Unit 2
Exploration
Grade 4 Social Studies

By
Deanna Dykeman-Gaudet
Laura Breau
Chris Jones
Unit: Exploration

**Teacher:** Deanna Dykeman-Gaudet, Laura Breau, Chris Jones  
**Grade/subject:** Grade 4 Social Studies  
**Outcome:** 4.2.2 Analyze factors that motivate exploration.  
**Title:** Explorer Booklet- Motivation Page (MUST)  
**Objectives:** To complete the page in the student’s individual research of an explorer of their choice by analyzing that explorer’s motivation to explore (wealth, power, knowledge). This will be used to create their monologue for the end of unit “Live Museum”.  
**Materials:** Explorer Booklet, pencil, markers, book and internet resources.

**Description for Teacher:**

1. **Warm Up** – Ask “What are the three main reasons explorers explore new places on land, in the water or in space. As student’s answer, write these on the chart paper or check them off if you are using the chart paper from the previous class. Ask: “Can you suggest any other reasons why a country might want to send out explorers or scientists?  
2. Hand out the students “Explorer Booklets” to each student.  
3. Ask the students to think of why their explorer would have wanted to go, or was sent by his country to explore.  
4. Remind students that they need to support their words with evidence from books or web searches and to include their references.  
5. If there is no documented reason, ask them to write “I think” at the beginning of their sentence in their booklet.

**Activity:** Complete the Motivation Page in your “Explorer Booklet
Instructions for students

1. Think of the reasons (motivations) we discussed in class for explorers to go exploring. Mainly, we discussed Wealth (money or valuable things you could sell for money), Knowledge (new information, new understanding, medicines, or cures), and Power (control over people, land or resources).
2. Has your research so far told you what motivated your explorer? If so, write about it on your motivation page.
3. If not, look in books and on related web sites to see if you can find why.
4. Remember to record your resources.
5. If there is no explanation given, write “I think...” and tell why you think the explorer went exploring.
6. Draw a picture of this if time permits.

Possible sites:

http://www.asc-csa.gc.ca/eng/default.asp
http://www.nationalgeographic.com/
http://www.histori.ca/minutes/default.do?page=index
http://www.histori.ca/default.do?page=index
MOTIVATION

WHY DID YOUR EXPLORER GO EXPLORING?

My explorer is
__________________________________________________________

And they explored
__________________________________________________________
__________________________________________________________
__________________________________________________________

Their reasons for exploring are:
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Resources:
__________________________________________________________
__________________________________________________________
Unit: Exploration

**Teacher:** Chris Jones, Deanna Dykeman-Gaudet, Laura Breau.

**Grade/ subject:** Grade 4 Social Studies

**Outcome:** 4.2.3 – Evaluate the impact of exploration over time.

**Title:** Consequences of Exploration (Booklet Insert) (MUST)

**Objectives:** All exploration has consequences (impacts), both positive and negative; exploration changes our understanding of the world.

**Materials:** Pencil, Eraser, Booklet (This is an insert for the booklet)

**Description for Teacher:**

This activity is part of the booklet for the “living museum” project from the first outcome; examine the stories of various explorers of land, ocean, space and ideas. Students will answer this question

All exploration has consequences, both positive and negative. List 3 positive and 3 negative impacts of your explorer’s quest.

**Instructions for Students:**

This activity is included within the booklet for the living museum project. Students must research their explorer and investigate the positive and negative consequences of their exploration.

**Assessment:**

This page will be assessed as part of the booklet.
Unit: Exploration

**Teacher:** Deanna Dykeman-Gaudet, Laura Breau, Chris Jones

**Grade/subject:** Grade 4 Social Studies

**Outcome:** 4.2.2 Analyze factors that motivate exploration.

**Title:** Explorers: Why Did They Do That?! (MUST)

**Objectives:** To understand the three main motivations for exploring – wealth, knowledge and power.

**Materials:** Poster with “POWER, KNOWLEDGE, WEALTH” at the top, Multiple historical and present day pictures which show the motivation of various explorers, basket, tape, paper, pens.

**Description for Teacher:**

1. **Warm Up** – Ask “Why do people do things? What makes you and other people go out and explore new places or try to find new things? Review several of the explorers discussed earlier in the Unit. Ask: “Why do you think these people were sent or why they to go and explore these places/things?

Get the class to brainstorm as you write on chart paper. Acknowledge all responses and summarize into 3 categories: Power, Knowledge and Wealth. Make sure to define these words so they understand wealth as money or ownership of something valuable they could sell for money, knowledge-finding new information or answers to questions, medicines, cures, and power (not electricity!!) as control over land, people or resources.

2. **Present co-operative poster with these three categories.** Tell students you will be handing out pictures of exploration in the past and present. Students are to look at the picture, discuss what is happening, and whether it shows one or more of the three motivators. They can discuss with their table mates if necessary.

3. Students come up, show their picture and present what they think was the motivation, then they tape their picture onto the poster in the correct category.
Activity:

Poster - “Explorers: Why Did They Do That?!”

Instructions for students

- Brainstorm reasons explorers wanted to explore, or why the King or Queen wanted to send explorers to find new things.
- Look at the poster with three categories: Power, Wealth, Knowledge. These summarize the main reasons people explore (their motivation).
- Notice the examples already under these categories. Do you think these show the motivations they are placed under? Do you think sometimes there is more than one thing that motivates an explorer?
- Complete the poster:
  1. Sort out the remaining pictures.
  2. Look at the picture (get more information about it if necessary).
  3. Decide what the motivation is.
  4. Tell your classmates and then,
  5. Tape it under the appropriate category.

The Poster “Why Did They Do That?!” shows 3 motivations to explore and some examples.

Complete the poster:

1. Sort out the remaining pictures.
2. Look at the picture (get more information about it if necessary).
3. Decide what the motivation is.
4. Tell your classmates and tape on the poster.
Assessment:

Formative assessment

1. Teacher will observe if students can verbalize the three main motivators of explorers. (Students will be deciding on the specific motivation of the land, sea, or space explorer they research for their Live Museum end of Unit project).
2. Teacher will observe for students ability to find information if necessary with or without instruction. (via books, web, atlases, interviews, etc.)
3. Teacher will observe for students ability to analyze the pictures motivation and place the picture.
4. Teacher will make informal notes by the students name to decide who needs further teaching of these concepts.
Unit: Exploration

**Teacher:** Chris Jones, Deanna Dykeman-Gaudet, Laura Breau.

**Grade/subject:** Grade 4 Social Studies

**Outcome:** 4.2.3 – Evaluate the impact of exploration over time.

**Title:** Then or Now? (MUST)

**Objectives:** Students will understand that all explorations have consequences, both positive and negative.

**Materials:** Images of past and present tools for extracting natural resources. Article: http://news.bbc.co.uk/2/hi/south_asia/4672545.stm

**Description for Teacher:**

To help students better understand the impact of exploration have them read or read to them the story written by Sam Wilson of the BBC concerning the impact of climbers on Mt. Everest’s environment (Getting on top of Everest’s rubbish). In pairs, students will use the images provided to discuss how technology has changed the way we harvest our natural resources. Then students will use a graphic organizer of their choice and choose 1 of the natural resources (Fish, Minerals, Wood, Oil) and list the positive and negative consequences of each method of exploration on: the environment, the people, the resources.

**Instructions for Students:**

Students will put their name and the date on their paper as soon as they arrive. Sit with a partner and examine the pictures that show different methods for extracting natural resources from the Earth. Compare the two methods and consider how technology has “made it easier” to do these jobs. Are there consequences to these new methods? What about in the past? Use a graphic organizer of your choice then choose 1 of the natural resources and list the positive and negative consequences of each method of exploration on:

- The environment
- The people
- The resource
**Assessment:**

Students will complete a peer evaluation of one other member of their group. It is to be submitted with the completed worksheet with the name of the person who completed the evaluation. The assessment is designed to show if students have grasped the idea that exploration can have both positive and negative consequences on the environment, its people and the resource itself.

### Peer Evaluation

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Directions: Circle your answer.

<table>
<thead>
<tr>
<th>Who are you evaluating?</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did they participate in the discussion?</td>
<td>YES</td>
<td>SOMEWHAT</td>
<td>NO</td>
</tr>
<tr>
<td>Is the graphic organizer neat and easy to read?</td>
<td>YES</td>
<td>SOMEWHAT</td>
<td>NO</td>
</tr>
<tr>
<td>For the resource chosen, did they list positive and negative consequences of exploration on the environment?</td>
<td>YES</td>
<td>SOMEWHAT</td>
<td>NO</td>
</tr>
<tr>
<td>For the resource chosen, did they list positive and negative consequences of exploration on the people?</td>
<td>YES</td>
<td>SOMEWHAT</td>
<td>NO</td>
</tr>
<tr>
<td>For the resource chosen, did they list positive and negative consequences of exploration on the resource?</td>
<td>YES</td>
<td>SOMEWHAT</td>
<td>NO</td>
</tr>
<tr>
<td>Did working with your partner help you to better understand and enhance your learning experience?</td>
<td>YES</td>
<td>SOMEWHAT</td>
<td>NO</td>
</tr>
</tbody>
</table>

Why or why not?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
Then or Now?

Using the images below, examine, compare and discuss with a partner the method used to obtain the natural resource in the past and the method today.

Fishing

Mining
Wood

Oil
Comparing Methods to Obtain Natural Resources

Using the graphic organizer of your choice. (Tree, Web, Chart, Bubble, etc)

Individually, choose one of the natural resources you discussed with your partner and list the positive and negative consequences of each method of exploring them on:

<table>
<thead>
<tr>
<th>The Environment</th>
<th>The People</th>
<th>The Resource</th>
</tr>
</thead>
</table>

When you are finished, you and your partner (from the previous activity) must complete the peer evaluation. Attach this sheet and the evaluation then hand them in together.
Unit: Exploration

Teacher: Chris Jones, Deanna Dykeman-Gaudet, Laura Breau.
Grade/subject: Grade 4 Social Studies
Outcome: 4.2.3 – Evaluate the impact of exploration over time.
Title: It's a small world after all. (SHOULD)
Objectives: Students will discover how improvements in technology or transportation support the statement: “The world is a much smaller place today”.
Materials: Transportation Booklet, Books (Resources).

Description for Teacher:

The following activity is intended to help students understand how the evolution of transportation has enabled us to travel and explore our world more easily, making the world seem like a much smaller place then it was in the past. In the activity that follows, students are required to reflect, with the aid of a questionnaire, on the modes of transportation that are common in their lives, as well as on the various places they have visited with the aid of these modes of transportation. Students will then be required to discuss, in small groups, how their answers would differ from those of their great, great grandparents when they were children. This will enable students to discuss the changes in transportation throughout fairly recent history. Students will then be required, again in small groupings, to discuss how they envision transportation at a date in the distant future. Finally, students are required to reflect upon the statement: “thanks to advances in technology, the world is a much smaller place”.

The following are great resource books that, if available, could be used to spark discussion within the learning center.

**Instructions for Students:**

Each student will collect a questionnaire packet and complete sections A to D. Once complete, students will hand in their finished booklets.

**Assessment:**

Students are required to submit their questionnaire booklet to the teacher for assessment. Student work will be assessed based on completion, thoughtful reflection and group participation. See rubric below.

**Evolution of Travel: Questionnaire Booklet**

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Mark: ____/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire is complete.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student has responded to all reflection and discussion questions.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student’s reflections show evidence of thoughtful reflection.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student contributed to the group discussion.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Name: _______________________
When were you born (year)? ________________

(A)

Which of these types of transportation have you used? Circle your answers.

<table>
<thead>
<tr>
<th>Bicycle</th>
<th>Skateboard</th>
<th>Roller Skates</th>
<th>Scooter</th>
<th>Horse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car (Gas)</td>
<td>Car (Hybrid)</td>
<td>Bus</td>
<td>Airplane</td>
<td>Ferry</td>
</tr>
<tr>
<td>Cruise Ship</td>
<td>Jet Ski</td>
<td>Ski-Doo</td>
<td>Rowboat</td>
<td>Canoe</td>
</tr>
<tr>
<td>Helicopter</td>
<td>Rocket</td>
<td>Spaceship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How did you get to school today? __________________________________________________

Have you ever travelled to another province? If so, which one(s) have you been to?
________________________________________________________________________________________

Have you ever travelled outside of Canada? If so, where did you go?
________________________________________________________________________________________

Have you ever been to Euro Disney (Paris) or Disneyworld (Florida)?
________________________________________________________________________________________

How many times have you been on an airplane? ________________

How many times have you been on a

Boat _______  Ferry _______  Cruise _______
Do you go back to the same vacation place every year? Circle your answer.

Yes    Sometimes    No

Do you spend your vacations visiting relatives? ____________________________

During which holiday do you usually travel with your family? Circle one.

Thanksgiving    Christmas    March Break    Easter    Summer

If you could go anywhere in the world that you haven’t been, where would you like to go?

__________________________________________________________________________________________

(B)

With a partner, discuss how your great great grandparents might have answered these questions when they were your age. How has transportation changed since the 1920’s? List some of your ideas below.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Imagine we are in the year 2085, what is travel like for you and your family in this new day and age? (Discuss with your partner) List some of your ideas below.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

(D)

Thanks to advances in technology, the world is a much smaller place. Use the space below to respond to this statement. Explain it in your own words.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Unit: Exploration

**Teacher:** Miss. Breau, Deanna Dykeman-Gaudet, Chris Jones  
**Grade/subject:** Grade 4 Social Studies  
**Outcome:**  
4.2.2 Analyze factors that motivate exploration  
4.2.3 Evaluate the impact of exploration over time  
**Title:** Postcards from an explorer *(SHOULD)*  
**Objectives:** Students will take on the identity of an explorer (ocean, land, space) and explore why that person went on their exploration, and what happened once they got there.  
**Materials:** Pencils, Crayons/Pencil Crayons, Post Card template

**Description for Teacher:**

Give the students a scenario for exploration for an ocean explorer, land explorer, and space explorer. Have the students write a post card from the explorer back home to family/friends answering the questions in the scenario.

**Evaluation:**

A rubric will be used to evaluate the postcards, and they will be hung up on the wall so that peers can see each other’s ideas.
Instructions for students:

Pick one of the three scenarios and create a postcard to send back to your friends/family. Your postcard should include a short letter, and also a picture to show what your area is like.

(A) You are an astronaut who has been on the moon for the past 3 months. Design a postcard to show/describe what the moon looked like when you first arrived, and how it looks now. What has changed and what has stayed the same? What do you think future explorers will look for on the moon? Do you think there will be negative (bad) or positive (good) impacts on the moon when others come?

(B) It is the 1800s and you have set off on a ship from England to Canada and you landed on the shores of New Brunswick. Send a postcard home to your family explaining what life is like now that you've been in New Brunswick for a year. How have things changed? Are these good and/or bad changes? What do you think future explorers will be looking for when they come to New Brunswick?

(C) It's present day and you have been asked by Stephen Harper to explore the Indian Ocean, write a postcard to your friends and explain to them a negative and positive impact that your exploration has. Also explain whether or not you think your exploration will allow you to have wealth, (money) power (control) or Knowledge (smarts).
Unit: Exploration

**Teacher:** Miss. Breau, Deanna Dykeman-Gaudet, Chris Jones  
**Grade/subject:** Grade 4 Social Studies  
**Outcome:** 4.2.2 Analyze factors that motivate exploration.  
4.2.3 Evaluate the impact of exploration over time.  
**Title:** Comparing Maps (SHOULD)  
**Objectives:** To have students look at maps from two different time periods (1862 and 1999) and see how Canada has developed over time.  
**Materials:** Graphic Organizer, Maps of Canada from 1862 and 1999, Pencil.

**Description for Teacher:**

Students will be given 2 maps, one from 1862 and one from 1999. They will look at the maps to compare and contrast the impact of exploration over time. Students will then hypothesize (suggest) reasons for the changes and use a graphic organizer for the comparison.

**Evaluation:**

Students will discuss the differences they find, and explain their hypothesize for change with a partner.

**Instructions for students:**

Compare and contrast the two maps provided. What is the same? What is different? Hypothesize (suggest) reasons for the change you see. Use the graphic organizer to compile your information.
<table>
<thead>
<tr>
<th>THEN</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAP 1</td>
<td></td>
</tr>
<tr>
<td>MAP 2</td>
<td></td>
</tr>
</tbody>
</table>
MAP 1 – 1862

Map of Canada in 1862, showing various territories and regions.
Map 2 – 1999
Unit: Exploration

**Teacher:** Deanna Dykeman-Gaudet, Laura Breau, Chris Jones  
**Grade/subject:** Grade 4 Social Studies  
**Outcome:** 4.2.3 – Evaluate the impact of exploration over time.  
**Title:** “Impact Island” (COULD)  
**Objectives:** To have students think about the positive and negative consequences on the environment, the people and ideas when an isolated island is discovered and settlers are sent to it. These include the short term changes and the long term changes.  
**Materials:** Sheet with a map of “Impact Island”, Sheet with a blank map of the Island, Worksheet with an “Impact Chart”, rubric, pencils, erasers.

**Description for Teacher:**

1. Warm Up - Ask students if they know what consequences are, and if they don't define it. Ask if there are different kinds of consequences. Help them realize there are both positive and negative consequences. Ask them if they think the consequences might be different in 10 years than now. Present the concept of short term and long term consequences through the discussion.
2. Explain that when explorers go to new lands, the environment may be changed by what happens afterwards. When the explorer is first there, he may leave garbage, or even new tools, or germs! 50 years after the explorer was there, the environment may be changed by increased pollution, new roads, rail systems, etc.
3. Ask how they think people might be impacted (include the indigenous people and the explorer himself) and how ideas may be impacted (new lifestyles, loss of old traditions, cultures, jobs).
4. Divide the class into groups of four or five.
5. Give each group a map of “Impact Island” and have them look at and discuss what the Island was like when the Explorer discovered it. The explorer brought back such a good report, the King immediately sent 100 people to settle there.
6. Give the students a blank map of the Island for them to draw what the Island might look like in 50 years.
7. Have them discuss and draw the physical changes they might see.
8. Have them complete the worksheet by filling in the description of the people, land and ideas/life styles when the Explorer arrived, and 50 years after the Island was settled.
9. The student should record the consequence of the Explorer coming. The students should indicate if this is a positive or negative impact.

Display each groups map and hold a class discussion of what impact the exploration had on this Island.

**Activity: “Impact Island” Map and Worksheet**

**Instructions for students**

1. Look closely at the map of “Impact Island”. What do you see in terms of people, the environment (including natural resources), and the ideas/lifestyle of the Island?
2. Imagine an explorer has arrived from Europe. He finds the Island has friendly people and healthy land and he reports back to his King that this would be a good place to send settlers. 100 settlers arrive and in 50 years the Island is a source of wealth to the King.
3. Fill in the worksheet with what is present in terms of people, environment and ideas when the explorer arrived.
4. Fill in the blank map with drawings of what might be on the Island in 50 years.
5. Discuss the changes that have occurred, and fill in the second column of the chart.
6. Write the consequence of the Exploration on the people, land and ideas in the third column.
7. Mark in the fourth column if this was a positive (+) or negative (-) consequence. Some consequences can have both + and – effects. If so, mark this in.
8. Be prepared to discuss with the class and explain how you came to these conclusions.
“IMPACT ISLAND” – CONSEQUENCES OF EXPLORATION

GROUP NAMES:

Fill in the chart, describing this Island when the Explorer arrived and 50 years after the Explorer came. What was the impact to the land/ environment, people and their ideas/way of life? Were these positive or negative consequences?

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>The Island when the Explorer arrived</th>
<th>The Island 50 years after the Explorer arrived</th>
<th>Consequences of the Explorer coming</th>
<th>Positive +/- Negative -</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND/ ENVIRONMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDEAS/ LIFE STYLE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


## “Impact Island” Rubric for Group Activity

**Group Members:**

<table>
<thead>
<tr>
<th>Category</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of worksheet - description of Island on explorer’s arrival.</td>
<td>Describes features under people, environment and ideas.</td>
<td>Describes features under only two categories.</td>
<td>Describes features under only 1 or has no description.</td>
</tr>
<tr>
<td>Completion of blank map of the Island in 50 years.</td>
<td>Draws 5 or more features.</td>
<td>Draws 3 or 4 features.</td>
<td>Draws 2 or less features.</td>
</tr>
<tr>
<td>Completion of worksheet - description of Island in 50 years.</td>
<td>Describes features under people, environment and ideas.</td>
<td>Describes features under only two categories.</td>
<td>Describes features under only 1 or has no description.</td>
</tr>
<tr>
<td>Consequences listed for each category.</td>
<td>Consequences listed for people, environment, and ideas.</td>
<td>Consequences listed for only 2 categories.</td>
<td>Consequences listed for only 1 or no consequences listed.</td>
</tr>
<tr>
<td>Consequence marked as +/-</td>
<td>All consequences marked.</td>
<td>Some consequences marked.</td>
<td>No consequences marked.</td>
</tr>
</tbody>
</table>

Comments on group interaction and understanding of the concepts:

Score: /15
ISLAND

EXPLORATION
AFTER THE
TIME: 50 YEARS

IMPACT

NAME:
Unit: Exploration

**Teacher:** Miss. Breau, Deanna Dykeman-Gaudet, Chris Jones
**Grade/subject:** Grade 4 Social Studies
**Outcome:**
4.2.2 Analyze factors that motivate exploration
4.2.3 Evaluate the impact of exploration over time

**Title:** Fredericton Then & Now (COULD)

**Objectives:**
Students will analyze factors that motivate exploration, and also evaluate the impact of exploration over time.

**Materials:**
Pictures of Fredericton in the past, Pictures of present day Fredericton, Activity Sheet.

**Description for Teacher:**
This COULD activity is to help bring the idea of exploration a little closer to home so that they can easily relate to exploration. This activity is also a great way to spark conversation between students about changes that have occurred within Fredericton even within the past few years.

**Evaluation:**
Students will be evaluated on the completeness of the worksheet.
Instructions for Students:

1. As a group examine only the pictures provided black and white. Are you able to guess where these photos were taken? Hint: All pictures are from Fredericton.

   Photo 1:________________________________________
   Photo 2:________________________________________
   Photo 3:________________________________________
   Photo 4:________________________________________
   Photo 5:________________________________________

2. Once you have guessed where you think each picture is, take a look at the pictures in the envelope labeled ‘Present’. Do your best to match these present day pictures to the old black and white photos.

   Photo 1:________________________________________________________________________________
   Photo 2:________________________________________________________________________________
   Photo 3:________________________________________________________________________________
   Photo 4:________________________________________________________________________________
   Photo 5:________________________________________________________________________________

3. As a group brainstorm some negative and positive things that have happened as a result of exploration within the city of Fredericton.

   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
Unit: Exploration

Teacher: Chris Jones, Deanna Dykeman-Gaudet, Laura Breau.

Grade/subject: Grade 4 Social Studies

Outcome: 4.2.2 – Analyze factors that motivate exploration.

Title: Why are you doing that? (COULD)

Objectives: Students will work independently to complete their worksheet. Students will show an understanding of how power, wealth and knowledge motivated explorers.

Materials: Worksheet, Pencils, Erasers, Crayons.

Description for Teacher:

The “Why are you doing that” center is designed to get students to think critically about what motivates explorers. Students examine three different outcomes of exploration and what might motivate an explorer today. The center allows students to work independently and requires little materials. Students will draw a picture and write a sentence demonstrating their understanding. The question requires students to evaluate the motivation for exploration, personally connect with the subject matter and get creative.

Check in with students to see if they have any questions or need assistance.

Before students move to the next center (last 2 minutes) have them complete self-evaluation.

Instructions for Students:

When students arrive they will put their name and date. They will get a brief introduction to the concepts of power, wealth and knowledge. They will then read and complete the worksheet provided.

Remind students to write a complete sentence and if time permits they can colour their picture.

Completed work will be hung and displayed in class. Unfinished work should be placed in the unfinished folder.

Assessment: Students will complete self-evaluation.
Circle your answer...

I have completed my booklet
Yes Almost No

I worked my very best
Yes Sometimes No

Today I learned...

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I would like to know more about...

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________