



EXPLORERS: DRAKE & SCOBEE

Teacher Version

Duration: 45-90 minutes

Objectives: Upon completion of this lesson, students will be able to

- compare and contrast major events in the lives of two explorers: Sir Francis Drake and Commander Francis “Dick” Scobee.
- create a visual Wordle displaying the accomplishments of these two explorers.

Standards:

- State Goal 5: (English Language Arts): Use the language arts to acquire, assess and communicate information.
- State Goal 13: (Science) Understand the relationships among science, technology and society in historical and contemporary contexts.
- State Goal 16: (Social Science) Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Materials Required:

- Wordle example(s)
- Computer with access to the following websites*:
 - <http://www.enchantedlearning.com/explorers/page/d/drake.shtml>
 - <http://www.britannia.com/bios/gents/fdrake.html>
 - <http://www.answers.com/topic/sir-francis-drake>
 - <http://www.loc.gov/rr/rarebook/catalog/drake/drake-home.html>
 - http://www.thepirateking.com/bios/drake_francis.htm
 - <http://www.jsc.nasa.gov/Bios/htmlbios/scobee.html>
 - <http://space.about.com/cs/deceasedastronaut/a/dickscobee.htm>
 - <http://www.astronautmemorial.net/scobee.htm>
 - <http://www.challenger.org/about/history/scobee.cfm>
- Francis Wordle template (2 per student)
- Explorer’s Worksheet
- Student Assessment

Overview of Activity:

For this assignment, students begin by researching two explorers: Sir Francis Drake and Commander Francis “Dick” Scobee. Through their research students will find that these two men had many things in common despite the fact that they were born centuries apart and one was an explorer of the sea and the other an explorer of the air. Once the worksheet is complete, students create their own Wordle, or use a template to place words (of different sizes, fonts, and color) which depict the life of Sir Francis Drake and Commander Francis “Dick” Scobee. Students create two Wordles, one for each explorer.



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Timeline/Procedures:

1. Provide students with information regarding the loss of the Challenger Space Shuttle and crew on January 28, 1986.
2. Share with students the Challenger Wordle example. Explain to students that key words describing the events have been arranged into an image. Explain that in some Wordles more important words may be a different size, color or font. Provide additional examples as necessary.
3. Explain to the students that they are going to create Wordles for two explorers: Sir Francis Drake and Commander Francis “Dick” Scobee. To learn about these explorers, students will visit websites and complete a worksheet.
4. Provide students with the Explorer’s worksheet and website access. If website access is not available, then provide printed copies of website information.
5. Allow time for students to research explorers.
6. Once students have completed the Explorer’s Worksheet, provide them with the Wordle template, or allow them to create their own Wordle.

Essential Questions:

1. In which ways were the lives and accomplishments of Sir Francis Drake and Commander Francis “Dick” Scobee similar?
2. In which ways were the lives and accomplishments of Sir Francis Drake and Commander Francis “Dick” Scobee different?
3. Looking at your wordles, what conclusions can you formulate regarding exploration in the 16th century compared to exploration in the 21st century?

Teacher Notes:

Wordle (www.wordle.net)* is an online tool for generating ‘word clouds’ – images made of words. It converts provided text into an image. The size of a word in the image is proportional to the number of times it appears in the original text. Clouds can be altered with different fonts, layouts, and color schemes.



*This website does not censor for content. There may be images in the public gallery that are unsuitable for class to view.



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Other uses for Wordles:

Descriptions and definitions – ask students to come up with as many words as they can think of that describe or define a particular thing. It could be something simple like an object (car, house, apple, etc.) or an animal (lion, snake, cow, pig, and so on). Collect the words they come up with, input them, and create your Wordle, which will show the most popular and range of word choices.

Classroom poll – ask students their favorite anything. On the resulting image, the larger the word the more popular that particular color. You could try pets, birthdays, months, sports, food. It could also be used to show ‘Yes, No, Don’t Know’ results, or any number of choices.

Usage of words – input entire stories and find out the words that are used the most. Teachers can compare essays of different students, or analyze the words used by famous authors or by politicians in famous speeches. Teachers could select news stories to see what words are being used in particular stores, or on certain days, or compare for bias between different news sources.

Customized images – use a Wordle image as illustration for a piece of work, an assignment, or a project. After a field trip, students write up the experience, then use Wordle to create an image for the title page, the header, wiki or blog.

Explorers: Drake and Scobee Assessment

Name _____

Date _____

Checklist:

1. Student visited website and read information _____/5
2. Student completed worksheet _____/15

Rubric:

	Poor (1-4 pts)	Good (5-7 pts)	Excellent (8-10 pts)	Score
Cloud-Use of font, layout, & color	Students ineffectively used font, color, and layout to enhance the lesson.	Students somewhat effectively used font, color, and layout to enhance the lesson.	Students effectively used font, color, and layout to enhance the lesson.	
Demonstrates understanding of text	Student showed little understanding of the assignment through their accomplishments and vocabulary selection.	Student showed some understanding of the assignment through their accomplishments and vocabulary selection.	Student showed full understanding of the assignment through their accomplishments and vocabulary selection.	
Word choice & sentence fluency	Students explained their word choices and arrangement poorly.	Students explained their word choices and arrangement adequately.	Students explained their word choices and arrangement well.	

Comments:

Total Score (Checklist + Rubric) _____/50

Name _____ Date _____

Explorers: Drake and Scobee

Use this worksheet to complete your research of Sir Francis Drake and Commander Francis "Dick" Scobee. Circle the websites that you read. List additional websites on the back of this worksheet.

- <http://www.enchantedlearning.com/explorers/page/d/drake.shtml>
- <http://www.britannia.com/bios/gents/fdrake.html>
- <http://www.answers.com/topic/sir-francis-drake>
- <http://www.loc.gov/rr/rarebook/catalog/drake/drake-home.html>
- http://www.thepirateking.com/bios/drake_francis.htm
- <http://www.jsc.nasa.gov/Bios/htmlbios/scobee.html>
- <http://space.about.com/cs/deceasedastronaut/a/dickscobee.htm>
- <http://www.astronautmemorial.net/scobee.htm>
- <http://www.challenger.org/about/history/scobee.cfm>

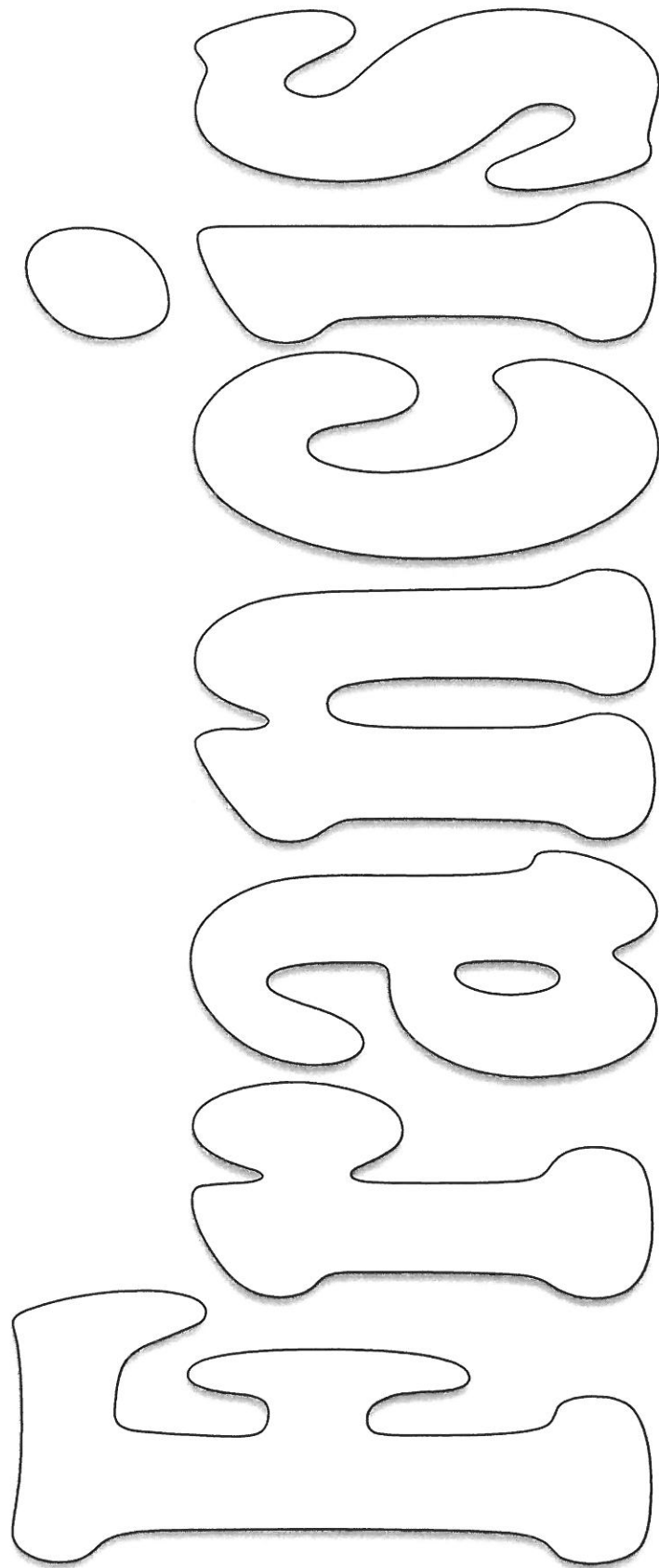
1. List 5 accomplishments or key events in the life of Sir Francis Drake.

2. List 5 accomplishments or key events in the life of Commander Francis "Dick" Scobee.

3. List 10 adjectives that describe Sir Francis Drake.

4. List 10 adjectives that describe Commander Francis "Dick" Scobee.

Name _____ Date _____



Write a paragraph on the back of this worksheet explaining your word choices and arrangement.