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Also found in: Thesaurus, Medical, Idioms, Encyclopedia, Wikipedia. (ík-splór)v. explored, ex-plor-ing, ex-plores v.tr.1. To investigate systematically; examine: explore every possibility.2. To search into or travel in for the purpose of discovery: exploring outer space.3. Medicine To examine (a body cavity or interior part) for diagnostic purposes, especially by surgery.v.intr. To make a careful examination or search: scientists who have been known to explore in this region of the earth.[Latin explorāre : ex-, ex- + perhaps plōrāre, to cry out, as to rouse game.]American Heritage® Dictionary of the English Language, Fifth Edition. Copyright © 2016 by Houghton Mifflin Harcourt Publishing Company. Published by Houghton Mifflin Harcourt Publishing Company. All rights reserved. Want to thank TFD for its existence? Tell a friend about us, add a link to this page, or visit the webmaster's page for free fun content. Link to this page: Exploring, however, one of the side wings of the gallery, after making a sign to Portos to explore the other, he saw, all at once, at his left, a tub containing an orange tree, which had been pushed out of its place and in its place an open aperture.Captain Helling and the officers who were to leave with the exploring party returned to the main room on their way out.My second lieutenant, who was to have joined the exploring party, has had a fall on the ice.I have already, if you remember, expressed my doubts whether you are strong enough to make one of an exploring party.Over the merciless white snow—under the merciless black sky—the exploring party began to move.The Indian hunters of his party were in the habit of exploring all the streams along which they passed, in search of "beaver lodges," and occasionally set their traps with some success.Elton: "and that will be our time for exploring. While they are with us, we shall explore a great deal, I dare say.The boat containing the exploring party and Val Jacinto took the lead, the baggage craft following.They may celebrate as they will the heroes of Exploring Expeditions, your Cookes, Your Krusensterns; but I say that scores of anonymous Captains have sailed out of Nantucket, that were as great, and greater than your Cooke and your Krusenstern.Kantos Kan had been detailed to one of the small one-man fliers and had had the misfortune to be discovered by the Warhoons while exploring their city.I made over twenty miles that day, for I was now hardened to fatigue and accustomed to long hikes, having spent considerable time hunting and exploring in the immediate vicinity of camp.What was the meaning of that South-Sea Exploring Expedition, with all its parade and expense, but an indirect recognition of the fact that there are continents and seas in the moral world to which every man is an isthmus or an inlet, yet unexplored by him, but that it is easier to sail many thousand miles through cold and storm and cannibals, in a government ship, with five hundred men and boys to assist one, than it is to explore the private sea, the Atlantic and Pacific Ocean of one's being alone. as in hikingExamples have not been reviewed."We've been exploring the possibility of a deal down to the wire, but there are still points where our views remain divided," Ishiba told reporters.Orkney Islands Council has accepted it must remain part of the UK - after spending two years exploring opportunities for greater autonomy.He said staff do not need to tell parents if a child who was exploring their gender identity did not ask the school to "facilitate any social transition."Like Leonard, the five writers featured here excel at their craft while exploring big ideas in settings that draw the reader in.Michael Shanks, who is also the MP for Rutherglen and Hamilton West, said the government was exploring a range of "exciting and viable" projects to secure a long-term transition for the site.From Roget's 21st Century Thesaurus, Third Edition Copyright © 2013 by the Philip Lief Group.Browse#aabbcdddeeffghhijjjklmmnooppqrrssttuuvvwwxyzzAboutCareersContact usCookies, terms, & privacyHelpFollow usGet the Word of the Day every day!© 2025 Dictionary.com, LLC Exploration has a broad definition but can be considered travel over new territory—undiscovered or new to the explorer—for adventure or discovery, or looking at something in a careful way to learn more about it. An expedition is a journey that requires planning and purpose setting, and is usually undertaken by a group of people, for a specific purpose, such as to explore a distant place or to do research.Learning ObjectivesStudents will:list and assess ideas for why people explore, historically and currentlybrainstorm ideas for their own explorationsanalyze the purpose behind a Bahamas expeditionTeaching ApproachTeaching MethodsBrainstormingDiscussionsMultimedia instructionPreparationMaterials You ProvideButcher paperMarkersColored sticker dotsMasking tapeRequired TechnologyInternet Access: RequiredTech Setup: 1 computer per classroom, Projector, SpeakersPhysical SpaceGroupingLarge-group instructionSmall-group workDirections1. Define "exploration."Ask students how they define "exploration," writing all ideas on the board. Next, ask: Who do you think of when you hear the word "explorer"? Explain that although explorers like Marco Polo or Christopher Columbus typically come to mind, there are many present-day explorers and anyone can be an explorer. In this activity students will investigate why people explore and consider places they would like to explore.2. Brainstorm ideas about exploration.Use a round robin approach to generate students' ideas about exploration. Group 3-5 students at each table, and have them choose a scribe. Give each group a marker and a sheet of butcher paper with one of these questions on each paper:Why do people explore?What places have you explored? What did you learn?What places would you like to explore in or near your city or town? Why?What places would you like to explore in your home country? Why?What places would you like to explore outside of your country? Why?At the teacher's signal, each group brainstorms while the scribe captures the ideas. After two minutes, have students pass their butcher paper in a clockwise direction to the next table. Each group has one student read aloud the question and the ideas from the previous group, and then the group again brainstorms new ideas to add to the previous groups' ideas, without repeating ideas. Allow each group to add their ideas for each question.3. Have students mark their favorite ideas.Give each student ten stickers or markers. Hang the sheets of butcher paper on the walls around the room. Give students five minutes to move around the room to read the questions and ideas on each sheet, marking their two favorite ideas for each question. As a class, discuss students' ideas and favorites for "Why do people explore?" and "What places have you explored?" Call out the most-favored places they'd like to explore, and save these lists for a later activity.4. Analyze past vs. present day explorationExplain that it is now important to discuss how explorations have changed over time because exploration has continually shaped our world (e.g., spice routes and connecting cultures). Ask students: How might reasons for exploration have changed over time? What ways do you think exploration has shaped our world? (Hint: think about the voyages of past and present-day explorers, how technology has changed, and how commerce has changed). If students need ideas, allow them to do research online about these questions. Ask them to discuss and write down their ideas in small groups and then share them with the class. Discuss differences and similarities between groups' ideas. Ask students to save their ideas because they will use them later when they are developing their own "micro-expeditions."5. Discuss the difference between exploration and expeditions.Explain that so far we have focused on exploration, but let's consider now how exploration might be different from an expedition. Ask: What's the difference between exploration and an expedition? (With exploration, the goal is simply to find out more about a place. With an expedition, scientists or explorers have some background knowledge but seek evidence, or data, to help in answering specific questions. Expeditions also require substantial planning to ensure they are able to achieve this purpose.) Have students share their ideas with the class. Write down the ideas on butcher paper and keep them for use in Activity #2—Plan and Prepare for an Expedition—to help students keep the characteristics of an expedition clear in their minds.6. Analyze the reasons behind present-day expeditions.Have students analyze a present-day expedition. Explain to students that there is a place far from people, barely explored, and full of danger, that needs to be explored now because the risk is that it will soon be lost. There are places about 60 miles from Florida, on the islands called the Bahamas that fit this description—places called "blue holes." Have students watch the video clip, Mapping the Unknown, Part 1: Kenny Broad and Blue Holes, to look for reasons why scientists wanted to explore the blue holes there. Have students answer these three questions in a paragraph for each:What is the purpose of this blue holes expedition? What do you think the scientists want to accomplish?Do you think the explorers/scientists on the Blue Holes Expedition would agree with your reasons for exploring from the brainstorming today? Explain. What additional reasons do they have for why they explore?How is the Blue Hole Expedition different than historical explorations? (Hint: think about available technology and scientific advancements as well as purpose.)Conclude the activity by explaining that students will now focus in the next set of activities on the details of conducting an expedition, culminating in implementing their own micro-expeditions. They should keep their ideas from this activity in mind throughout the process to help them develop their plans.Informal AssessmentHave students summarize in writing their ideas for the questions in Step 4. Check for synthesis of ideas about exploration and a comparison of the class' ideas with the approach to exploration in the video.Extending the LearningShow the short videos A Young Explorer and Why Water Exploration? in which Dr. Kenny Broad talks about why he liked to explore as a kid and where his interest in water exploration came from. Ask: What do you think is his motivation for exploration, past and present?Students can research present-day explorers on the National Geographic Explorers website. Students can choose an explorer and determine the purpose of their explorations. Discuss whether the featured explorers changed students' definitions of what it means to explore.Tips & ModificationsTipsStudents can research citizen science opportunities that align with their exploration interests. Have them explore CitSci.org, iNaturalist.org, National Geographic Education Citizen Science Projects, or look for other opportunities in their local area.Skills SummaryThis activity targets the following skills:21st Century Student OutcomesInformation, Media, and Technology SkillsLearning and Innovation SkillsCommunication and CollaborationCritical Thinking and Problem SolvingGeographic SkillsAsking Geographic QuestionsScience and Engineering PracticesPlanning and carrying out investigationsConnections to National Standards, Principles, and PracticesIRA/NCTE Standards for the English Language ArtsStandard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).Standard 8: Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.National Council for Social Studies Curriculum StandardsTheme 3: People, Places, and EnvironmentsNational Geography StandardsStandard 4: The physical and human characteristics of placesNational Science Education Standards