

World Travelers

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| Grade: | 4 |
| Locale: | South Hillsborough County |
| When: | 14,000 years ago - Present |
| Spark of Interest: | Where Do We Come From? |
| Content Areas: | History/Geography/Language Arts |
| Timeframe: | Two 45 minute sessions |
| Sunshine State Standards: | SS.A.4.2 LL.A.2.2 |

Abstract:

Students will observe and trace the path taken by Asians across the Bering Strait into North and South America. They will also trace the path of other explorers such as the Vikings and Spanish Conquistadors in other time periods. Students will then trace their own family's travels to South Hillsborough County.

Materials:

- Large world map (Or at least a North America map with Alaska, Canada and the United States).
- Student copies of outline map that includes North America and South America centrally placed that they can write on. (Political outline is not necessary).
- Student copies of a political outline map of North and Central America they can write on. (This map must include countries/states/ and provinces).
- Colored pencils

Key Vocabulary:

- Bering Strait
- Ice Age
- Outline Map
- North America
- Central America
- South America
- Political map
- Migration

Lesson Outline:

1. Point out Asia and the Bering Strait on a large wall map of the world. Trace the route taken by Asians across the Bering Strait into North America and South America that began about 14,000 years ago. Explain that during the last ice age glaciers contained much more water than today. The glaciers had

so much frozen water that the ocean levels were significantly lower. This allowed land in the Bering Strait to be exposed. While this “Bridge” of land was exposed large herds of animals such as woolly mammoth, mastodons, giant bison, and huge sloths traveled along its grassy plains eating the plants. Predatory animals such as huge saber toothed cats followed and hunted them. Another hunter followed them as well...Man! Over multiple generations people followed this food source and moved into the Americas. They eventually traveled into different parts of North, Central, and South America adapting to the environment they moved to. Eventually the last ice age came to an end, huge glaciers released much of their water, and this land bridge was covered by the ocean and appears as it does today. The descendants of these Ice Age travelers are the Native Americans.

2. Students should choose a colored pencil and draw an arrow from Asia over the Bering Strait into Alaska. Another arrow should point into Canada. Another arrow should go through the Midwestern U. S. into Florida. Another arrow should go down through Central and South America. This will help students understand the concept of the Asians migration to North, Central, and South America. All these arrows should be in the same color.
3. Inform the students that these people were not the only world travelers. History is full of people discovering new lands. Between 1,100 and 800 years ago Viking sailors traveled from Norway to Iceland, to Greenland, to North America. Along the way they established villages and towns.
4. Students should choose a different colored pencil and draw an arrow from Norway to the southern coast of Greenland. Another arrow should be drawn from Greenland to the southern coast of Iceland. One final arrow should be drawn from Iceland to coast of Newfoundland in Canada.
5. Explain that 500 years ago the Spanish and Portuguese were active explorers. They sailed across the Atlantic Ocean to the Caribbean, South America, and Gulf of Mexico region.
6. Students should choose another colored pencil and draw an arrow from Spain and Portugal to the Caribbean, then from the Caribbean to the Gulf of Mexico and South America.
7. Inform the students that these were not the only world travelers but they are samples of some of the world explorers that entered North and South America. Other peoples and countries that explored the Americas are the English, Russian, Dutch, African, and more.
8. Inform the students that they will be tracing their own family’s travels to the South Hillsborough area. They will work back in time beginning with their current residence.
9. Distribute student copies of World Travelers Data Gathering Sheet.
10. Students should begin by documenting where they live now on the data gathering sheet and place a number 1 on the map along with the initial of their first name and the initial of the first name of one of the parents they lived with at that location.
11. Students ask their parents where they lived before moving to South Hillsborough County. Record this information of the data gathering sheet and

place a number 2 on the political map. Next to the number 2 they should place the first initial of their first name if they lived there and the first initial of one of the adults they lived with there. If only the adult lived there then that adult's first initial should be placed there by itself

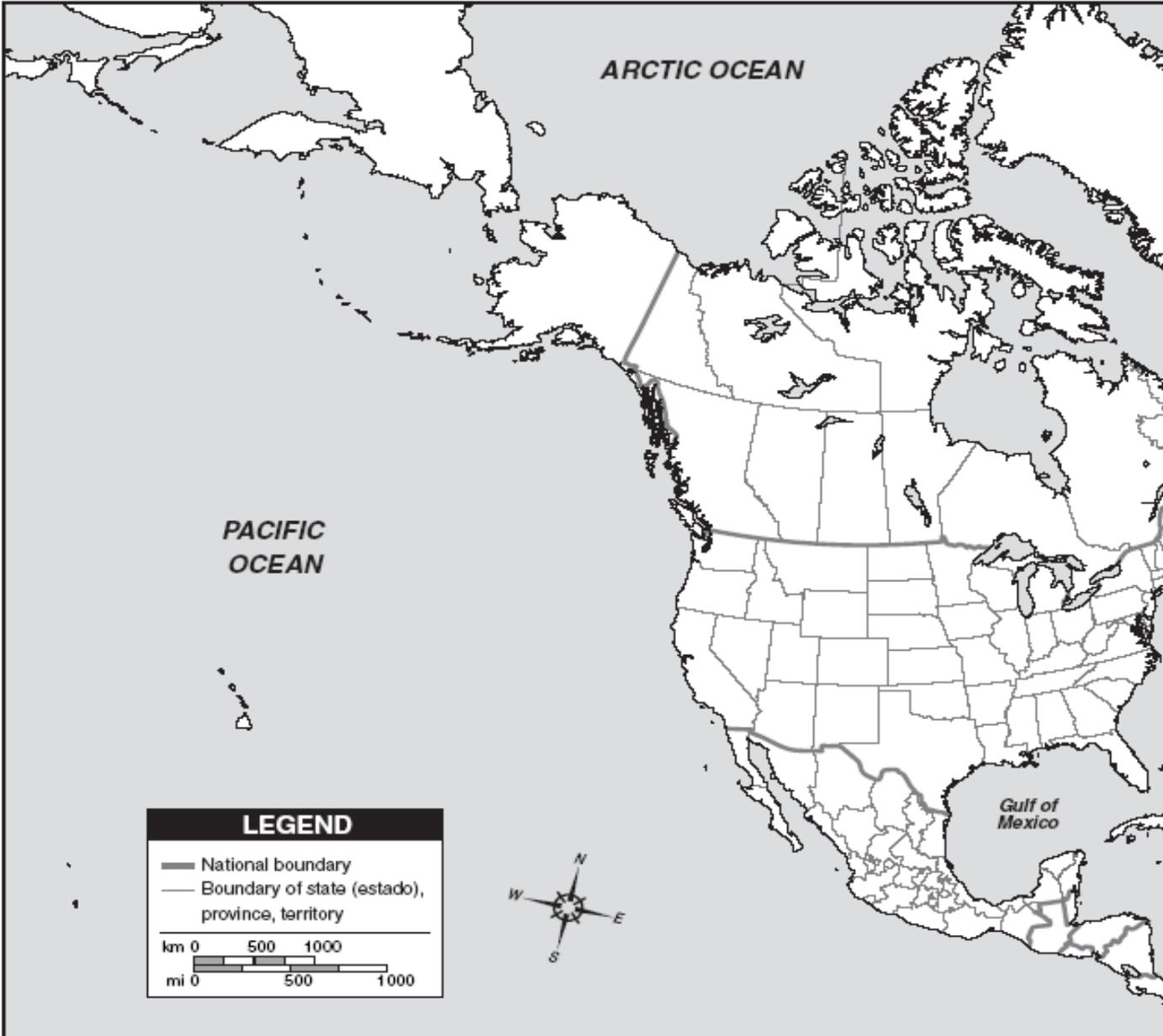
12. Trace the family's moves across the states/countries/continents in this fashion.
13. Discuss how their movements took many years and many generations. This is similar to the Asians crossing the Bering Strait in that some family groups settled and stayed in a certain location while other family groups would have gotten up and moved to another place.
14. Explain that travelers throughout history moved for different reasons. For example some Spanish explorers were looking for wealth and some were looking to spread their religion. The Asians were following their food source and more hospitable lands.
15. Students should interview their parents. Ask them why they moved to South Hillsborough County. If they have always been here ask why they have stayed.
16. Distribute Sample Interview Questions for possible use and to generate ideas.
17. Have students share the results of their interview and maps with their classmates.

Extension:

-Invite parents, other teachers and administrators in to share the map and interview results. This could be a great way to bond with students and families of the students.

-Research the paths taken by Spanish Conquistadores such as Hernando Cortes, Panfilo Narvaez, Fransisco Pizzaro, Ponce DeLeon, amongst others. Trace the routes of their travels.

Map of North and Central America



Map of North and South America

Name _____ Date _____

Americas



Outline Maps
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Map of South America



World Travelers Data Gathering Sheet

1. Where do you and your parents currently live?
Place a number 1 on the approximate location of your current residence on the map. Next to the number write the first initial of your first name and the initial of the family member you lived with in that location. This will allow you to identify which generation of relatives lived where.

2. Where did you and/or your parents live before you moved here?
Place a number 2 on the approximate location of your previous residence on the map. Place the letter of your first initial and the family member you lived with there.

3. Continue to go further back in your family history to identify places where your relatives lived. Place the letter of their first initial next to each number as you go further back in time.

4. Next Place
5. Next Place.
6. Next Place
7. Next Place
8. Next Place
9. Next Place
10. Next Place.
11. Next Place.
12. Next Place.
13. Next Place.
14. Next Place.
15. Next Place.
16. Next Place.
17. Next Place.

Sample Interview Questions

If your parents moved here from somewhere else use these questions for ideas:

1. Why did you move here?
2. What can you do here that you cannot do where you lived before?
3. What things here do you use that you probably wouldn't use where you came from?
4. What things here are not as easily available where you came from?
5. What do you like about being here better than where you moved from?
6. How is your life different here than where you moved from?

If your parents have always lived in the same place in South Hillsborough County use these questions for ideas:

1. Why have you stayed here?
2. What makes this place a better place to be than somewhere else?
3. What would you miss about here if you did have to move someplace else?
4. What fun things are there to do here that would be better than someplace else?
5. What makes you think your life is better here than somewhere different?
6. What do you like most about where you live?