Ocean Exploration through Time

Objective

Students will understand the technologies and events leading to our current understanding of the ocean.

Materials

- Textbook
- Computers with internet access
- Note cards or half sheets of paper
- Large format paper roll or poster board to assemble timelines

Procedure

1. Students will read pages 2-2 and 2-3 in the textbook (Shreeves, Karl (Ed.), (2006) Life on an Ocean



2. Working in groups of 2-4 students each, participants will use the textbook (pages 2-2 to 2-63) and the following websites to create a timeline of ocean exploration and research.

http://www.coolclassroom.org/cool projects/lessons/miniunits/lesson2.html

http://www.oceanexplorer.noaa.gov/history/timeline/timeline.html

http://divediscover.whoi.edu/history-ocean/index.html

Note: To enable students to place events in historical order, have students use a note card to record:

Date

Analysis Ouastions

- Brief description of the event
- Person(s) responsible for the event (if known)
- Type of technology involved or developed
- Contribution of event to advances in knowledge or commerce
- 3. Next, working in groups, students will assemble the information for the timeline by combining all team member's dates and event descriptions.

Suggestion: Post these timelines as a gallery walk in the hall ways.

Why do you think it is important to study the ocean?						
Why do you think and	cient people bega	n to navigate the ocean?	?			
Studying the ocean is	difficult. List reas	sons why:				



What invention around 1	L000 AD caused worl	d exploration to be	egin to occur more ra	pidly?
When did scientific explo	oration begin?			
List three events of the 2 science. Explain why you	think they were so i	mportant:	and important to the	evolution of ocean
1				
2				
3				

