transatlantic voyages possible. Spain, France, and England emerged as leading powers in exploration and colonization. It is important to frame exploration within the broader context of **economic competition, geographic curiosity, religious motivations,** while also acknowledging that Indigenous peoples had lived in and developed complex societies across North America for thousands of years before European arrival. This inquiry (and its accompanying parts) is designed to provide teachers and students with an interactive and age-appropriate investigation into European exploration of North America. In this particular inquiry, students will investigate the reasons for exploration away from Europe. Additionally, this inquiry is designed to build conceptual understanding of exploration and its impacts on people and places.

Part 1: Staging the Question (Activation/Hook)

Part 1 centers on staging the events to take place in Parts 2 and 3 of this inquiry. In these parts of the inquiry, students will be creating a map to show the locations of where English, French and Spanish explorers eventually landed in North America.

- Begin by reviewing the reasons for exploration from the previous lesson.
    - Students should be able to identify and explain the "3G's": Gold, Glory and Geography.
        - See Part 1 of the inquiry for more details.
- **Say**: *We finished our lesson yesterday by thinking about our explorers looking through their telescopes and wondering what else was out there. Today, we are going to discover where the explorers went and what they found when they got there.*
- **Display the image *De Soto Preparing to Cross Long Swamp*** from the Library of Congress. This image is included on the title page of this inquiry and is included in the Inquiry Slideshow (Part 2) - slide 4.
    - Allow students an opportunity to share observations and wonderings with a partner.
    - Ask students: *Imagine you are standing with these explorers. What do you think they might be seeing in this new land?*"
        - Questions are included on slide 5 - Staging the Question
        - Encourage student movement in this portion of the learning. You might have students roll up a piece of paper to pretend they have telescopes or do the same without any materials
            - Another option to encourage movement might be to have students 'become' what they think the explorers might see.
                - Examples: Wiggle and wind like a river, use their hands to create a mountain shape, act out the role of a particular animal, etc.
- **Explain**:
    - "Explorers crossed the Atlantic Ocean, wondering the same thing we are wondering today: *What else is out there?* Today, we will investigate where they went and what they found when they arrived."

Part 2 & 3: Exploration & Source Analysis/Demonstration of Learning

• **Explain** to students that it wasn't just people from England, like Sir Walter Raleigh, who went exploring for gold, glory and geography. Other countries in Europe wanted the same things and set sail across the Atlantic Ocean to find them. Today, we will discuss explorers from England, France and Spain.
• **Distribute** **world outline maps** and ensure that students have access to three different color (red, blue, green) markers/crayons/colored pencils.
  ○ **World Outline Map** - https://d-maps.com/m/world/centreeurope/centreeurope01.pdf
  ○ A copy of the map is included on slide 6 for modeling.
• **Say**: Let's begin with the explorers from Spain.
  ○ Locate Spain and color it red.
• **Say**: The Spanish explorers settled in what we now know as Florida and areas of the Southwest like New Mexico, Arizona and Texas.
  ○ Locate these areas, and model coloring these areas red.
  ○ See this image for details about where to include each color/area of colonization (you can ignore purple areas, forts, etc.)
• **Repeat** this process for France and color both France and New France in blue.
• **Repeat** again for England and Roanoke Island/Jamestown/the thirteen colonies using green.
• **Say**: *This shows us where the explorers went, but we still need to answer the second part of our question, 'What did they find?'*
• **Distribute** a separate piece of paper and have students fold it in half. On the left half of the paper, have students make predictions using words or pictures about what they think the explorers found once they arrived in North America. Encourage students to include at least 3 ideas.
• **Use** **slides 7-9** to show what was found in each location and ask that students represent one or more of those on the right side of their page after learning about each exploration area.
• **To close the activity**, have students return to the compelling questions. Ask students to summarize their own answer to the following questions by either turning and talking, or writing their answers on the back of their folded sheets.
  ○ **Prompt #1:** Explorers left Europe and went to _____.
  ■ Any of the answers discussed in today's learning would be acceptable.
  ○ **Prompt #2:** Explorers left Europe and found _____ in North America.

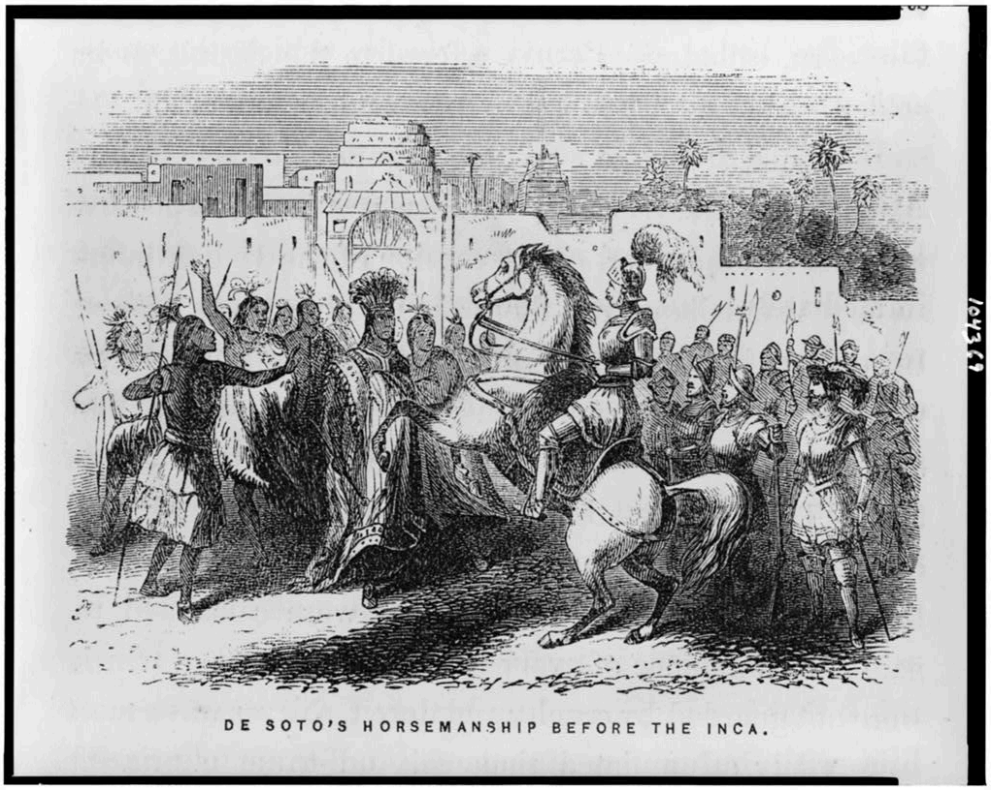
Resources	
Student Resources (linked) • World Outline Map • Blank sheet of paper or access to an interactive notebook	**Teacher Resources** (linked) • Inquiry Slideshow (Part 2)

What else is out there? Part 3

What was the impact of exploration?

This learning experience will support students with primary source analysis and accompanying tasks to answer the compelling question.

Grade 2



(1858) De Soto's horsemanship before the Inca. Peru, 1858. [Published] [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/91789808/.

Task Overview:
During this learning experience, or series of learning experiences, students will explore the Virginia Standard of Learning related to the history of European exploration (2.6) in grade 2 through a three-part series of learning events.

This third learning experience will focus on the **impact of European exploration** through source analysis and critical thinking.

Teacher Note: This inquiry is designed in 3-parts. You can access them below:
Part 1 | Part 2 | Part 3

Targeted SOLs:

2.6 The student will use history and social science skills to identify the geographic location, use of resources, and contributions of European explorers, and their influence on the development of North America including, but not limited to the English, French, and Spanish.

Unpacked Standards:

Students will know (facts)	**Students will understand that...** (concepts)	**Students will be able to (Do)** (skills)
• The land claimed by many explorers for their home countries became colonies in North America.	• There are impacts to exploration • Maps can change over time	• Compare maps from different time periods • Think critically about the impacts of exploration

Instructor Directions:

Teachers should utilize one or more of the three parts of these learning experiences at your discretion. In addition, familiarity with all three parts may provide needed context for implementation.

Teacher Background Information:

European exploration in the late 1400s and 1500s connected Europe, Africa, and the Americas in new and lasting ways. While explorers were seeking new trade routes, wealth, land, and resources, their voyages led to significant changes for Indigenous peoples, Europeans, and Africans.

European exploration led to -

- A transfer of goods, plants, animals, and ideas between the Eastern and Western Hemispheres.
- Significant harm, particularly to Indigenous peoples.
    - Europeans brought diseases (like smallpox) that Native peoples had no immunity to. Millions of Indigenous people died as a result.
    - Losing land and disrupting their way of life
    - Unfair treatment and forced labor

This inquiry (and its accompanying parts) is designed to provide teachers and students with an interactive and age-appropriate investigation into European exploration of North America. In this particular inquiry, students will investigate the impact of European Exploration on people and places.

Part 1: Staging the Question (Activation/Hook)

- **Begin by reminding students of what they have learned so far:**
  - ***Say:*** *In our first lesson, we learned why explorers left Europe. In our second lesson, we learned where they went and what they found. Today, we will look closely at what happened because of exploration.*
- **Use slide 3** of the Inquiry Slideshow (Part 3) to introduce the Compelling Question.
- **Display** the images on slide 4.
- **Ask students:**
  - *"What do you notice about life and land in the first picture (to the left)?"*
  - *"What do you notice in the second picture?"*
  - *"What do you think changed ?"*
- **Say**: *I remember yesterday when we saw explorers and where they ended up in North America. When that happened we marked new places on a map.*
- **Explain**: *Exploration did not just change simple things like maps. It changed people's lives, the way land was used, and what different groups knew about one another.*

Part 2: Exploration & Source Analysis

- **Introduce a Before-and-After Exploration chart** (slide 5 provides a template; you may also create an anchor chart).
- **Explain** that students will use sources to compare what North America was like before and after European explorers arrived.
  - Students may also work on their own version, as determined by the teacher
- **Display** the small set of images on slides:
  - Before Exploration (example images):
    - Indigenous communities hunting, farming or trading (Source 1; Slide 6)
    - A map showing Indigenous cultural regions (Source 2; Slide 7)
      - You may ask students to write or draw what they know/remember about life of Indigenous people from previous learning
- **Pause** here to allow students to think and complete the 'Before' side of their chart.
  - Ask students to use a single adjective to describe what life was like before the arrival of European colonists.
- **Ask**: *What do you think might change if explorers from other countries arrived and decided to stay?*
  - After Exploration (example images):
    - European settlements
    - A map of the 13 colonies (Source 4; slide 9)
    - goods being traded between groups
- **Guide** students through the familiar routine:
  - *What do you notice?*
  - Encourage students to describe details in the source:
    "I notice… there are new buildings."
    "I notice… there are new place names on the map."

- *What do you think this tells us?*
  - Support critical thinking:
    "I think this means… explorers stayed and built homes."
- *What changed? What stayed the same?*
  - Students identify patterns:
    - land use changed
    - new communities formed
    - Indigenous communities were still present

- **Take time** to link back to Lesson 1 and the reasons that explorers came to the New World (wealth and opportunity)and Lesson 2 (where the explorers went). Today our goal is to think about what changes those journeys led to.
- **Record** student observations and answers to the questions in the Before /After chart or have students record on their individual organizers.

Part 3: Demonstration of Learning/ Assessment
Students show their understanding by completing one of the following options: ○ Drawing and labeling one of the ways exploration changed North America ○ Writing a short explanation using a sentence stem ■ "Exploration changed North America by…" ■ "One important change I noticed was…" ■ "Exploration changed maps because…" **Encourage students to cite the image or map they used:** • "I know this because in the picture I saw…" • "On the map, I noticed…"

Resources	
Student Resources (linked) - Before-and-After Graphic Organizer	**Teacher Resources** (linked) - Inquiry Slideshow (Part 3)