Project Plan: Early Explorers
Grade 4/5

Amy Trainor: amyiitrainor@gmail.com

Class/Student Description:

The 30 Grade 4/5 students that this unit was created for includes a mixture of students with diverse interests, strengths, and cultural backgrounds. Almost half the students are ESL/EAL learners, the students as a whole have been exposed to greater processing and critiquing of knowledge by their teacher’s mindful teaching of connections, on-the-line, between-the-line, and beyond-the-line thinking. As a result, I feel the students will be able to grasp more complex theories surrounding early European exploration, ie. history, power, oppression, etc. In addition, the class represents a mixture of visual, auditory, and kinesthetic learners; thus, I have tried to balance the lessons to accommodate each of these learning styles. The students are artistic, active, talkative, and they enjoy working and processing ideas in small and large groups. To accommodate this, this unit plan has activities that involve group work, a dramatic skit, and a debate.

Rationale:

The lessons within the Early Explorers unit will provide students with information and activities that consider various aspects about early explorers, the technology they used, the geographic regions, and the impact on the environment and First Nations peoples. Moreover, studying Early Explorers will introduce students to the complexities that these explorations have imbedded in Canada’s historic and present nation. By using a variety of learning approaches, the lessons will provide students with an opportunity to explore their own range of skills and intelligences. Lesson will encourage both cooperative and independent learning.

Prescribed Learning Outcomes:

Social Studies:

Skills and Processes of Social Studies
- apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues
- use maps and timelines to gather and represent information
- identify alternative perspectives on a selected event or issues

Identity, Society, and Culture
- demonstrate knowledge of early European exploration of BC and Canada
- identify effects of early contact between Aboriginal societies and European explorers and settlers

Economy and Technology
- analyse factors that influenced early European exploration of North America
- describe technologies used in exploration, including transportation, navigation, food preservation
- analyse the relationship between the economic development of communities and their available resources
- describe economic and technological exchanges between explorers and Aboriginal people

*Human and Physical Environment*
- use maps and globes to locate the world’s hemispheres, the world’s continents and oceans
- identify the significance of selected place names in BC and Canada
- describe Aboriginal peoples’ relationship with the land and natural resources

**Integration Areas (PLOs)**

**English Language Arts:**

**Oral Language**
- use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences
- listen purposefully to understand ideas and information

**Writing and Representing**
- write a variety of imaginative writing modeled from literature

**Drama**

**Exploring and Creating**
- express a wide variety of ideas and perspectives through drama

**Physical Education**

**Active Living**
- participate daily in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

**Complexities:**

HISTORY, POWER, EUROCENTRISM, POLITICS, ECONOMICS, ENVIRONMENTAL DEGRADATION and SUSTAINABILITY

Who writes history?
Whose voices/perspectives are heard and recorded?
Whose voices are not heard?
Who has power?
Who does not have power?
How was/is power claimed or taken away?
Are First Nations perspectives included in texts and activities?
How do non-First Nations people respectfully learn First Nations perspectives?
What were the purposes/motivations of exploration?
What lasting legacies have occurred because of exploration?
How has the physical landscape and natural resources altered as a result of exploration?

Assessment:
Assessments will vary according to lesson and activity but will include teacher anecdotal observations, journal entries, worksheet/datasheet submission, and self and group assessments. Criteria for marking will be adapted to accommodate children who are English as an Alternative Language (EAL) learners and students who have an Individual Education Plan (IEP)

Resources:

Discovering Canada Series:


A series of information books that provides basic information about the explorers, the routes, they took, the challenges they faced. The books’ content is a good balance of images and text. Time lines, activities, and a glossary are provided in the back of the book. Unfortunately, each book fails to mention the outcomes that resulted for First Nations as a result of exploration.


A Dog Came, Too is short fictional story based on the journals of Alexander Mackenzie. Following the tracks of Mackenzie’s dog, “Our Dog” readers learn of the challenges, encounters, and successes of the long journey. A great story to read to young learners as an introduction to exploration and a useful tool to inspire a similar story writing exercise for students. Note: some words and storylines within the book might require further scaffolding and/or attention to complexities that the story addresses directly.


Rethinking Columbus provides resources with an alternative perspective about the impact of Columbus and subsequent explorers who arrived in the Americas. The book’s materials address the complexity that surrounds exploration such as power, the creation and perspective of history, racism, sexism, and oppression. The viewpoint is similarly aligned with the ideas of social justice and are appropriate for both elementary and secondary grades.

A recommended resource, *Canadian Explorers* provides an account of five Canadian Explorers: Jacques Cartier, Samuel de Champlain, Pierre de la Verendrye, Samuel Hearne, and David Thompson. Each Chapter follows the history and journey of one explorer and provides individualized artifacts and information. Useful images and maps are provided; however, information doesn’t address complexity that surrounds social justice issues within and as a result of exploration.


Written as an information book, *The Kids Book of Canadian Exploration*, provides a wide variety of pictures and facts about Canada’s early European explorers. A beginning or starting point resource, *The Kids Book of Canadian Exploration* is limited in its perspective as it does not provide readers with awareness into any of the social justice issues that surround early Exploration, i.e. perspective of history, treatment of First Nations cultures, plundering of natural resources, etc.

http://beyondthemap.ca/english/index.html

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# Early Explorers: Project Plan Overview

## Lesson 1:

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<tr>
<th>Lesson Topic</th>
<th>PLOs/IRPs</th>
<th>Lesson Objective</th>
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</table>
| Artifacts of an explorer | apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues | To inquiry about and apply critical thinking skills to identify the objects within the box and who they might belong to. | 1. Have box sit in the middle of the room. Tell story of how you found it while cleaning your friend’s parents’ attic.  
2. Pull out items one by one, pass out or leave on display  
3. In groups, have students discuss what each items are used for and who they might belong to. | Anecdotal Assessment: anecdotal notes will be created on each student noting their participation, questions, behaviours, strengths, etc. to provide information regarding students development over the unit.  
Guiding question worksheet will be collected to note development. | 1. Box with items: map, candle holder, old book, bottle, letter, jewelry box, jewelry, old coins, sword, compass  
2. Hand out with guiding questions for discussion |
Lesson 2:

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<tbody>
<tr>
<td>Perspectives of</td>
<td>use maps and timelines to gather and represent information</td>
<td>To demonstrate that there are many ways to look at something and many ways to</td>
<td>1. Show images show different perspectives in one image</td>
<td>Students will be required to hand in their maps before the next Social</td>
<td>1. Images with varying perspectives to be projected on photocopied on overhead slides</td>
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<tr>
<td>Looking</td>
<td>identify alternative perspectives on a selected event or issues</td>
<td>represent something</td>
<td>2. Show “upside-down” map</td>
<td>Studies</td>
<td>2. Paper</td>
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<td>3. Have children draw a map of their surroundings highlighting by varying</td>
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<td>3. Drawing and colouring utensils</td>
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<td>size, what is the most important to the lesser important places they</td>
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<td>frequent</td>
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Lesson 3:

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<tbody>
<tr>
<td>Making a compass</td>
<td>describe technologies used in exploration, including transportation,</td>
<td>To listen purposefully to understand ideas and information about exploring and</td>
<td>1. As a class, read-aloud In small groups, <em>A Dog Came, Too</em></td>
<td>Students will self assess in groups their level of participation,</td>
<td>1. Book: <em>A Dog Came, Too</em></td>
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<td></td>
<td></td>
<td>connect</td>
<td></td>
<td>understanding, and</td>
<td>2. Globe or world map</td>
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4. The message in the bottle will give a clue that the box belonged to an explorer.

participation and creativity of ideas.
Lesson 4:

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<tr>
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<tbody>
<tr>
<td>Exploring with a compass and a map</td>
<td>describe technologies used in exploration, including transportation, navigation, food preservation use maps and timelines to gather and represent information participate daily in a variety of moderate to vigorous physical</td>
<td>To experiment enactively with a map and compass to find and locate directions based on navigational instruction.</td>
<td>1. As a class, discuss navigational directions. 2. Working in groups of two, students will be given a map and a compass with a list of locations to discover within the classroom and out on the exterior school grounds. 3. Students will record findings</td>
<td>A criteria questionnaire of items to find on using the compass and the map will be distributed. Students will be marked on correctly answering all the questions/finding all of the locations accurately.</td>
<td>1. 15 Compasses 2. 15 copies of a map of Talmey Elementary and the surrounding grounds. 3. 30 questionnaire worksheets</td>
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activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

and directions according to a questionnaire to be submitted.

Lesson 5:

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<tr>
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</table>
| Exploring with Christopher Columbus | demonstrate knowledge of early European exploration of BC and Canada   | To learn about Christopher Columbus, why he set sail, the route he took, what he found. | 1. As a class, students will read through materials and gather important facts about Columbus.  
   2. Students will map one of Columbus’ journeys and create a newspaper or internet article on what Columbus found. | Articles will be assessed on based on class decided criteria: creativity, inclusion of facts, map illustration, etc. | 1. Facts Sheet  
   2. Map templates  
   3. New paper and internet articles |

Lesson 6:

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</thead>
</table>
| Rethinking Columbus: Exploring  | identify alternative perspectives on a selected event or issues          | To understand the political and economic motivations behind early exploration and | 1. Review the route and purpose of Columbus’ exploration and              | Anecdotal Assessment: anecdotal notes will be created on each student noting their | 1. Map of Christopher Columbus’ journey  
   2. Bag of raw sugar  
   3. Image of Slave |
analyse factors that influenced early European exploration of North America

analyse the relationship between the economic development of communities and their available resources

listen purposefully to understand ideas and information

the complexities that resulted.

To understand the connection between sugar, slavery, and the economic development of communities as a result of exploration.

one thing that he found - Sugar

2. Inquiry: where does sugar come from? How is it made?

3. Tell students they are going to take an imaginary journey on a ship, show image of slave ship

4. Have students move desks to clear a space in the centre of the room. Have each student lie side by side and close their eyes. Read them a story about the slave ships

5. Students will journal about what they heard and visualized in the story.

Lesson 7:

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<tr>
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<th>Materials</th>
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</thead>
</table>
| Meet Jacques Cartier       | analyse factors that influenced early European exploration of North America | To learn about Jacques Cartier and his significance in the development of Canada. | 1. As a class, students will read through materials and gather important facts about Cartier.  
2. Students will map one of Cartier’s journeys. | Brochures will be assessed based on class decided criteria: creativity, inclusion of facts, map illustration, etc. | 1. Map of Jacques Cartier’s journey  
2. Facts Sheet  
3. Map templates  
4. Travel brochures |
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<thead>
<tr>
<th>Lesson Topic</th>
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<tbody>
<tr>
<td>Explorers of Eastern Canada</td>
<td>demonstrate knowledge of early European exploration of BC and Canada</td>
<td>To learn about the early explorers who traveled to other Eastern Canada (Cabot, Hudson, de Champlain): where they came from, why they came, what where they looking for, where did they traveled to, what challenges did they face?</td>
<td>1. In their groups, students will be given information books and resources about explorers of Eastern Canada. 2. Based on the information, students will design a skit about an “explorer scenario” and act it out for the rest of the class</td>
<td>Skits will be assessed according to class developed criteria: creativity, accuracy of content, demonstration of knowledge (where explorer came from, why they came, where and how did the travel, etc.</td>
<td>1. Information books  2. Facts sheets  3. Art supplies to make props, etc</td>
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### Lesson 9:

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<th>Materials</th>
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</table>
| Explorers of Western Canada  | demonstrate knowledge of early European exploration of BC and Canada                                          | To learn about the early explorers who traveled to other Western Canada (Vancouver, Mackenzie, Thompson, Fraser): where they came from, why they came, what where they looking for, where did they traveled to, what challenges did they face? | 1. In their groups, students will be given information books and resources about explorers of Western Canada.  
2. Students create a write a letter in the first person perspective of an explorer of choice and write a letter home about their journey and experiences. | Letters will be assessed based on class decided criteria: creativity, grammar, inclusion of facts, descriptive language, etc. | 1. Information books  
2. Facts Sheets  
3. Letter example |
|                               | analyse factors that influenced early European exploration of North America                                  |                                                                                                      |                                                                                                |                                                                                                |                                                                                                |
|                               | write a variety of imaginative writing modeled from literature                                              |                                                                                                      |                                                                                                |                                                                                                |                                                                                                |
|                               | identify the significance of selected place names in BC and Canada                                            |                                                                                                      |                                                                                                |                                                                                                |                                                                                                |

### Lesson 10 (this lesson will require 2-3 time blocks):

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<tr>
<th>Lesson Topic</th>
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</table>
| Exploration Impacts: First Nations communities and the natural environment. | demonstrate knowledge of early European exploration of BC and Canada                                          | To recognize complexities that arose from exploration and their impacts on First Nations peoples of Canada and the natural environment. | 1. Have a discussion about what students have learned thus far about the impacts of explorers on Aboriginal peoples  
2. A visitor of the a First Nations | Presentation boards will be assessed according to class developed criteria: content, development of issues and complexities, creativity, etc. | 1. Information books  
2. Facts Sheet  
3. Presentation boards will be made from recycled cardboard boxes and other materials.  
4. Use of pod to hold |
(write a variety of imaginative writing modeled from literature)

identify the significance of selected place names in BC and Canada

community will visit the classroom to further educate on impacts.

3. Working in small groups, students choose three major impacts and present those on presentation boards.

4. An expo will be held for viewing presentation boards.

There will also be a group evaluation to be submitted.

| Lesson 11:                                                                 |
|---|---|---|---|---|---|
| **Lesson Topic** | **PLOs/IRPs** | **Lesson Objective** | **Activity** | **Assessment** | **Materials** |
| The Great Debate: for or against exploration? | demonstrate knowledge of early European exploration of BC and Canada | To hold a debate that argues for and against early exploration. Viewpoints will consider political motives, economic benefits, cultural impacts, death, learn about Jacques Cartier and his significance in the development of Canada. | 1. Class will either select a side to be for or against OR teacher will assign them random sides. 2. Each student will be given two cards which will allow them a chance to argue a point 3. During the debate, the student will hand over their card before they can speak (this is in effort to encourage thinking before speaking and to even out the more dominant | Students will submit a journal entry and a self-evaluation sheet. | 1. Use of the pod to host the debate. |
4. Students will journal about the debate experience and include their two points of argument.

**Early Explorers:**

**Lesson Plan 1**

**Lesson 1:**

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<tr>
<th>SS Lesson Plan:</th>
<th>Exploration Unit – Artifact Inquiry Lesson</th>
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<tr>
<td>Grade Level:</td>
<td>Grade 4/5</td>
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<tr>
<td>Purpose of Lesson:</td>
<td>Apply critical thinking skills to inquire and discover artifacts that belong to an unknown person (an explorer)</td>
</tr>
</tbody>
</table>
| PLO:           | - Apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues  
                 - Gather information from a variety of sources  
                 - Demonstrate knowledge of early European exploration of BC and Canada  
                 - Apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range problems and issues |
| Materials:     | 4. Wooden Box  
                 • candle holder  
                 • map |
| Grouping: | • Part 1 – Whole Class (warm-up)  
Put box on stool/chair at the front of the room  
Tell story of cleaning out an attic  
• Part 2 – In groups of 3 or 4  
Use clues to answer questions:  
1. Whose chest might this have originally belonged to? Why?  
2. Where might this person come from? How do you know?  
3. What might this items be used for?  
4. What time period might these items come from? Why?  
5. How might these items differ from items that you use today?  
• Part 3 – Whole class  
Answer questions together |
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<tbody>
<tr>
<td>Hook or Motivator:</td>
<td>Bring in box. Put it on a stool in the centre of the room. Begin telling a story of how I was helping my friend clean out his mother’s attic before she moved and we stumbled upon this box…</td>
</tr>
<tr>
<td>Intro of Lesson Objective:</td>
<td>Use critical thinking - imagining, inferring, recognizing patterns, asking further questions, and hypothesizing about what they artifacts are for and who they belong to.</td>
</tr>
</tbody>
</table>
| Activating & Assessing background knowledge: | • Warm-up/building connections between what they already know  
• Introducing ideas/connections that they will learn in the subsequent lessons |
| Bridge to Future Learning/Lessons: | How might these artifacts be useful or purposeful for someone who was an early explorer? Where did explorers come from? Why were they exploring? What did they find? |
### Adaptations

Students who require assistance, can complete the inquiry question sheet using point form answers. It is acceptable if students can only complete a few of the questions because they don’t know or they run out of time.

### Extensions

Students who finish questions early can draw a picture of what they think the person who originally owns the box or may draw their favourite item that was in the box.

### Assessment:

Anecdotal Assessment
- anecdotal notes will be created on each student noting their participation, questions, behaviours, strengths, etc. to provide information regarding students development over the unit.

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**Early Explorers:**

**Lesson Plan 2**

**Lesson 2:**

<table>
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<tr>
<th>SS Lesson Plan:</th>
<th>Exploration Unit – Multiple Perspectives</th>
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<tbody>
<tr>
<td>Grade Level:</td>
<td>Grade 4/5</td>
</tr>
<tr>
<td>Purpose of Lesson:</td>
<td>Apply critical thinking skills to recognize varying opinions and viewpoints of a perspective. Create a map of their neighbourhood/community to show how their perception dictates what is important to include (and not include) on their map. Things that are of greatest importance will be shown larger</td>
</tr>
</tbody>
</table>
| PLO:           | • Apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected or range of problems and issues  
                   • use maps and timelines to gather and represent information |
| Materials:     | 7. Images                                |
| Grouping: | • Part 1 – In small groups, discuss the notion of perspective (warm-up)
  What is perspective?
  Record answers as a whole class

• Part 2 – As a whole class, show varying slides on perspectives and discuss what is seen. Show varying maps and ask what is their purpose?

• Part 3 – Individual map making activity: Draw a map from your perspective.
  Students draw a map that includes all of the things that they consider important or that they visit the most frequently. It is up to them to choose what is included and what is excluded. To further distinguish what are the most places, draw those the with biggest size, to signify what are the less important or favourite places, draw those small. How do the things that you draw bigger or smaller relate to your perceptions of those things?

• Part 4 – In partners, share your map with each other. Discuss what information you can learn about the other person by studying their perspective map. |

| Activating & Assessing background knowledge: | • Warm-up/building connections between what they already know
• Introducing ideas/connections that they will learn in the subsequent lessons
• What do they already know about perspective?
• What do they already know about maps? |

| Bridge to Future Learning/Lessons: | How are maps usually made today? What did maps look like in the past? What materials are used to make maps? |

| Adaptations: | Students may choose only to draw a few items or use more words if they are uncomfortable with drawing. |

| Extensions | Students may include details from other cities or other places. Maps can be coloured. |
| Assessment: | Students will be required to hand in their maps before the next Social Studies class. A simple anecdotal assessment will be taken to ensure students understand the concepts of perception within mapping. |

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**Early Explorers:**

*Lesson Plan 3*

**Lesson 3**

<table>
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<tr>
<th>SS Lesson Plan:</th>
<th>Exploration Unit – Making a Compass</th>
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<tr>
<th>Grade Level:</th>
<th>Grade 4/5</th>
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<tr>
<th>Purpose of Lesson:</th>
<th>To listen purposefully to understand ideas and information about exploring and connect where explorers came from and traveled to. In addition, students will be able to describe on technology used in exploration and make their own compass to understand the theory of “magnetic pull”.</th>
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</table>

| PLO: | • listen purposefully to understand ideas and information  
|      | • use maps and globes to locate the world’s hemispheres, the world’s continents and oceans  
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<th>• describe technologies used in exploration, including transportation, navigation, food preservation</th>
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</table>

| Materials: | 10. Book: *A Dog Came, Too*  
|           | 11. Globe or world map  
|           | 12. Compass making materials:  
|           | • a round or square container  
|           | • water  
|           | • magnets  
|           | • bottle caps or cork screws  
<table>
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<th>• needles</th>
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| Grouping: | • Part 1 – As a class, read-a-loud in small groups, *A Dog Came, Too*  
|          | • Part 2 – In small groups discuss what you learned about explorers by reading about the journey of the dog. |
| Activating & Assessing background knowledge: | • Warm-up/building connections between what they already know  
• Introducing ideas/connections that they will learn in the subsequent lessons  
• What do they already know about explorers?  
• What do they already know about maps?  
• What do they already know about navigational tools and the magnetic pull? |
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<tbody>
<tr>
<td>Bridge to Future Learning/Lessons:</td>
<td>What other tools did explorers use?  What were explorers searching for?  What did they find?  What were challenges they faced on their journey?</td>
</tr>
<tr>
<td>Adaptations:</td>
<td>Students who are afraid of handling needles can decline magnetizing the needle and/or placing it on the bottle cap.</td>
</tr>
<tr>
<td>Extensions:</td>
<td>Students make take their compasses outside to find what land formations, buildings, etc. can be found to the North, South, West, and East.</td>
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<tr>
<td>Assessment:</td>
<td>Students will self assess in groups their level of participation, understanding, and success with the magnet making activity.</td>
</tr>
</tbody>
</table>

- Part 3 – Using a globe or map have class locate the pacific ocean, Canada and Scotland. Discuss Alexander Mackenzie’s journey. What tools would he need on his journey? A compass – ask for a student to explain how a compass works. As a class find North in the room.
- Part 4 – Make your own compass. In groups of two, students will acquire all the equipment to make a homemade compass. The container is filled with water and the bottle cap is placed gently on the water so that it floats. Run the magnet in a counter-clockwise direction down one side of the needle 20 times. This action will magnetize the needle. Place the needle in the centre of the bottle cap. The needle will turn on its own and point North.