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科学探索丛书

SOCIAL STUDIES

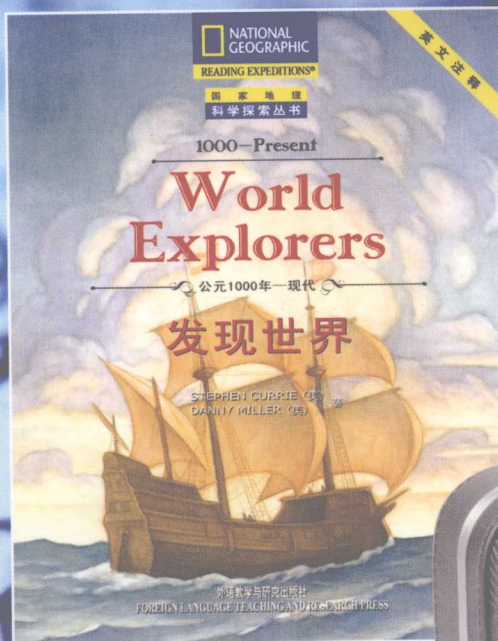
社会科学

World Explorers 发现世界



TEACHER'S GUIDE & ASSESSMENTS

教师指导与评估手册



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

SOCIAL STUDIES

社会科学

World Explorers
发现世界

TEACHER'S GUIDE & ASSESSMENTS

教师指导与评估手册

美国国家地理学会 编著

Lesson Notes

课程教案

Activity Masters

Teacher Resources

教学资源

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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Focus on Literacy 注重读写能力

教师资源与技巧

本章为教师提供有关学生读写能力的资源。本章介绍了不同的读写技巧。

简介 (Introduction)

《发现世界》描述了世界上一些最著名的探险家的伟大经历，并探讨了他们探险发现的重大意义。本书以培养学生对非小说类文本的阅读技巧为目的，通过严谨的叙述介绍了一系列与主题相关的社会研究内容。书中的照片、绘画和手工制品都会帮助学生主题有更生动形象和深入的了解。

本书包含五大部分，结构清晰，其设计力图帮助学生建立一个知识框架，以加深他们对书中重要概念和主题的理解。

每部分首先提供背景知识，叙述历史上特定时期人类的地理或天文知识水平，帮助学生了解探险家们旅行背后的社会、政治和经济事件。书中还提供了当时航船的照片和旅行方法介绍。然后，每部分分主题介绍若干探险家的故事，让学生了解他们如何旅行以及取得的成就。结尾部分说明探险家们的发现如何改变了人们的世界观，影响了历史进程。

本书还有一些特色项目可以激发学生的学习兴趣：

“历史之谜” (It's a Mystery) 讲述了探险家旅途中的一些奇闻轶事以及悬而未决之谜。

“名人名言” (Traveler's Tales) 收集了探险家们的名言。

“文化之间” (Across Cultures) 展现了不同文化间的差异及其对于探险发现的不同观点。

“今昔对比” (Then & Now) 比较了历史遗迹的今夕状况。

注重读写能力 (Focus on Literacy)

培养阅读理解技巧

本书专为培养和锻炼学生的阅读技巧而设计。每章都介绍了不同的阅读技巧：

得出结论 (Draw conclusions)

概括总结 (Summarize)

识别因果关系 (Recognize cause-and-effect relationship)

鉴别事件发生顺序 (Identify sequence of events)

作出判断 (Make judgments)

比较和对比 (Compare and contrast)

识别主要观点和细节 (Identify main idea and details)

归纳一般规律 (Make generalizations)

进行推测 (Make predictions)

进行推论 (Make inferences)

运用形象加深理解 (Use images to aid comprehension)

自我提问 (Self-question)

理解非小说类作品的体裁、文本特征和图表

善于从非小说类作品中获得信息的读者对这类作品的各种体裁和格式都很熟悉。要有效地利用非小说类作品的各种特点，就要首先了解这类作品提供信息的材料。《发现世界》一书中涉及到许多非小说类作品的特征：

体裁 (Genre)

说明文 (Expository)

文本特征 (Text Features)

章节标题和副标题 (Chapter titles and subheads)

边栏补充信息 (Sidebars)

书的组成部分 (Parts of a Book)

目录 (Contents)

术语 (Glossary)

索引 (Index)

图表信息 (Graphic Information)

插图和照片 (Illustrations and photographs)

时间线 (Time lines)

地图 (Maps)

文章对比阅读

最近关于学生阅读行为和水平的调查结果显示, 让学生有机会阅读和对比多篇文章有助于提高他们的阅读技巧。本书各部分围绕着相同的主题——旅行、发现、自传和变化——组织了不同的文章, 为学生阅读提供了对比阅读的绝好机会。通过比较和对比不同的文章, 学生可以对各篇文章的内容、结构和表述进行评价。

对比 (Compare)——这本书的结构是怎样的? 各部分之间的结构有哪些相同点和不同点?

评价 (Evaluate)——每个故事表述得是否清楚? 书中的哪些辅助手段有助于了解探险家们的经历? 图画对理解文章有怎样的作用?

总结 (Generalize)——书中描述的探险家们有哪些共同点? 他们又有哪些不同点? 这些内容对于了解探险家们取得的成就有什么帮助?

注重社会研究 (Focus on Science Studies)

核心概念和主题

本书对以下核心概念和主题进行了解释和发展:

“遥远大陆之旅” (Travels to Distant Lands)

- 雷夫·埃里克松是一个可能航海至北美的维京人。
- 中世纪时期, 受经济利益驱使, 欧洲人对亚洲很感兴趣。
- 马可·波罗游遍亚洲, 特别游历了中国, 然后回到家乡威尼斯。
- 伊本·白图泰的足迹踏遍中世纪的穆斯林世界。

“探寻印度群岛” (Voyages to the Indies)

- 中世纪时期, 受经济利益驱使, 欧洲人对亚洲很感兴趣。
- 葡萄牙的亨利王子出资支持去非洲海岸的航行。
- 瓦斯科·达伽马航海到印度并从亚洲商人手中夺得一块贸易领地。
- 麦哲伦及其船队进行环球航行。
- 航海探险结果并非使所有人受益。

“远征美洲大陆” (Expeditions in the Americas)

- 十五世纪, 欧洲人对亚洲充满兴趣。
- 1492年, 哥伦布航行到达西半球。
- 哥伦布自认为到达了亚洲。
- 科尔特斯领导对墨西哥阿兹特克帝国的入侵。
- 德拉萨尔的航行测量出密西西比河的长度。

“非洲之旅” (African Journeys)

- 直到十九世纪, 欧洲人对于非洲中部的地理情况才略有了解。
- 伯顿和斯皮克寻找尼罗河的源头。
- 大卫·利文斯通考察非洲。人们普遍认为利文斯通已身亡或失踪后, 新闻记者亨利·斯坦利找到了他。
- 玛丽·金斯利成为首位游遍西非的欧洲妇女。
- 非洲的探险旅行给很多非洲人民带来了不良影响。

“探索太空” (Missions in Space)

- 太空探索竞赛源于冷战时期。
- 尤里·加加林成为在太空中环绕地球航行的第一人。
- 尼尔·阿姆斯特朗成为登月行走的第一人。
- 各国家和民族间的太空项目由竞争变成合作。

Lesson Overview

课程概述

课程概述 (Overview) ——帮助教师快速选书备课

概要 (Summary)

此处简要说明书中的主要观点和重要细节。

背景知识

(Background Information)

此处就与主题相关的时间、地点、人物和事件给出补充信息，为学生阅读提供背景知识

学习目标

(Learning Objectives)

此处列出了非小说类作品的特点、体裁，以及阅读、写作和社会研究技能等方面的学习目标，方便教师备课。

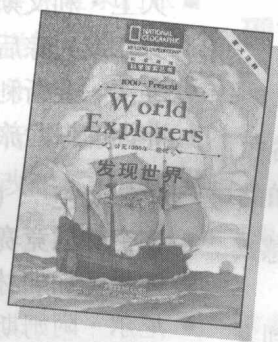
World Explorers 发现世界

Travels to Distant Lands

1000–1400

遥远大陆之旅

(公元1000–公元1400)



By Stephen Currie

Danny Miller

Overview

Summary

“**T**ravels to Distant Lands” describes the travels of three early explorers—Norseman Leif Ericsson, Italian Marco Polo, and Muslim Ibn Battuta. One of the greatest challenges for explorers in the 11th and 12th centuries was figuring out how to get where they were going. Maps and charts were crude. Sea voyagers in their tiny ships feared legendary boiling seas and monsters as well as real dangers, such as contrary winds and storms at sea. For those who traveled by land, tales of dragons and dog-headed people added to the very real hazards of dust, mud, heat, and cold. The journeys of Leif Ericsson, Marco Polo, and Ibn Battuta contributed to better charts and maps and encouraged others to begin an age of exploration.

Background Information

A lack of safety and technology hindered European travel during the Middle Ages. Still, trade between Europe and the East flourished. Medieval travelers included colonists, merchants, and pilgrims. (1) Leif Ericsson was a Viking who led Norse colonists from Greenland to Vinland in North America about A.D. 1000. This Vinland colony eventually failed, and there is still uncertainty as to the exact location. (2) Marco Polo traveled to China as a merchant in 1271. He was influential in Kublai Khan’s court and explored vast areas of China. (3) Ibn Battuta, a Muslim pilgrim, traveled the 14th-century Muslim world and beyond. Both Polo and Ibn Battuta expanded contemporary understanding of the world through their writings.

Learning Objectives

Genre/Text Features

- expository
- illustrations and captions
- titles and subheads
- maps and time line
- contents and index
- sidebars

Reading Skills

- Skill Focus**
 - draw conclusions
 - determine word knowledge
- Supporting Skills**
 - summarize
 - recognize cause-and-effect relationships
 - identify sequence of events
 - make judgments

Writing Skills

- Writing Focus**
 - write a journal entry (descriptive)
- Supporting Skills**
 - prewrite
 - organize information systematically
- Viewing**
 - make a poster

Social Studies Skills

- tell about Viking exploration by Leif Ericsson in Vinland
- explain why Europeans were interested in Asia during the Middle Ages
- describe Marco Polo’s journey throughout Asia and how he got home
- identify the *hajj* and its importance to Islam
- trace Ibn Battuta’s journey through the medieval Muslim world

注重阅读 (Focus on Reading) ——关于帮助学生在阅读前后及阅读过程中培养技巧的建议

Focus on Reading

Before Reading

Activate Prior Knowledge

Show students a world map and tell them that today it takes about 12 hours to fly from Europe to Asia. Explain that 800 years ago, it took Marco Polo three years to complete the same journey, and that it was difficult and dangerous to travel that far. Ask students to think about why travel might have been so dangerous long ago. Write their ideas on the board. Tell students that they will be reading about explorers from this time period who dared to make long journeys.

Have students copy the chart below. As they read, students can fill in reasons why Europeans were interested in visiting distant lands.

Explorer	Reason for visiting distant lands

Preview

Give students time to preview "Travels to Distant Lands". Ask:

What time period will you be reading about?

Which world explorers are featured in "Travels to Distant Lands"?

What objects or people do you recognize in the illustrations?

What distant lands will you be reading about?

Set Purpose

Ask students whether they have read other books similar to the one they are about to read. Also ask them to think of reasons why they will be reading the book. Help students set a purpose for reading.



Vocabulary Strategy: Determine Word Knowledge

Activity Master, Page 14

Explain to students that certain words, such as *caravan* and *seafaring*, are usually associated with travel and exploration. As they read, tell students to think about the vocabulary words used in "Travels to Distant Lands" that relate to these topics. Have them write what they already know about each word on the Activity Master on page 14. Tell them they can use "Travels to Distant Lands" to figure out what the words mean and to write what they learn about each word. Students can then use each word in a sentence about exploration. Students will be using these words:

canal
longship
pilgrim

saga
Silk Road
yurt

Travels to Distant Lands

My Notes

知识热身

(Activate Prior Knowledge)

这些用来热身的知识常常可以用图表进行组织。

预习 (Preview)

预习非小说类作品可以帮助学生理解作品的结构, 预测作品将提供哪类信息。

词汇

(Vocabulary Strategy)

学生在阅读前可以使用“课堂活动”(Activity Master)学习课文中的关键词汇。

注重阅读 (Focus on Reading)——关于帮助学生在阅读前后及阅读过程中培养技巧的建议

阅读技巧

(Read Strategically)

每一种重要的阅读理解技巧都配有相应的“课堂活动”(Activity Master)。“技巧点拨”(Strategy Tip)提供具体的建议,帮助学生检测自己的阅读效果。

课堂互动

(Responding)

此处的讨论问题可以帮助学生考查书中的主要观点。

写作和研究

(Writing and Research)

学生可以就书中的主题进行调查研究,然后用各种体裁和形式进行写作。

课堂交流

(Communicating)

课堂活动可以帮助学生培养听、说和观察等交流技巧。

Focus on Reading (continued)

During Reading

Read Strategically: Draw Conclusions

Activity Master, Page 15

Assign each part of “Travels to Distant Lands” as independent reading. Explain to students that people use facts and details that they read and what they already know to draw conclusions.

As an example, direct them to page 4 in “Travels to Distant Lands”. Europeans believed that people in some cultures had the heads of dogs. They also believed that there were people in Africa and Asia who were headless and whose faces were located in their chests. Explain that they might conclude from this that Europeans around the year 1000 knew little about the world beyond their immediate boundaries. Students can use the Activity Master on page 15 as a guide to help them draw conclusions as they read.

Strategy Tip: Summarize

If students have difficulty understanding the content of the various parts, encourage them to summarize or retell in their own words the important points in each part. Students can do this with a partner, checking one another on what they understand the passage to mean. Passages that remain unclear may be clarified in class discussion.

After Reading

Responding

Initiate a class discussion to assess reading comprehension. Ask questions such as:

In the early days of exploration, why did sailors stay close to shore as they traveled?
(draw conclusions)

Would you have traveled with one of the three explorers mentioned in “Travels to Distant Lands”? Why or why not? (make judgments)

Describe the highlights of each explorer's voyages. (summarize)

How was future exploration influenced by the achievements of these men? (recognize cause-and-effect relationships)

What were the events that led up to the Vikings' discovery of Vinland?
(identify sequence of events)

Writing and Research: Write a Journal Entry (descriptive)

Activity Master, Page 16

Encourage students to imagine that they have accompanied Leif Ericsson, Marco Polo, or Ibn Battuta on their travels. They can select one of the places mentioned in “Travels to Distant Lands” and write a journal entry describing their experience.

Students can use the Activity Master to organize their ideas. Suggest that they use “Travels to Distant Lands” and other resources to learn more about the places their explorer visited.

Communicating: Viewing

Make a Poster

Students can make a poster to go along with their journal entry. The poster should provide viewers with a visual representation of what the journal writer experienced. Maps, pictures, and diagrams may be used. Display posters for the class to view.

Students making the poster should

- ✓ present material in an organized and interesting manner
 - ✓ include captions where needed to explain images
 - ✓ give their poster a title
- Viewers should
- ✓ determine the main ideas
 - ✓ read captions carefully
 - ✓ ask questions to clarify understanding

拓展和测试 (Extend and Assess)——社会研究、测试和拓展活动为教学提供了丰富的内容

Extend and Assess

Focus on Social Studies

TV Special on Exploration

Organize students into small groups. Each group should research one of the explorers described in "Travels to Distant Lands". Be sure that each explorer is covered. Tell students that they are to prepare a TV special on their explorer. One student might report on the explorer himself, another on the journey, another on the places visited, and another on the views of other cultures—the native inhabitants of the visited lands. Students can use "Travels to Distant Lands" and other sources for information, maps, and pictures. Provide time for students to present their programs.



Map Activity

Activity Master, Page 17

Students can use the map on the Activity Master on page 17 to locate and label places visited by the Muslim traveler Ibn Battuta. Students should focus on places mentioned in "The Pilgrim Who Wandered the World". They can use the map to answer the questions about the journey.

Assessment Options

Use the following assessment options to assess students' understanding of "Travels to Distant Lands".

Questions

Students can answer the following questions.

- 1 Why did Leif Ericsson sail from Greenland to Vinland?
- 2 Why were Europeans interested in Asia during the Middle Ages?
- 3 What was Marco Polo's relationship with Kublai Khan?
- 4 What is the *hajj*? What role does it play in the Muslim religion?
- 5 What were Ibn Battuta's impressions of Russia and China?

Assessment Activity

Have students prepare a display ad inviting others to join one of the explorers on his journey. What jobs are available? What qualifications do people need? What can people expect to see and do? What hazards might there be on the journey? What is the purpose of the journey?

Ads should

- ✓ organize information clearly
- ✓ be colorful and eye-catching
- ✓ use vivid language
- ✓ use correct grammar and mechanics

Multiple-choice Test

See the multiple-choice test on page 56.

Cross-curricular Connection

Science

Marco Polo, while in mountains in Asia, noticed that fire did not burn well at high altitudes. One ingredient was in short supply. Have students write an entry and/or create a diagram for a science textbook illustrating the three things that are necessary to make a good fire. These things are oxygen (air), fuel, and a source of heat or energy to ignite the fire.

Home-school Connection

Have students share with their families what they have learned about Leif Ericsson, Marco Polo, and Ibn Battuta. Students can discuss with their families what "distant lands" they would like to visit one day and why. Parents may describe distant lands that they have visited and what they found the most interesting. If possible, students and their families should use a map, atlas, or globe to locate the places they discuss.

注重社会研究

(Focus on Social Studies)

通过与社会研究概念及方法相关的实践活动来帮助学生通过新的方法理解书的内容。这部分也配有相关的“课堂活动”。(Activity Master)

测试 (Assessment)

用讨论问题、评估活动或多项选择题对学生进行评估,考查他们对书中重要概念的理解。

跨学科链接

(Cross-curricular Connection)

此处提供一些活动建议,帮助学生将社会研究与数学和自然科学联系起来。“家庭—学校链接”(Home-school Connection)给学生一些建议,让他们与家人一起讨论学到的内容。

Summary

Background Information

World Explorers

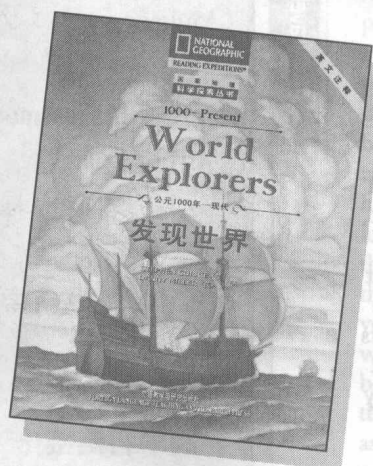
发现世界

Travels to Distant Lands

1000–1400

遥远大陆之旅

(公元1000–公元1400)



By Stephen Currie
Danny Miller

“Travels to Distant Lands” describes the travels of three early explorers—Norseman Leif Ericsson, Italian Marco Polo, and Muslim Ibn Battuta. One of the greatest challenges for explorers in the 11th and 12th centuries was figuring out how to get where they were going. Maps and charts were crude. Sea voyagers in their tiny ships feared legendary boiling seas and monsters as well as real dangers, such as contrary winds and storms at sea. For those who traveled by land, tales of dragons and dog-headed people added to the very real hazards of dust, mud, heat, and cold. The journeys of Leif Ericsson, Marco Polo, and Ibn Battuta contributed to better charts and maps and encouraged others to begin an age of exploration.

A lack of safety and technology hindered European travel during the Middle Ages. Still, trade between Europe and the East flourished. Medieval travelers included colonists, merchants, and pilgrims. (1) Leif Ericsson was a Viking who led Norse colonists from Greenland to Vinland in North America about A.D. 1000. This Vinland colony eventually failed, and there is still uncertainty as to the exact location. (2) Marco Polo traveled to China as a merchant in 1271. He was influential in Kublai Khan’s court and explored vast areas of China. (3) Ibn Battuta, a Muslim pilgrim, traveled the 14th-century Muslim world and beyond. Both Polo and Ibn Battuta expanded contemporary understanding of the world through their writings.

Learning Objectives

Genre/Text Features

- expository
- illustrations and captions
- titles and subheads
- maps and time line
- contents and index
- sidebars

Reading Skills

Skill Focus

- draw conclusions
- determine word knowledge

Supporting Skills

- summarize
- recognize cause-and-effect relationships
- identify sequence of events
- make judgments

Writing Skills

Writing Focus

- write a journal entry (descriptive)

Supporting Skills

- prewrite
- organize information systematically

Viewing

- make a poster

Social Studies Skills

- tell about Viking exploration by Leif Ericsson in Vinland
- explain why Europeans were interested in Asia during the Middle Ages
- describe Marco Polo’s journey throughout Asia and how he got home
- identify the *hajj* and its importance to Islam
- trace Ibn Battuta’s journey through the medieval Muslim world

Before Reading

Activate Prior Knowledge

Show students a world map and tell them that today it takes about 12 hours to fly from Europe to Asia. Explain that 800 years ago, it took Marco Polo three years to complete the same journey, and that it was difficult and dangerous to travel that far. Ask students to think about why travel might have been so dangerous long ago. Write their ideas on the board. Tell students that they will be reading about explorers from this time period who dared to make long journeys.

Have students copy the chart below. As they read, students can fill in reasons why Europeans were interested in visiting distant lands.

Preview

Give students time to preview "Travels to Distant Lands". Ask:

What time period will you be reading about?

Which world explorers are featured in "Travels to Distant Lands"?

What objects or people do you recognize in the illustrations?

What distant lands will you be reading about?

Set Purpose

Ask students whether they have read other books similar to the one they are about to read. Also ask them to think of reasons why they will be reading the book. Help students set a purpose for reading.



Vocabulary Strategy: Determine Word Knowledge

Activity Master, Page 14

Explain to students that certain words, such as *caravan* and *seafaring*, are usually associated with travel and exploration. As they read, tell students to think about the vocabulary words used in "Travels to Distant Lands" that relate to these topics. Have them write what they already know about each word on the Activity Master on page 14. Tell them they can use "Travels to Distant Lands" to figure out what the words mean and to write what they learn about each word. Students can then use each word in a sentence about exploration. Students will be using these words:

canal	saga
longship	Silk Road
pilgrim	yurt

Explorer	Reason for visiting distant lands

My Notes

During Reading

Read Strategically: Draw Conclusions

Activity Master, Page 15

Assign each part of “Travels to Distant Lands” as independent reading. Explain to students that people use facts and details that they read and what they already know to draw conclusions.

As an example, direct them to page 4 in “Travels to Distant Lands”. Europeans believed that people in some cultures had the heads of dogs. They also believed that there were people in Africa and Asia who were headless and whose faces were located in their chests. Explain that they might conclude from this that Europeans around the year 1000 knew little about the world beyond their immediate boundaries. Students can use the Activity Master on page 15 as a guide to help them draw conclusions as they read.

Strategy Tip: Summarize

If students have difficulty understanding the content of the various parts, encourage them to summarize or retell in their own words the important points in each part. Students can do this with a partner, checking one another on what they understand the passage to mean. Passages that remain unclear may be clarified in class discussion.

After Reading

Responding

Initiate a class discussion to assess reading comprehension. Ask questions such as:

In the early days of exploration, why did sailors stay close to shore as they traveled?

(draw conclusions)

Would you have traveled with one of the three explorers mentioned in “Travels to Distant Lands”? Why or why not? **(make judgments)**

Describe the highlights of each explorer’s voyages. **(summarize)**

How was future exploration influenced by the achievements of these men? **(recognize cause-and-effect relationships)**

What were the events that led up to the Vikings’ discovery of Vinland?

(identify sequence of events)

Writing and Research: Write a Journal Entry (descriptive)

Activity Master, Page 16

Encourage students to imagine that they have accompanied Leif Ericsson, Marco Polo, or Ibn Battuta on their travels. They can select one of the places mentioned in “Travels to Distant Lands” and write a journal entry describing their experience.

Students can use the Activity Master to organize their ideas. Suggest that they use “Travels to Distant Lands” and other resources to learn more about the places their explorer visited.

Communicating: Viewing

Make a Poster

Students can make a poster to go along with their journal entry. The poster should provide viewers with a visual representation of what the journal writer experienced. Maps, pictures, and diagrams may be used. Display posters for the class to view.

Students making the poster should

- ✓ present material in an organized and interesting manner
- ✓ include captions where needed to explain images
- ✓ give their poster a title

Viewers should

- ✓ determine the main ideas
- ✓ read captions carefully
- ✓ ask questions to clarify understanding

Focus on Social Studies

TV Special on Exploration

Organize students into small groups. Each group should research one of the explorers described in “Travels to Distant Lands”. Be sure that each explorer is covered. Tell students that they are to prepare a TV special on their explorer. One student might report on the explorer himself, another on the journey, another on the places visited, and another on the views of other cultures—the native inhabitants of the visited lands. Students can use “Travels to Distant Lands” and other sources for information, maps, and pictures. Provide time for students to present their programs.



Map Activity

Activity Master, Page 17

Students can use the map on the Activity Master on page 17 to locate and label places visited by the Muslim traveler Ibn Battuta. Students should focus on places mentioned in “The Pilgrim Who Wandered the World”. They can use the map to answer the questions about the journey.

Assessment Options

Use the following assessment options to assess students’ understanding of “Travels to Distant Lands”.

Questions

Students can answer the following questions.

- 1 Why did Leif Ericsson sail from Greenland to Vinland?
- 2 Why were Europeans interested in Asia during the Middle Ages?
- 3 What was Marco Polo’s relationship with Kublai Khan?
- 4 What is the *hajj*? What role does it play in the Muslim religion?
- 5 What were Ibn Battuta’s impressions of Russia and China?

Assessment Activity

Have students prepare a display ad inviting others to join one of the explorers on his journey. What jobs are available? What qualifications do people need? What can people expect to see and do? What hazards might there be on the journey? What is the purpose of the journey?

Ads should

- ✓ organize information clearly
- ✓ be colorful and eye-catching
- ✓ use vivid language
- ✓ use correct grammar and mechanics

Multiple-choice Test

See the multiple-choice test on page 56.

Cross-curricular Connection

Science

Marco Polo, while in mountains in Asia, noticed that fire did not burn well at high altitudes. One ingredient was in short supply. Have students write an entry and/or create a diagram for a science textbook illustrating the three things that are necessary to make a good fire. These things are oxygen (air), fuel, and a source of heat or energy to ignite the fire.

Home-school Connection

Have students share with their families what they have learned about Leif Ericsson, Marco Polo, and Ibn Battuta. Students can discuss with their families what “distant lands” they would like to visit one day and why. Parents may describe distant lands that they have visited and what they found the most interesting. If possible, students and their families should use a map, atlas, or globe to locate the places they discuss.

Vocabulary: Determine Word Knowledge

Each word below relates to travel or exploration. In the second column, write what you already know about each word. Then use "Travels to Distant Lands" and its notes to write a sentence about travel or exploration.

Word	What I Already Know	My Sentence About Travel or Exploration
canal		
saga		
longship		
Silk Road		
yurt		
pilgrim		

Reading: Draw Conclusions

You draw a conclusion by putting together facts and details with what you already know. Use the facts and details in “Travels to Distant Lands” to draw conclusions, or use the conclusion to supply supporting facts and details.

1. The last Viking settlers who tried to establish a colony on Vinland simply vanished. From the facts given on page 13, conclude what you think might have happened to them.

2. What facts and details support the conclusion that the Vikings were well equipped to make long sea voyages to distant lands?

3. Read the section entitled “It’s a Mystery” on page 21 of “Travels to Distant Lands”. Draw a conclusion as to why Marco Polo did not mention these things in his book.

4. Look at the picture on page 29. It shows a Muslim house of worship in Mali around the time Ibn Battuta visited there in the 1300s. What conclusion can you draw about culture in Mali at that time?

Writing: Prewriting**Journal Entry**

Imagine that you have accompanied one of the explorers in “Travels to Distant Lands”. Write an entry in your journal about one of the places you have visited or one of the events on the journey. There are questions below that will help you organize your ideas. Use information from “Travels to Distant Lands” to help you write your journal entry.

1. What is your job on the journey? Why did you decide to join the explorer?

2. What is the best thing about the journey? What is the worst thing about the journey?

3. What place or event will you write about in your journal entry?

4. What are three colorful phrases that describe the place or event?

I will begin my journal entry with this sentence:
