Subject Area: Social Studies

Grade Levels: 7 – 12 (ages 12-18)

Time: Three 45-minute class periods, plus two class periods for presentations; time outside of class as necessary.

Lesson Objective:
Students will research multiple perspectives on an explorer.

Common Core State Standards:
College and Career Readiness Anchor Standards for Reading:
   Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
College and Career Readiness Anchor Standards for Writing:
   Standard 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
   Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Overview:
In this lesson, students research an explorer and record what they learn using the Explorer: Two Perspectives template (Webspiration Classroom™ Starter>Starter Docs>Social Studies>Explorer: Two Perspectives). The legacy of most explorers is controversial, and this activity will help students to think critically and make sense of the differing perspectives on the individual’s legacy.
Preparation:
• This lesson requires Internet access and the Webspiration Classroom software application published by Inspiration® Software, Inc. It can be accessed by visiting http://www.webspirationclassroom.com.
• Access to library resources would also be helpful for student research.

Lesson:
1. Tell students that they will research an explorer and use Webspiration Classroom to help organize their notes and thinking. Open the Explorer: Two Perspectives template and talk students through it so they understand the assignment; they will be conducting research on the explorer from the perspective of both the explorer and native peoples. They will use the template to help them organize and better understand the information. Completed diagrams will serve as visual aids for presentations to the class at the end of the project.

2. Open the example file (Webspiration Classroom Starter>Examples>Social Studies>Explorer: Two Perspectives Example) and talk the students through it, so they know what is expected. Explain that they will be adding visual symbols, as well as text, to their diagrams. Adding symbols will help them and their readers to better understand and remember the content.

3. Organize students into groups of 2-3 to complete the project. Tell students they will choose an explorer to research; you may want to provide them with a list of suitable choices.
4. Student groups can collaborate on their diagram and obtain feedback from the teacher using the collaboration tools. Documents can be shared with others using the **Collaborate** tab. The **Comment** tab can be used to comment on the document, or the **Chat** tab can be used, if it is turned on at your school, to discuss ideas in real time.

5. Encourage students to add **Hyperlinks** to their sources of information, including any multimedia files available on the Internet.

6. Inform students they can use **Notes** to add additional information as they complete the project. They can go to **Outline View** to finish organizing their information.

7. Have students make presentations using a data projector or interactive whiteboard, if one is available, to display their diagrams as a visual aid during the presentation.
   - Notes can be turned on and off by clicking the **Note Quick Controls** in the upper-right corner of the icon with the note.
   - Subtopics can be hidden or viewed using the **Subtopic Quick Controls** to allow focused discussion on each topic during the presentation.

8. Lead a class discussion about the explorer presentations. Why is it important to look at history from multiple perspectives?

### Adaptations / Extensions:
- Provide students with a list of possible explorers to research.
- Incorporate primary source documents by providing students with accounts of the explorers that reveal their controversial legacies.
- Students can download their project to Inspiration® or a word processor, or transfer it to a Google Doc, to complete a written report about two perspectives on their explorer.
- Have students take notes during their classmates' presentations focused on the two perspectives of the explorers. A simple graphic organizer that could be used for this purpose is a piece of paper with one line drawn down the middle of it. Label one side “Explorer’s Perspective” and label the other side “Native Perspective.” Audience members could record details from a presentation on one side or the other.

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