SEARCHING THE EXPLORER DATA BASE

At this point the Explorer Data Base is unsorted. Sorting the data base will bring out simple connections concerning chronology or origins that students may not otherwise perceive. The direction you take depends upon what you want your students to see. In this brief activity, assume that students are using the data base to make chronological connections and categorical associations. Realize, of course, that this is only a partial data base, and that your students' data bases will be much longer and more complete.

SORTING: In the **Organize Menu**, choose **Sort Records.** Select a

category that can be sorted to illustrate reoccurring problems, chronology, similar incentives or obstacles.

What **Sort Order** did you select? _____

What connections did this **Sort** illustrate?_____

Try two or three other Sorts. Record what you find to be the most useful Sorts.

Sort Order_____ Connection(s) _____

Sort Order_____ Connection(s) _____

Sort Order_____ Connection(s) _____

FINDING:

•In the **Layout Menu**, choose **Find**. Under incentives, find the explorers who were looking for the Northwest Passage. How many explorers in our data base were sent to look for the Northwest Passage?

Ask yourself (or your students): Were there other explorers who were looking for this alleged northern passage to the East? _____ Who?_____

Further research will be necessary in a class of elementary or secondary students. A class might use this as an opportunity to search the ***Discoverers Web Homepage,*** CD ROM encyclopedias, library references or their history texts to locate and fill in the missing data. Students will also get valuable practice in adding **New Record**(s) to the existing data base. Similar questions will lead students to realize that their data base is incomplete, and that they know more about the explorers.

REMINDER: Select **Show All Records** from the **Organize** menu.

Now, we lead students to form simple generalizations. Hilda Taba would ask a question such as: "What was the main reason for Spanish exploration?"

      • Use **Find** and locate the explorers who sought spices **and** who sailed for Spain. Keep a record below of those explorers located by the following searches.

      Sought spices for Spain:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

REMEMBER: Select **Show All Records** from the **Organize** menu after each **find**.

      • Use **Find** and locate the explorers who sought wealth **and** who sailed for Spain. Search in the same way for those explorers who sought power, land, and gold for Spain.

      Sought wealth for Spain:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

      Sought power for Spain:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

      Sought land for Spain:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

      Sought gold for Spain:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

      • Based on the results, what conclusion could your students make about the reasons for Spanish exploration?

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      Realize again, that a larger data base would be more accurate in helping students to form generalizations. Also, using general terms as well as specifics within each field might also be a way to make the data base easier to search. **Wealth**, for example, may serve as an appropriate general reason to go exploring.

DEFINING NEW FIELDS: In the **Layout Menu**, choose **Define Fields.** Expand your personal explorer data base by adding the two fields, **Destinations** and **Achievements**. Conduct the research and run some search strategies. Did you find that the explorers did not often find what they sought? How would you use the data base to lead students to generalize that the explorers often made their discoveries by accident?

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