

# European Exploration of North America

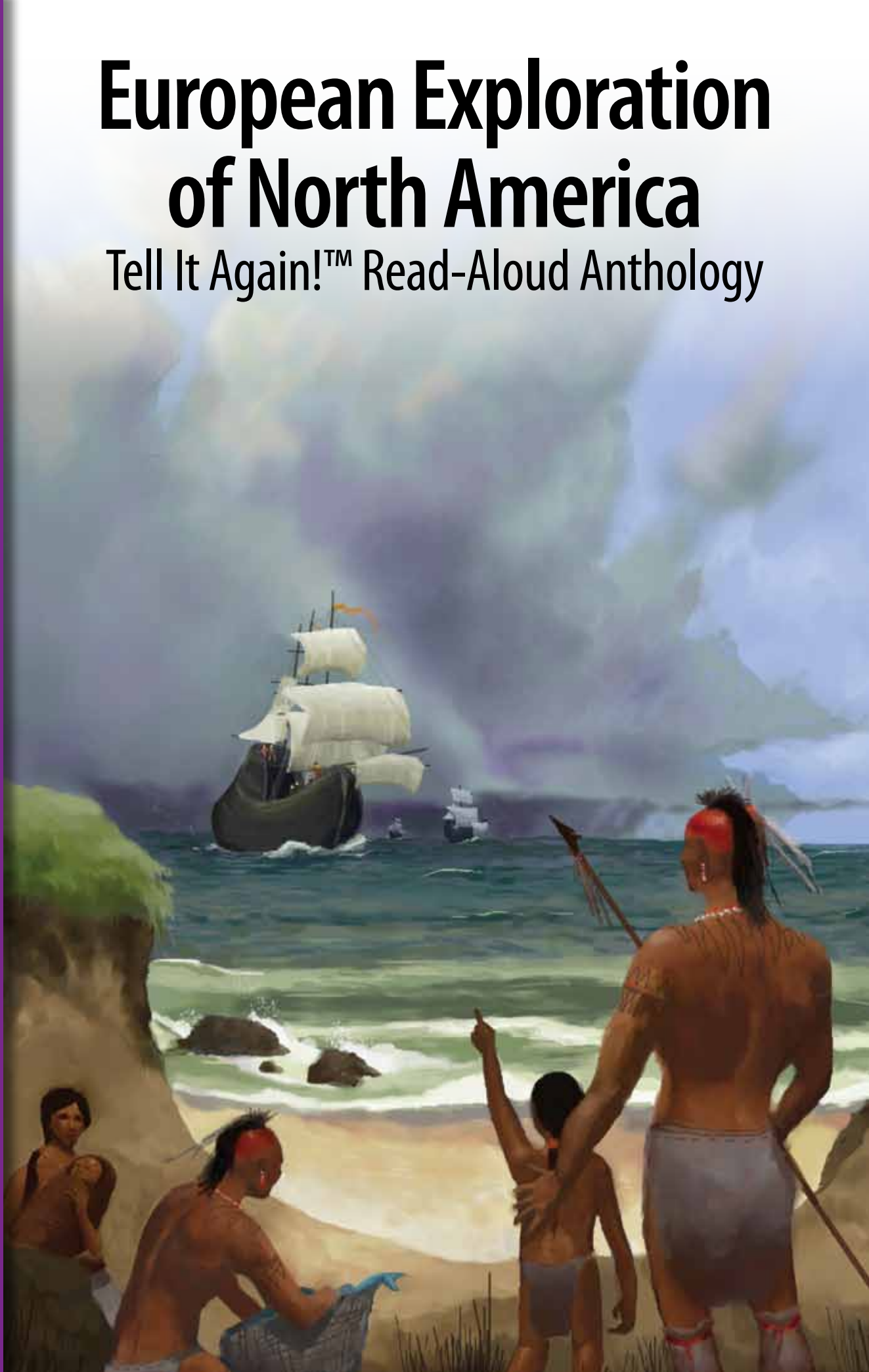
Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 3







# European Exploration of North America

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 3

Core Knowledge Language Arts®



Core Knowledge®

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# Alignment Chart for European Exploration of North America

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

## Alignment Chart for European Exploration of North America

### Lesson

	1	2	3	4	5	6	7	8	9
<b>Core Content Objectives</b>									
Identify motivating factors that led to the exploration of the Americas in different expeditions						✓			
Explain why kings and queens in Europe were interested in exploring the Atlantic and the area to the west of Europe	✓	✓					✓		
Explain the significance of Christopher Columbus, Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado in the early Spanish exploration of the Americas	✓	✓	✓	✓	✓				
Locate on a map or globe key places explored and visited by the Spanish, including the Caribbean Sea, the West Indies, the East Indies, Hispaniola, Puerto Rico, Cuba, the Gulf of Mexico, the Mississippi River, the Grand Canyon, the Rio Grande, and St. Augustine, Florida	✓	✓	✓	✓	✓	✓			
Describe the encounters between early explorers and Native Americans	✓	✓	✓	✓	✓	✓		✓	✓
Identify St. Augustine, Florida, as the oldest continuously-inhabited European settlement in the continental United States						✓			
Explain why the Spanish age of conquistadors came to an end in North America						✓			
Describe the purpose of missionary settlements in early Spanish exploration of North America						✓			
Identify the states in the southwest part of what is now the United States in which the Spanish established missions						✓			
Describe the similarities and differences between missionaries and conquistadors						✓			
Explain the importance to the Europeans of finding a Northwest Passage							✓	✓	✓
Describe the contributions of John Cabot, Henry Hudson, and Samuel de Champlain in exploring North America in search of a Northwest Passage							✓	✓	✓
Locate on a map or a globe the places explored in expeditions for a Northwest Passage, including Cape Breton Island; Newfoundland, Canada; the Hudson River; the Hudson Bay; Quebec, Canada; the St. Lawrence River; and the Great Lakes							✓	✓	✓
Identify similarities and differences between John Cabot and Christopher Columbus							✓		

Lesson

**Alignment Chart for  
European Exploration of North America**

	1	2	3	4	5	6	7	8	9
Describe the purpose of missionaries during French exploration of North America									✓

**Reading Standards for Informational Text: Grade 3**

**Key Ideas and Details**

<b>STD RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.									
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who, what, where, when, why, how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud					✓				
	Ask and answer questions, orally or in writing, that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including asking and answering <i>why</i> questions that require recognizing or inferring cause/effect relationships									✓
<b>STD RI.3.2</b>	Determine the main idea of a nonfiction/informational read-aloud; recount the key details and explain how they support the main idea.									
<b>CKLA Goal(s)</b>	Determine the main idea of a nonfiction/informational read-aloud; recount the key details and explain how they support the main idea	✓								
<b>STD RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.									
<b>CKLA Goal(s)</b>	With assistance, create and/or interpret timelines and lifelines related to content in a nonfiction/informational read-aloud					✓				
	Sequence four to six pictures or sentences illustrating/describing events from a nonfiction/informational read-aloud	✓		✓	✓	✓	✓	✓	✓	✓
	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud, using language that pertains to time, sequence, and cause/effect						✓			
	Distinguish nonfiction/informational read-alouds that describe events that happened long ago from those that describe contemporary or current events						✓			




**Lesson**




**Alignment Chart for  
European Exploration of North America**

1	2	3	4	5	6	7	8	9
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**Craft and Structure**



<b>STD RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.									
<b>CKLA Goal(s)</b>	Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases				✓				✓	
	Determine the meaning of general academic and domain-specific words and phrases in a nonfiction/informational read-aloud relevant to a Grade 3 topic or subject area									

**Integration of Knowledge and Ideas**

<b>STD RI.3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).									
<b>CKLA Goal(s)</b>	Describe images, orally or in writing, and how they contribute to what is conveyed by the words in a nonfiction/informational read-aloud (e.g., where, when, why, and how key events occur)									
	Use images (e.g., maps, photographs) accompanying a nonfiction/informational read-aloud to check and support understanding									
	Interpret information from diagrams, charts, graphs, and/or graphic organizers									
<b>STD RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.									
<b>CKLA Goal(s)</b>	Compare and contrast the most important points and key details presented in two nonfiction/informational read-alouds on the same topic		✓					✓	✓	✓

**Writing Standards: Grade 3**

**Text Types and Purposes: Opinion**

<b>STD W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards W.3.1–3.)									
<b>CKLA Goal(s)</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, i.e., ideas and paragraphs presented clearly and in a logical order									
<b>STD W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.									
<b>CKLA Goal(s)</b>	Share writing with others									

Lesson

**Alignment Chart for  
European Exploration of North America**

1	2	3	4	5	6	7	8	9
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<b>Research to Build and Present Knowledge</b>										
<b>STD W.3.7</b>	Conduct short research projects that build knowledge about a topic.									
<b>CKLA Goal(s)</b>	Conduct short research projects that build knowledge about a topic								✓	
<b>STD W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.									
<b>CKLA Goal(s)</b>	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds						✓			
	Gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories								✓	
	Categorize and organize facts and information within a given domain						✓			
<b>STD W.3.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.									
<b>CKLA Goal(s)</b>	Write responses to fiction and nonfiction/informational read-alouds that demonstrate understanding of the text and/or express/support opinion, using examples from a text and distinguishing own point of view from that of the author, narrator, or characters (short time frame)						✓			
	Write sentences to represent the main idea and details from a fiction or nonfiction/informational read-aloud (short time frame)						✓			

Lesson

**Alignment Chart for  
European Exploration of North America**

1	2	3	4	5	6	7	8	9
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**Speaking and Listening Standards: Grade 3**

**Comprehension and Collaboration**

<b>STD SL.3.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.									
<b>STD SL.3.1a</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.									
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation with an adult or peer for at least six turns, staying on topic, building on others' ideas, and expressing their own ideas clearly									
	Demonstrate preparedness for a discussion, having read or studied required material, explicitly drawing on preparation and other information known about the topic to explore content under discussion									
	Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific read-aloud or topic									
	Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions	✓	✓	✓	✓	✓	✓		✓	✓
<b>STD SL.3.1b</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).									
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.									
<b>STD SL.3.1c</b>	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.									
<b>CKLA Goal(s)</b>	Interpret information presented, and then ask questions to clarify information or the topic in a fiction or nonfiction/informational read-aloud									
<b>STD SL.3.1d</b>	Explain their own ideas and understanding in light of the discussion.									
<b>CKLA Goal(s)</b>	During a discussion, explain ideas and understanding in relation to the topic									

**Lesson**

**Alignment Chart for  
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		1	2	3	4	5	6	7	8	9
<b>STD SL.3.2</b>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.									
<b>CKLA Goal(s)</b>	Determine the main ideas and supporting details of a read-aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	✓								
<b>STD SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.									
<b>CKLA Goal(s)</b>	Ask and answer questions to clarify directions, exercises, and/or classroom routines and/or what a speaker says about a topic to gather additional information or deepen understanding of a topic or issue					✓				
<b>Presentation of Knowledge and Ideas</b>										
<b>STD SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.									
<b>CKLA Goal(s)</b>	Give oral presentations with appropriate facts and relevant descriptive details (using visual displays when appropriate), speaking fluently about personal experiences, topics of interest, and/or stories using appropriate volume and clear enunciation at an understandable pace		✓	✓	✓	✓	✓	✓	✓	✓
	Summarize (orally or in writing) read-aloud content and/or oral information presented by others		✓	✓	✓	✓	✓	✓	✓	✓
	Retell (orally or in writing) important facts and information from a fiction or nonfiction/ informational read-aloud						✓			
<b>STD SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language Standards 1 and 3 on pages 28 and 29 for specific expectations.)									
<b>CKLA Goal(s)</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification					✓				
<b>Language Standards: Grade 3</b>										
<b>Knowledge of Language</b>										
<b>STD L.3.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.									
<b>STD L.3.3a</b>	Choose words and phrases for effect.*									
<b>CKLA Goal(s)</b>	Choose words and phrases for effect*					✓		✓		✓

Lesson



**Alignment Chart for  
European Exploration of North America**


1	2	3	4	5	6	7	8	9
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<b>Vocabulary Acquisition and Use</b>									
<b>STD L.3.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.								
<b>STD L.3.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.								
<b>CKLA Goal(s)</b>	Use sentence-level context as a clue to the meaning of a word or phrase								
<b>STD L.3.4b</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> )								
<b>CKLA Goal(s)</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> )		✓						
<b>STD L.3.4c</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).								
<b>CKLA Goal(s)</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> )			✓			✓	✓	✓
<b>STD L.3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.								
<b>STD L.3.5a</b>	Distinguish the literal and nonliteral meanings of words and phrases in context								
<b>CKLA Goal(s)</b>	Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases				✓		✓		✓
	Distinguish literal language from figurative language as used in a fiction or nonfiction/informational read-aloud				✓		✓		✓
<b>STD L.3.5b</b>	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).								
<b>CKLA Goal(s)</b>	Provide and/or use synonyms and antonyms	✓							
	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> )								
<b>STD L.3.5c</b>	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty, e.g., <i>knew, believed, heard, and suspected</i> .								
<b>CKLA Goal(s)</b>	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty, e.g., <i>knew, believed, heard, and suspected</i>					✓			

**Lesson**

**Alignment Chart for  
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		1	2	3	4	5	6	7	8	9
<b>STD L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).									
<b>CKLA Goal(s)</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships									
<b>Additional CKLA Goals</b>										
<b>CKLA Goal(s)</b>	Listen to and understand a variety of texts, including informational texts, poems, and songs									
	Draw illustrations to represent the main ideas and details from an informational read-aloud, to depict a vocabulary word, and/or to enhance a piece of writing		✓	✓	✓	✓	✓	✓	✓	✓

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

\* Skills marked with an asterisk (\*) in Language Standards 1–3 are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.



# Introduction to European Exploration of North America

This introduction includes the necessary background information to be used in teaching the *European Exploration of North America* domain. The *Tell It Again! Read-Aloud Anthology for European Exploration of North America* contains nine daily lessons, each of which is composed of two distinct parts—the Read-Aloud and the Extension—so that the lessons may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of seventy minutes.

In addition to these lessons, there are two Pausing Points in this domain: one after Lesson 5, and another one after Lesson 9. These Pausing Points are designed to allow four total days for reviewing, reinforcing, or extending the material taught thus far. One day is included for the Domain Assessment. The remaining day may be devoted to review, reassessment as needed, and extension of the writing process. **You should spend no more than fifteen days total on this domain.**

## Domain Overview

Here is an overview of the schedule for *European Exploration of North America*. Please see the Unit 9 Teacher Guide for the corresponding Skills schedule.

Week One					
Min.	Day 1 <sup>10</sup>	Day 2 <sup>10</sup>	Day 3 <sup>10</sup>	Day 4 <sup>10</sup>	Day 5 <sup>10</sup>
50	Lesson 1: 1492: “A Year That Changed the World”	Lesson 2: “Columbus and the Conquistadors”	Lesson 3: “Juan Ponce de León”	Lesson 4: “Hernando de Soto”	Lesson 5: “Francisco Vasquez de Coronado”
20	Lesson 1B: Extensions	Lesson 2B: Extensions	Lesson 3B: Extensions	Lesson 4B: Extensions	Lesson 5B: Extensions

Week Two					
Min.	Day 6 <sup>10</sup>	Day 7 <sup>10</sup>	Day 8 <sup>10</sup>	Day 9 <sup>10</sup>	Day 10 <sup>10</sup>
50	Pausing Point 1, Day 1	Pausing Point 1, Day 2	Lesson 6: “Spanish Settlements”	Lesson 7: “John Cabot”	Lesson 8: “Henry Hudson”
20			Lesson 6B: Extensions	Lesson 7B: Extensions	Lesson 8B: Extensions

Week Three					
Min.	Day 11 <sup>10</sup>	Day 12 <sup>10</sup>	Day 13 <sup>10</sup>	Day 14 <sup>10</sup>	Day 15 <sup>10</sup>
50	Lesson 9: "Samuel de Champlain"	Pausing Point 2, Day 1	Pausing Point 2, Day 2	Domain Assessment	Domain Assessment/ Remediate/Reassess as needed
20	Lesson 9B: Extensions				Domain Assessment/ Remediate/Reassess as needed
30	Expedition Log and/or Interview an Explorer	Expedition Log and/or Interview an Explorer	Expedition Log and/or Interview an Explorer	Expedition Log and/or Interview an Explorer	Remediate/Reassess as needed; Writing

<sup>10</sup> Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

## Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book\** for *European Exploration of North America*
- *Tell It Again! Image Cards* for *European Exploration of North America*

\*The *Tell It Again! Posters for European Exploration of North America* are located at the back of the *Tell It Again! Flip Book*.

You may wish to have one notebook/binder readily available for each student to be used for note-taking and other writing opportunities, such as "domain dictionaries."

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Writing Opportunities, Student Choice/Domain-Related Trade Book Extensions, Instructional Masters, and Assessments are also listed in the information below.

## Why European Exploration of North America Is Important

This domain reviews what students have already learned about the early European exploration of North America. Students will learn more in-depth information about the motivations behind European exploration, how those motivations changed over time, and how the European explorers and settlers interacted with the Native Americans already inhabiting the continent. Furthermore, students will learn details about the voyages of Christopher Columbus; the conquistadors Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado; and



the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Students will also learn the idioms “last straw” and “touch and go.”

The content students learn in this grade will serve as the basis for more in-depth study in the later grades of European exploration and settlement of North America.

## **What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten, Grade 1, and Grade 2**

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The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *European Exploration of North America*. This background knowledge will greatly enhance your students’ understanding of the read-alouds they are about to enjoy:

### ***Native Americans (Kindergarten)***

- Recall that Native Americans were the first inhabitants of North America
- Explain that there are many tribes of Native Americans
- Identify the environment in which the Sioux lived
- Identify the Sioux as a nomadic tribe
- Describe the food, clothing, and shelter of the Sioux
- Explain the importance of the buffalo to the Sioux
- Identify the environment in which the Wampanoag lived
- Describe how the Wampanoag tribe lived
- Identify the Wampanoag as a settled tribe
- Describe the food, clothing, and shelter of the Wampanoag
- Explain that Native Americans still live in the United States today

### ***Columbus and the Pilgrims (Kindergarten)***

- Identify the continents of North America, South America, Europe, Africa, and Asia
- Explain why Europeans wanted to travel to Asia
- Describe the accomplishments of Christopher Columbus
- Identify King Ferdinand and Queen Isabella of Spain
- Recall the year of Columbus’s first voyage to America: 1492
- Recall the names of Columbus’s three ships: Niña, Pinta, Santa Maria

- Explain why Columbus called the land “India” and the inhabitants “Indians”
- Explain why Europeans eventually thought Columbus had discovered a “New World”

### ***Early American Civilizations (Grade 1)***

- Locate the continents of Asia and North America on a world map or globe
- Identify the area in which the Maya, Aztec, and Inca each lived
- Explain that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- Explain that the Maya, Aztec, and Inca had a religion, leaders, towns, and farming
- Explain that much of what we know about the Maya and the Inca is because of the work of archaeologists
- Explain that the Aztec established a vast empire in central Mexico many, many years ago
- Recognize by name the emperor of the Aztec, Moctezuma
- Explain that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago
- Recall that Machu Picchu is an Incan city

### ***A New Nation (Grade 1)***

- Identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock
- Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not slaves


### ***Westward Expansion (Grade 2)***

- Describe a pioneer family’s journey westward
- Describe family life on the frontier
- Explain that westward expansion meant displacement of Native Americans
- Describe the effect of diminishing buffalo on the lives of Plains Native Americans

## ***Core Vocabulary for European Exploration of North America***

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The following list contains all of the core vocabulary words in *European Exploration of North America* in the forms in which they appear in the text. The vocabulary words used in the Word Work activities are boldfaced. The multiple-meaning vocabulary words that are used as activities in the Pausing Points are marked with a + sign. The inclusion of the words on this list *does not* mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

 **Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

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**Lesson 1**

discovered  
enterprise  
exaggerated  
fleet  
**propose**  
sphere  
sponsors  
uncharted

---

**Lesson 2**

conquering  
**conquistadors\***  
immune  
quantities  
raided\*  
recruiting  
trek

---

**Lesson 3**

**colonization**  
expedition\*  
intriguing  
mistreatment  
rebellion\*  
translator

---

**Lesson 4**

demoralized  
**disastrous**  
makeshift  
mutiny  
outposts  
party+  
scouting  
stranded

---

**Lesson 5**

blazed  
convert  
**investigative**  
massive  
roamed  
stunned  
suspicious

---

**Lesson 6**

**achievements**  
established\*  
extinguish  
investment  
mainland  
missions

---

**Lesson 7**

circumference  
commodity  
embark  
geometry  
merchandise  
**navigational**  
profits

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**Lesson 8**

abounds  
archipelago  
cultivation  
narrowed  
**unfamiliar**

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**Lesson 9**

**envisioned**  
honorary  
landfall  
navigator  
pelts\*+  
reputation  
status



\*The words or variations of the words marked with an asterisk are included in the Skills Reader and Vocabulary Cards.

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## Writing Opportunities

In the *Tell It Again! Read-Aloud Anthology for European Exploration of North America*, the content is reinforced through a series of Expedition Logs, which students complete in Lessons 2–9 and in Pausing Point 2 as needed. Students will also begin the “Interview an Explorer” writing activity in Lesson 9 and continue this activity in Pausing Point 2 and during the Domain Genre Writing times during the remaining days of this domain.

Everyday writing opportunities are included in the Comprehension Questions and/or Extensions in Lessons 1–9, as well as in both Pausing Points.

In the Comprehension Questions, shorter writing prompts that assess students' literal recall of the core content and provide practice for the short-answer writing section of the Domain Assessment are indicated by this icon: . Longer writing prompts that encourage students to use what they have learned in the text to think critically and expand beyond the text are indicated by this icon: . Some of these prompts may serve both purposes and may also be collected in a notebook or folder to provide source information for students to reference when completing their Exploration Logs and Interview with an Explorer piece.

For these writing sessions, it is highly recommended that students take 5–10 minutes of Discussing the Read-Aloud time to write a half to a full page in response to one or more of the prompts, during which time you are encouraged to circulate and provide over-the-shoulder conferencing for a group of students each day. During these daily writing sessions, you may also choose to reinforce what students are learning in the Skills strand by having them practice these skills in their writing. The goal of these extended writing sessions is to provide students with daily, “low-stakes” writing practice, and to have them receive immediate feedback on the content, featured skill(s), and/or clarity and depth of their written expression. You may also choose to publish selected pieces of students' writing to reinforce a particular concept or skill. It is highly recommended that students share their writing on a daily basis as time permits.

## ***Comprehension Questions***

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In the *Tell It Again! Read-Aloud Anthology for European Exploration of North America*, there are three types of comprehension questions: literal questions to assess students' recall of the core content; inferential questions to guide students to infer information from the text and think critically; and evaluative questions to guide students to build upon what they have learned from the text to use their creative, analytical, and application skills. Many of these questions are also labeled as writing prompts and are discussed in more detail in the Writing Opportunities section in this introduction.

The last comprehension question in each lesson prompts students to ask, answer, and/or research any remaining questions they may have

about the content; this question may also be expanded upon as an “Above and Beyond” research and/or writing activity. Many of these comprehension questions may also serve as meaningful take-home topics to discuss with family members.

It is highly recommended that students answer all comprehension questions in complete sentences—whether orally or in writing—using domain vocabulary whenever possible. You may wish to have students collect written responses in a notebook or folder.

## ***Student Choice and Domain-Related Trade Book Extensions***

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In the *Tell It Again! Read-Aloud Anthology for European Exploration of North America*, Student Choice and Domain-Related Trade Book activities are suggested in both Pausing Points. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

## ***European Exploration of North America Image Cards***

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There are twenty-eight Image Cards in the *European Exploration of North America* domain. These Image Cards include portraits of European explorers and events in exploration history to be used in a recurring timeline activity. Image Cards will also offer additional image support needed for presenting the read-alouds. In the *Tell It Again! Read-Aloud Anthology for European Exploration of North America*, Image Cards are referenced in both Pausing Points and in Lessons 1–9.

## ***European Exploration of North America Posters***

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There are two posters for the *European Exploration of North America* domain. Poster 1 is a general world map included for reference throughout the lessons. Poster 2 captures the routes of the European explorers’ different voyages to North America. The *Tell It Again! Posters for European Exploration of North America* are located at the back of the *Tell It Again! Flip Book*.

## ***Instructional Masters and Family Take-Home Letters***

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Blackline Instructional Masters and Family Take-Home Letters are included at the back of the *Tell It Again! Read-Aloud Anthology for European Exploration of North America*. Instructional Masters are referenced in the Domain Assessment, in the Pausing Points, and in Lessons 1–9. The Family Letters are referenced in Lessons 1B and 6B.

## ***Above and Beyond Opportunities***

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In the *Tell It Again! Read-Aloud Anthology for European Exploration of North America*, there are numerous opportunities in the lessons and the Pausing Points to challenge students who are ready to attempt activities that are above grade-level. These activities are identified with this icon: ↗.

These opportunities may be found in the following: Comprehension Questions, Extensions, Pausing Point activities, research activities, and writing exercises.

You may also wish to assign some of these and other exercises as homework for students who are ready for a challenge outside of the classroom. Many of the comprehension questions also serve as meaningful take-home topics to discuss with family members.

Additionally, you may choose to coordinate with your school's science and/or social studies teacher(s) to further reinforce the content covered in this language arts block.

## ***Student Performance Task Assessments***

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In the *Tell It Again! Read-Aloud Anthology for European Exploration of North America*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities to more formal written assessments and are indicated by this icon: ⑩. Extension activities, along with their Instructional Masters 2B-1, 3B-1, 4B-1, 5B-1, 6B-1, 7B-1, 8B-1, and 9B-1, provide these assessment opportunities. There is also a cumulative Domain Assessment. Instructional Masters DA-1, DA-2, and DA-3 are used for this purpose. The correct answers and corresponding questions and/or statements have been provided on the back of the Answer Keys for Part I and Part II of the Domain Assessment. You may wish to make a copy of the Answer Keys to send home to family members. Use the Tens Conversion Chart located in

the Appendix to convert a raw score on each assessment into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

## ***Recommended Resources for European Exploration of North America***

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### **Trade Book List**

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It is highly recommend that students spend a minimum of twenty minutes each night reading independently or aloud to family members, or listening as family members read to them. You may suggest that they choose titles from this trade book list. These titles may also be put into the classroom book tub for various reading levels.

1. *Around the World in a Hundred Years: From Henry the Navigator to Magellan*, by Jean Fritz (PaperStar, 1994) ISBN 0698116380
2. *Beyond the Sea of Ice: The Voyages of Henry Hudson*, by Joan Elizabeth Goodman (Miyaka Press, 1999) ISBN 0965049388
3. *Champlain*, by Christopher Moore (Tundra Books, 2004) ISBN 0887766579
4. *The Discovery of the Americas*, by Betsy and Giulio Maestro (HarperCollins Publishers, 1991) ISBN 0688115128
5. *Early Explorations: The 1500s (Hispanic America)*, by Roger E. Hernandez (Marshall Cavendish Corporation, 1992) ISBN 9780761429371
6. *Exploration and Conquest: The Americas After Columbus*, by Betsy Maestro (HarperCollins Publishers, 1994) ISBN 0688154743
7. *Explorers Who Got Lost*, by Diane Sansevere-Dreher (Tor Books, 2005) ISBN 9780812520385
8. *Exploring the Americas (Chester the Crab's Comix with Content)*, by Bentley Boyd (The Daily Press, Inc., 2007) ISBN 9780972961639
9. *First Voyage to America: From the Log of the "Santa Maria"*, by Christopher Columbus (Dover Publications, 1991) ISBN 9780486268446
10. *Francisco Vasquez de Coronado*, by Kristin Petrie (Abdo Consulting Group, Inc., 2004) ISBN 1591975972



11. *Henry Hudson*, by Kristin Petrie (Abdo Consulting Group, Inc., 2007) ISBN 9781596797413
12. *Henry Hudson: Seeking the Northwest Passage*, by Carrie Gleason (Crabtree Publishing Company, 2005) ISBN 0778724441
13. *Henry Hudson (What's so Great About . . .?)*, by Carol Parenzan Smalley (Mitchell Lane Publishers, 2007) ISBN 1584154799
14. *Hudson: Henry Hudson Searches for a Passage to Asia (Exploring the World)*, by Robin S. Doak (Compass Point Books, 2003) ISBN 9780756511449
15. *Hudson: The Story of a River*, by Robert C. Baron and Thomas Locker (Fulcrum Publishing, 2004) ISBN 1555915124
16. *John Cabot*, by Kristin Petrie (Abdo Consulting Group, Inc., 2004) ISBN 159197593X
17. *The Life and Times of John Cabot*, by Earle Rice, Jr. (Mitchell Lane Publishers, Inc., 2007) ISBN 1584154519
18. *Life in a California Mission*, by Sally Senzell Isaacs (Reed Educational & Professional Publishing, 2002) ISBN 9781588104141
19. *The Picture History of Great Explorers*, by Gillian Clements (Frances Lincoln Children's Books, 2004) ISBN 1845074645
20. *Ponce de León: Exploring Florida and Puerto Rico*, by Rachel Eagen (Crabtree Publishing Company, 2006) ISBN 9780778724483
21. *River of Dreams: The Story of the Hudson River*, by Hudson Talbot (G. P. Putnam's Sons, 2009) ISBN 9780399245213
22. *Samuel de Champlain*, by Elizabeth MacLeod (Kids Can Press Ltd., 2008) ISBN 9781554530502
23. *Samuel de Champlain: From New France to Cape Cod*, by Adrianna Morganelli (Crabtree Publishing Company, 2006) ISBN 9780778724506
24. *The Settling of St. Augustine*, by Janet Riehecky (World Almanac Library, 2003) ISBN 0836854047 (Note: This book contains partial nudity on p. 13.)
25. *Spanish Missions (A True Book)*, by John Perritano (Scholastic Inc., 2010) ISBN 0531212386

26. *The Spanish Missions of California (A True Book)*, by Megan Gendell (Scholastic Inc., 2010) ISBN 0531212408
27. *The Spanish Missions of Florida (A True Book)*, by Eric Suben (Scholastic Inc., 2010) ISBN 9780531212417
28. *The Spanish Missions of New Mexico (A True Book)*, by Robin Lyon (Scholastic Inc., 2010) ISBN 9780531212424
29. *The Spanish Missions of Texas (A True Book)*, by Megan Gendell (Scholastic Inc., 2010) ISBN 0531212432
30. *St. Augustine (Places in American History)*, by Frances E. Ruffin (Weekly Reader Early Learning Library, 2006) ISBN 9780836864199
31. *The Usborne Book of Explorers: From Columbus to Armstrong*, by Felicity Everett and Struan Reid (Usborne Publishing Ltd, 2007) ISBN 9780794515331
32. *When Cultures Meet (National Geographic Reading Expeditions)*, by John Perritano (National Geographic School Publishing, 2006) ISBN 0792254554

## Websites

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1. “1492” Song  
<http://www.sisterschoice.com/1492.html>
2. Christopher Columbus  
<http://www.brainpop.com/socialstudies/famoushistoricalfigures/christophercolumbus/>
3. Conquistadors  
<http://www.pbs.org/opb/conquistadors/home.htm>
4. Explorer’s Timeline  
<http://www.mce.k12tn.net/explorers/explorers.htm>
5. Henry Hudson  
<http://pbskids.org/bigapplehistory/early/topic1.html>
6. Hernando de Soto  
[http://www.tnhistoryforkids.org/places/de\\_soto\\_memorial](http://www.tnhistoryforkids.org/places/de_soto_memorial)
7. History of Navigation  
<http://boatsafe.com/kids/navigation.htm>

8. **Interactive Map of Early Exploration of North America**  
[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u2/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html)
9. **John Cabot**  
<http://users.rcn.com/farrands/explorers.htm#Cabot>
10. **Kids: Journey With Cabeza de Vaca**  
<http://www.texasbeyondhistory.net/cabeza-cooking/kids.html>
11. **National Maritime Museum**  
<http://www.rmg.co.uk/TudorExploration/NMMFLASH/index.htm>
12. **Samuel de Champlain**  
<http://library.thinkquest.org/4034/champlain.html>



# 1492: A Year That Changed the World

1

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain why kings and queens in Europe were interested in exploring the Atlantic and the area to the west of Europe
- ✓ Identify motivating factors that led to the exploration of the Americas in different expeditions
- ✓ Explain the significance of Christopher Columbus in the early Spanish exploration of the Americas
- ✓ Locate on a map or globe key places explored and visited by the Spanish (the Caribbean Sea and the West Indies)
- ✓ Describe the encounters between early explorers and Native Americans

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the main ideas of “1492: A Year That Changed the World”; recount the key details and explain how they support the main ideas of the exploration of the Spice Islands, and the habitation and exploration of the Americas by the Native Americans, Vikings, and other Europeans (RI.3.2)
- ✓ As a class, create a timeline sequencing the habitation and exploration of the Americas by the Native Americans, Vikings, and other Europeans in “1492: A Year That Changed the World” (RI.3.3)

- ✓ Sequence four images illustrating the habitation and exploration of the Americas by the Native Americans, Vikings, and other Europeans from “1492: A Year That Changed the World” (RI.3.3)
- ✓ Describe the relationship among the Native Americans, Vikings, and other Europeans as related to the habitation and exploration of the Americas in “1492: A Year That Changed the World,” using language that pertains to time, sequence, and cause/effect (RI.3.3)
- ✓ Distinguish events that happened long ago from more recent events as related to the habitation and exploration of the Americas by the Native Americans, Vikings, and other Europeans (RI.3.3)
- ✓ Describe an image of Viking explorers and how the image contributes to what is conveyed by the words in “1492: A Year That Changed the World” (RI.3.7)
- ✓ Interpret information from multiple maps and a timeline related to world exploration and the habitation and exploration of the Americas, such as the specific routes of Christopher Columbus’s voyages (RI.3.7)
- ✓ Categorize facts about the habitation and exploration of the Americas as related to the Native Americans, Vikings, and other Europeans (W.3.8)
- ✓ Make predictions prior to “1492: A Year That Changed the World” about what happened in 1492 that changed the world based on the title, images, and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Determine some of the main ideas and supporting details of “1492: A Year That Changed the World” as presented in the song “1492” (SL.3.2)
- ✓ Provide and use synonyms of the word *propose* (L.3.5b)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)
- ✓ Listen to and understand a variety of texts, including poems and songs

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**discovered, v.** Learned or found out something unexpected; found or saw something for the first time

*Example:* After living in her new neighborhood for a few days, Ginger discovered a shortcut to the neighborhood park behind her house.

*Variation(s):* discover, discovers, discovering

**enterprise, n.** A plan or project that is often risky or difficult to carry out

*Example:* When the Pony Express riders set out to deliver mail 2,000 miles across the United States, it was a very dangerous enterprise.

*Variation(s):* enterprises

**exaggerated, v.** Made something seem larger or more important; overstated

*Example:* Tom had a hard time convincing people he broke the school’s long-jump record, because he had exaggerated his accomplishments in the past.

*Variation(s):* exaggerate, exaggerates, exaggerating

**fleet, n.** A group of ships, planes, trucks, or other vehicles that are controlled by a single person, company, or government

*Example:* Each morning the fleet of postal trucks sets out to deliver the mail.

*Variation(s):* fleets

**propose, v.** To offer or suggest

*Example:* The mayor said he would propose a new stoplight for the busiest intersection in town.

*Variation(s):* proposes, proposed, proposing

**sphere, n.** An object shaped like a ball

*Example:* Because a basketball is shaped like a sphere, it bounces predictably, rolls smoothly, and fits nicely through the round basketball hoop.

*Variation(s):* spheres

**sponsors, n.** People who pay for the cost of an activity or event


*Example:* Large companies are often sponsors of college football bowl games.

*Variation(s):* sponsor

**uncharted, adj.** Unexplored or unknown

*Example:* Although astronauts have visited the moon, most of space is still uncharted territory.

*Variation(s):* none

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Domain Introduction</b>	Poster 1 (World Map); world map or globe (optional)	10
	<b>What Do We Know?</b>	Poster 1; Image Cards 1–3; world map or globe	
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>1492: A Year That Changed the World</b>	Poster 1; Poster 2 (Routes of Exploration); Image Cards 4–7; world map or globe (optional)	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Posters 1 and 2; world map or globe (optional)	15
	<b>Word Work: Propose</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Exploration Timeline</b>	Poster 1; Image Cards 1–3 and 8; chart paper; world map or globe (optional); [This exercise requires advance preparation.]	20
	<b>Song: “1492”</b>	Poster 1; Image Card 3; Internet access; world map or globe (optional); [This activity requires advance preparation.]	
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-1 and 1B-2	



# 1492: A Year That Changed the World

1A

## Introducing the Read-Aloud

10 minutes

### Domain Introduction

Ask students, “On what continent do we live?” Using a world map or a globe (or Poster 1), ask a student to locate North America. Ask students, “Who can locate the continent of Europe?” Have a volunteer point to the European continent. Ask a different student volunteer if s/he can locate Spain on Poster 1, or on a world map or globe. Tell students that over the next few weeks, they will be learning about European explorers who traveled to different parts of the Americas, and that first they will hear about explorers who sailed for Spain. On Poster 1, or on a world map or globe, point to the areas known as the Americas: North America, Central America, South America, and the islands in the West Indies (the group of islands that separate the Gulf of Mexico and the Caribbean Sea from the Atlantic Ocean).

Ask students, “What is a voyage? Who can name a person (or people) who have taken a voyage across the Atlantic Ocean?” (Answers may include Christopher Columbus, the Pilgrims, European immigrants, etc.)

Tell students that they will learn about the many reasons Spaniards and other Europeans explored areas with which they were not familiar. Tell students that people from Spain are often referred to as Spaniards. Have students repeat the word *Spaniard* after you. Tell them that they will hear this word throughout the domain.

Tell students that the read-alouds they are going to hear are nonfiction. Ask students, “Who can tell me what nonfiction is?” If students have trouble remembering, remind them that nonfiction writing deals with facts about real people and real events. Explain to students that even though most of the information they are going to hear really happened, we cannot know with certainty that all of the historical accounts that have been passed down are completely accurate. Explain that some events, such as the search for the fountain of youth and the cities of gold, are described using language such as “according to legend” and “as some historians believe.” Tell students that historians are still learning more about history as new discoveries continue to be made.



## What Do We Know?

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**Note:** Students who have participated in the Core Knowledge Language Arts program are familiar with the explorations and accomplishments of Christopher Columbus and the foundations of the United States through the Kindergarten *Columbus and the Pilgrims* domain, and the Grade 1 *A New Nation* domain. Students also learned about the Maya, the Aztec, and the Inca civilizations in the Grade 1 *Early American Civilizations* domain, including information about some conquistadors that interacted with these native populations. These domains, along with the Grade 2 *Westward Expansion* domain, also exposed students to the fact that Native American populations have been mistreated by Europeans and Americans who claimed land the native people had already settled.

Show students Image Card 1 (Christopher Columbus). Ask students to share any information they know about Christopher Columbus. Next, show students Image Card 2 (Maya, Aztec, Inca), and ask them to share what they remember about these early American civilizations. Using Poster 1, or a world map or globe, point to the areas each of these civilizations occupied. (Mayan cities in the areas of present-day Guatemala, Honduras, and southern Mexico; the Aztec in central and southern Mexico; and the Inca in the Andes Mountains of South America, with their capital located in present-day Peru) Explain to students that these vast empires existed for several hundreds of years, long before the Americas and areas of what we now call the United States were ever inhabited by Europeans.

Show students Image Card 3 (Native American Groups Across North America). Ask students to share any information they know about Native Americans (such as the Sioux, Wampanoag [wahn-puh-*NOH*-ag], Iroquois, Cherokee, Mississippian, Pueblo, etc., covered in the *Native Americans* Kindergarten domain, the *Westward Expansion* Grade 2 domain, and the *Native Americans: Regions and Cultures* Grade 3 domain), including where Native American groups lived in the different parts of North America. Explain to students that this specific image does not represent a specific point in time, nor does it include all of the tribes that lived in these areas. However, these tribes at one point or another did live in these various regions of North America. Remind students that these Native American tribes, in addition to the people of the Maya, Aztec, and Inca civilizations, lived in the Americas long before Europeans set foot in the area. Tell students that over the next few weeks, they will also be

learning how the Europeans interacted with the Native Americans when they first explored the Americas.

### **Making Predictions About the Read-Aloud**

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Read students the title of today's read-aloud: "1492: A Year That Changed the World." Ask students to predict what happened in the year 1492 to change the world.

### **Purpose for Listening**

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Tell students to listen carefully for the main ideas, or important points, of the read-aloud, and to hear whether their predictions are correct.



## 1492: A Year That Changed the World

### ← Show image 1A-1: Christopher Columbus

Do any of you know what important event in world history took place in the year 1492?

It is said that in this year the explorer Christopher Columbus **discovered** several islands off the coasts of North and South America in what is now known as the Caribbean Sea. Here’s a little rhyme that you can use to help you remember when Columbus set off on his important voyage:

In fourteen hundred ninety-two,  
Columbus sailed the ocean blue.

Columbus and other Europeans had known nothing about these islands prior to his voyage. Sometimes people say that Columbus “discovered” the Americas.<sup>1</sup> But did he truly discover something new? Columbus was actually looking for a different part of the world. Does anyone know what lands Columbus was *trying* to reach?

Christopher Columbus was trying to sail to a part of Asia known at that time as “the Indies.” When Christopher Columbus and other Europeans at that time talked about “the Indies,” they were thinking about a part of the continent of Asia known today as India, as well as many surrounding islands. He wanted to sail to the area known as “the Indies” because he had heard and read that they were wealthy lands, full of gold and spices.<sup>2</sup> What Columbus actually ended up finding is an area now referred to as the Caribbean islands, or the West Indies, even though Columbus was sure he had reached parts of Asia we now call the East Indies.<sup>3</sup> The East Indies are the parts of Asia that lay south of China and north of Australia. They include the present-day nations of India, Indonesia, Vietnam, and the Philippines, as well as some other parts of Asia. Spices like pepper, cinnamon, and cloves were grown in the East Indies.<sup>4</sup> Then they were carried to other parts of the world by spice traders. The spice traders transported spices to Europe by going through the Middle East.<sup>5</sup>

- 1 [On Poster 1, or on a world map or globe, have a volunteer point to the areas known as the Americas: North America, Central America, South America, and the islands in the West Indies.]
- 2 [Show Image Cards 4 (Gold) and 5 (Spices).]
- 3 [On Poster 1, point to the areas that make up the East Indies and the individual countries mentioned in the following sentences.]
- 4 [Point to each spice mentioned on Image Card 5.]
- 5 [Using Poster 1, show how the spices were carried over land from the East Indies through the Middle East to Europe.] Why do you think it was so important for Europeans to have spices? (Spices were used for not only flavoring food, but also for medicine, special diets, and cleansing.)



← **Show image 1A-2: Pack animals along Spice Road**

It was a long and dangerous journey. The traders had to load the spices onto pack animals, like donkeys or camels, and then lead these animals across deserts and mountains, along dangerous roads where the traders might be robbed or killed.<sup>6</sup> It took a lot of time and money to transport spices to Europe—and that meant that spices were very expensive.

6 [Point to the pack animals, the packs, and the robbers in the image.]

In the 1400s, Europeans were looking for a better way to get to the spice-producing lands known as the “Spice Islands” in the area they called “the Indies.” They figured if they could find a way to sail there, they could fill their ships with spices, sail home, sell the spices, and get rich. The possibility of getting rich, as well as becoming famous for finding new routes and discoveries, inspired a lot of people to take risks and explore **uncharted** land and water.<sup>7</sup>

7 Uncharted land and water are areas that have not been charted, or mapped out yet.



← **Show image 1A-3: Young Columbus proposing route**

Christopher Columbus was only one of many men thinking about “the Indies” and the money that could be made if one could find a way to sail there. Columbus was born in the city of Genoa, Italy. In Italy, he was known as *Cristoforo Colombo*. As a young man, he had worked as a sailor and a mapmaker. He had sailed all around the Mediterranean Sea, along the northwestern coast of Africa, and as far north as England.<sup>8</sup> Columbus had also read the reports of Marco Polo, an Italian merchant who had traveled to China almost two hundred years earlier.

8 [Show these areas on a word map or globe, or on Poster 1.]

Columbus knew that the earth was a **sphere**, or shaped like a ball. Most educated men of his day knew this. However, there were lots of disagreements about how big the earth was. Most people thought the earth was pretty big, but a few skeptics thought it was not all that big. Columbus was one of the skeptics. He thought the earth was a lot smaller than most people thought, and that led him to **propose** his “**Enterprise** of the Indies.” Everyone knew that “the Indies” were “on the other side of the world.” But, Columbus thought the earth was small, so the “other side” might not be far away. It might even be possible to get there by sailing around the world to the west. That was Christopher Columbus’s bold idea that he proposed.<sup>9</sup>

9 Based on the context of the sentence, who can tell me what *bold* means?



← **Show image 1A-4: Toscanelli's map showing North America**

10 [Point to Spain in the image. Then, point to the East Indies.] Is Spain as close to the East Indies as Columbus thought? [Show students Image Card 6 (Aerial View of Globe).] See how far Europe actually is from the East Indies? The orange countries on the map show what Europeans in Columbus's time thought the world looked like. [Point back to the Flip Book image.] This shows how close they thought Europe was to the East Indies.

11 [Using your finger, trace going west to reach the East Indies, bumping into the Americas.] Columbus and other Europeans at the time didn't realize this large landmass existed to the west of Europe.



← **Show image 1A-5: Columbus sailing out on three ships**

12 Based on the context of the sentence, and by looking at the image, who can tell me what a fleet of ships is? (a group of ships)

13 [Point to the islands of the Bahamas and Columbus's route on Poster 2 (Routes of Exploration) and Image Card 6.]

Unfortunately, there were two big problems with Columbus's idea.

The first problem was that Columbus was wrong about the size of the earth. The earth is actually much larger than he thought—and that meant that the East Indies are much farther away from Europe than he realized.<sup>10</sup>

The second problem was that there is something besides ocean between Europe and Asia. There is a large block of land—the Americas.<sup>11</sup>

Columbus convinced the king and queen of Spain, Ferdinand and Isabella, to be his **sponsors**, funding his voyage of sailing west to find the East Indies. Columbus set sail in August of 1492 with three ships. Does anyone remember the names of the ships in his **fleet**? That's right—the Niña [*NEEN-ya*], the Pinta, and the Santa Maria.<sup>12</sup>

Columbus sailed west for five weeks. After a while, the sailors started to get worried and scared about how far they had sailed. Nobody had ever sailed so far west from Europe. Then, one day a sailor sighted land. Columbus became excited. He thought he had reached Asia and the East Indies. In fact, he had landed on one of the islands in the Bahamas, off the coast of North America.<sup>13</sup>



← **Show image 1A-6: Columbus claiming lands for Spain**

14 To stake a flag involves digging the pole into the ground so it stands upright. [Show students the Anthology or Flip Book cover as you read the next sentences.]

Columbus and his men explored the island. They staked a flag and claimed the island for the king and queen of Spain.<sup>14</sup> They made contact with the Native Americans who lived there, the Taino [TAY-noh]. Columbus called these people Indians, because he thought he had sailed to an island in or near the East Indies. The native people Columbus met were peaceful and friendly. They traded with the Europeans. Columbus and his men gave the native people beads and bells. These items were considered cheap to Europeans, but the natives had long valued trade goods from distant places. In return, the native people gave the Spaniards food, fresh water, and colorful parrots. They each gave the other something that was plentiful on their continent but rare on the other.

A few of the natives had golden earrings or nose rings. Columbus and his men tried to find out where the gold came from. The Taino and the Spaniards made signs and gestures to communicate, because they did not speak the same language. The Taino pointed to other islands. Long before Columbus arrived in the West Indies, trade occurred regularly between the people of the different islands. Their gestures were hard to understand, but the Spaniards thought the native people were saying that there were places, not so far away, where gold could be found.

Columbus sailed off, looking for islands of gold and spices. He visited several islands in the Caribbean Sea. On December 6, 1492, he began exploring a big island he decided to name *La Isla Hispaniola*, or the Island of Spain, for the land from where he had sailed.<sup>15</sup> Two weeks later, on Christmas Day, the *Santa Maria* got stuck on a rock off the coast of Hispaniola. Columbus could not get the ship afloat, so he told his men to use the wood and supplies from the ship to build a fort on Hispaniola. Thirty-nine men volunteered to stay behind at the fort when the time came for Columbus to sail back to Spain to report his findings to the king and queen.

15 [Point out the route to Hispaniola on Poster 2.] The island of Hispaniola is now known as two separate countries: Haiti and the Dominican Republic. [Point to these countries on a world map or globe.]



### ← Show image 1A-7: Columbus's return to Spain

16 [Show students Image Card 7 (Taino Enslaved).]

17 What does it mean to exaggerate something? Why do you think he did this? Listen carefully to find out.

18 What about this sounds exaggerated? [Point to the gold in the image.]

On his return voyage to Spain, Columbus took some of the native people on board as prisoners to show proof to the king and queen that he had really reached “the Indies.”<sup>16</sup> On the way back across the Atlantic, Columbus wrote a report for the king and queen. He described having discovered and claimed several islands in honor of Spain. Once he arrived in Spain, Columbus presented Ferdinand and Isabella with the natives and shared many facts about the islands he had discovered. But Columbus also **exaggerated**.<sup>17</sup>


He called the island of Hispaniola “a miracle,” describing it like heaven on earth. He said it had good harbors, rich soil, lots of spices, and rivers full of gold.<sup>18</sup> Columbus boasted that the other islands he had visited were full of spices, but, really, he and his crew were unfamiliar with the exotic plants and trees that produced spices. Columbus more boldly exaggerated when it came to gold. He told the king and queen that Hispaniola was absolutely full of gold. He said there was gold in the rivers, gold in the fields, gold in vast mines—gold just waiting to be claimed. Columbus did not want to tell the king and queen only about the few natives wearing golden earrings and the few flakes in the rivers of Hispaniola that he believed were gold.

Columbus reported all this in hopes of convincing the king and queen to sponsor another voyage to what he thought were the islands just off the coast of China. As you have heard, Columbus had read books by Marco Polo and other merchants that described China and the area known as “the Indies” as wealthy areas with flourishing trade. Columbus combined what he had read with what he had seen in the place he believed to be the East Indies and concluded that there had to be more riches waiting to be discovered. King Ferdinand and Queen Isabella were so pleased by his findings that they decided to fund another voyage.



### Comprehension Questions


15 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for the Domain Assessment.



1. *Evaluative* Were your predictions correct about how the year 1492 changed the world? Why or why not? (Answers may vary.)
2. *Inferential* What are the areas known today as the Americas? (North America, Central America, South America, and the islands in the West Indies) [Have a student volunteer point to these areas on a map, or on Poster 1.] What was the year that Columbus sailed to the islands in the West Indies? (1492) What was the area Columbus was trying to reach on his voyage? (the East Indies in Asia) [Have a student volunteer point to the parts of Asia that lay south of China and north of Australia on a map, or on Poster 1.] Did Columbus realize that he had arrived at the islands of the West Indies? (No, he was convinced he had reached the East Indies in Asia.) [Have a student volunteer point to the islands on Poster 2 where Columbus actually landed.]
3.  *Evaluative* Why was it important for Columbus to find a new route to the East Indies? (Spice traders in Europe transported spices by going through the Middle East on a long, dangerous journey. It took a lot of time to transport the spices through the Middle East, and that made buying spices expensive. Columbus wanted to find a new route to make trading spices and other Asian goods cheaper.) Why do you think it was so important to Europeans to have gold and spices? (Answers may vary.)



4. *Inferential* What was Columbus’s bold idea that he proposed? (Columbus knew that the earth was a sphere, or shaped like a ball, but he didn’t think it was as big as most people thought. If the earth were smaller, he could reach the other side of the world in a reasonable amount of time by sailing west rather than east from Europe.)
5. *Evaluative* Was his proposed idea perfect? (no) Why not? (Columbus was wrong about the size the earth, so the East Indies were farther away than he thought. He also didn’t realize that there was a large amount of land in the ocean blocking his westward path from Europe to the East Indies.)
6. *Evaluative* Who were Columbus’s sponsors on his “Enterprise to the Indies”? (King Ferdinand and Queen Isabella of Spain) Why do you think they agreed to be his sponsors? (Answers may vary.)
7.  *Inferential* Describe Columbus’s uncharted voyage and his landing. (Columbus sailed in uncharted and unfamiliar waters for five weeks with a fleet of three ships. His sailors grew nervous. One sailor spotted land. Columbus thought he had reached the East Indies in Asia, when he had really reached the West Indies. Columbus and his crew explored the island and staked a flag in honor of Spain.)
8. *Inferential* How did Columbus first interact with the natives he met on the island? (He called the people he made contact with “Indians.” The natives were friendly, and the Europeans traded with the Native Americans.) How did the Europeans and the natives communicate with each other? (with gestures because they did not speak the same language) What did Columbus think the natives were telling him? (Columbus thought that the natives were telling him that there was gold located on other islands.)
9.  *Inferential* What did Columbus do to prepare for his return to Spain? (He took some of the natives as prisoners in order to prove that he had reached the East Indies. [Emphasize that Columbus thought he had reached an undiscovered part of the East Indies, when in fact he had actually landed in the West Indies.] He wrote a report describing what he had found, including gold and spices, and described the islands he claimed in honor of Spain.) Did his findings satisfy the king and queen? (Yes, they decided to sponsor another voyage.)

10.  *Evaluative* How would you summarize the main ideas, or important points, of today's read-aloud? (In the 1400s, many Europeans were looking for better ways to get to the Spice Islands in Asia for spices and ways to make money and/or become famous. Christopher Columbus proposed a faster route and convinced Spain to be his sponsor. Because the earth was larger than he thought, and the unknown Americas were in his path, Columbus arrived among the islands of the Caribbean, which became known as the West Indies, instead of finding the Spice Islands, or East Indies. Columbus was not the first to land on or inhabit the West Indies, and he encountered several groups of Native Americans, including the Taino, whom he called "Indians" because he thought he was near India. At first the Europeans and Native Americans seemed to get along and even traded goods. However, in their quest for gold, the Europeans began to mistreat the Native Americans, taking some of them prisoner and also exaggerating in their reports to Spain about the amount of gold in the "New World." King Ferdinand and Queen Isabella were pleased with the reports and agreed to fund another voyage.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11.  *Evaluative Think Pair Share:* Columbus described the islands he saw as full of gold. Why do you think Columbus exaggerated his findings to the king and queen of Spain? (Answers may vary, but may include the following: he wanted to have them as future sponsors for another voyage; he wanted fame for his travels; he wanted to return to the area where he had landed and continue looking for gold and spices.)
12. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

## Word Work: Propose

5 minutes

1. In the read-aloud, you heard, “[Columbus] thought the earth was a lot smaller than most people thought, and that led him to *propose* his ‘Enterprise of the Indies.’”
2. Say the word *propose* with me.
3. To propose something means to offer or suggest it.
4. Scientists propose new theories when their old theories prove to be wrong.
5. Is there a rule or practice at school, at home, or in a group you belong to that you would like to see changed? What kind of change would you propose? Why would you propose it? Be sure to use the word *propose* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I would like to propose \_\_\_\_\_ because . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *propose*?

Use a *Synonyms* activity for follow-up. Ask students, “What does *propose* mean? What are some synonyms of *propose*, or words that have a similar meaning?” Prompt students to provide words like *offer*, *invite*, *request*, *suggest*, *present*, etc. As students share synonyms, guide them to use the word *propose* in a complete sentence: “*Offer* is a synonym of *propose*.”



**Complete Remainder of the Lesson Later in the Day**



# 1492: A Year That Changed the World

1B

## Extensions

20 minutes

### Exploration Timeline

Ask students if they remember the terms *BC* and *BCE*. Remind them that they discussed these terms and this time period when they studied ancient Rome. They should remember that *BC* stands for “Before Christ” and *BCE* stands for “Before the Christian/Common Era.” Remind students that they also learned about the terms *AD* and *CE* when they studied ancient Rome. *AD* is a calendar term that stands for *Anno Domini* [an-oh *DOM*-uh-nee], which is Latin for “in the year of the Lord,” and *CE* is a calendar term that stands for “Christian/Common Era.” Explain that we are living in the latter of the two eras identified: *AD* or *CE*. Explain that when we write the date, we can identify our era by including “AD” before the date or “CE” after the date. Tell students that the voyage of Columbus, and events that they will be hearing about throughout the domain, take place in *AD/CE*, the more recent years; however, remind students that native peoples in the Americas began their settlements in the *BC/BCE* time period, a much longer time ago.

Tell students that as a class, you are going to create a timeline to help them sequence important events about early European exploration of the Americas. You may want to attach several pieces of chart paper that would be large enough to accommodate twelve image cards used for this reoccurring timeline activity.

Show students Image Card 2 (Maya, Aztec, Inca). Remind students that these vast empires existed for several hundreds or thousands of years, long before the Americas and areas of what we now call the United States were ever inhabited by Europeans. Tell students that the Maya, Aztec, and the Inca interacted with many Europeans when they started exploring the Americas. Explain that they will briefly hear about their shared history in this domain. Show students Image Card 3 (Native American Groups Across North America). Explain to students that, like the Maya, Aztec, and Inca, Native Americans in North America and Canada settled in these areas long before Europeans knew they existed. Tell students that there were many more tribes in these areas than the

ones shown, and that these are only a small representation. Place Image Cards 2 and 3 on the left end of the timeline, putting one above the other to indicate a “shared” time frame prior to European exploration in the Americas. Show students Image Card 1 (Christopher Columbus). Ask students to share what they remember about his voyage to the West Indies in 1492. Ask students, “If the Native Americans and the early American civilizations existed before Europeans traveled to the Americas, should Columbus’s voyage to the West Indies be placed before or after Image Cards 2 and 3?” (after Image Cards 2 and 3) Have a volunteer place the image card on the timeline.

**Note:** Make sure that there is enough space between Image Cards 2 and 3, and Image Card 1, to accommodate an image card between these two time frames.

Show students Image Card 8 (Viking Explorers). Ask students to describe what they see and to share what they remember about the Vikings, especially about Leif Eriksson. Remind students that he became recognized as the first known European to set foot in an area now known as Newfoundland in Canada in North America. Point to Newfoundland on Poster 1, or on a world map or globe. Remind students that Eriksson found that there were already people living in Newfoundland, the Inuit. Ask students, “If Leif Eriksson was the first known European to set foot in North America, but he found that there were already Native Americans settled in the area, where does this image card fit on the timeline?” (between Image Card 1 and 2) Ask a student volunteer to explain why it should be placed there. (Native Americans were already present in the area, but the European explorer Columbus arrived in the islands of the West Indies after Leif Eriksson arrived in Newfoundland.) Tell students that at the time of these voyages, the Americas were indeed a “New World” to the Europeans, because they had no idea anyone was settled there. Explain to students that what they will be hearing throughout the domain happened long before the birth of our nation, the United States of America.

### **Song: “1492”**

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**Note:** A computer with Internet access is necessary to complete this activity. If these resources are available to you at your school, visit the following website to access the music and lyrics of the song “1492” to share with your students: <http://www.sisterschoice.com/1492.html>.

Ask students, “Who recalls the short rhyme to help us remember the year Columbus sailed to the Americas?” (“In fourteen hundred ninety-two / Columbus sailed the ocean blue.”) Tell students that the rhyme is part of a song about Columbus, his bold idea, and the people he encountered who were already living in the area where he landed. Tell students they will be listening to the song today. Visit the website noted above to play the audio, and if possible, display the lyrics for the class to follow along as they listen to the song.

You may wish to address the following content after listening to the song once or twice:

- Review the Native American groups mentioned with which students are familiar. Emphasize that these are just a few of the Native American groups that were living in the Americas.
- Explain that the Menominee are Native Americans who lived in the area now known as the eastern boundary between Wisconsin and the upper peninsula of Michigan. [Point to the Menominee on Image Card 3, near the Great Lakes.]
- Explain that the Onondaga are the Native Americans who lived in the area now known as New York. [Point to the Onondaga on Image Card 3, near the label of the Iroquois.] Explain that the Onondaga are one of the original five tribes that composed the Iroquois Confederacy.
- Explain that the Cree are Native Americans who lived in the subarctic region of Alaska and Canada. [Point to the Cree on Image Card 3, below the much smaller labels of the Inuit and the Thule.]
- Explain that the Caribs are the American Indians who lived on the islands in the Caribbean Sea. The Caribbean Sea is named after these American Indians.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-1 and 1B-2.



# Columbus and the Conquistadors

## 2

### ✔ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✔ Explain why kings and queens in Europe were interested in exploring the Atlantic and the area to the west of Europe
- ✔ Identify motivating factors that led to the exploration of the Americas in different expeditions
- ✔ Explain the significance of Christopher Columbus in the early Spanish exploration of the Americas
- ✔ Locate on a map or globe key places explored and visited by the Spanish (the Caribbean Sea, the West Indies, the East Indies, and Hispaniola)
- ✔ Describe the encounters between early explorers and Native Americans

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✔ As a class, interpret and review a timeline sequencing the habitation and exploration of the Americas by the Native Americans, Vikings, and other Europeans in “Columbus and the Conquistadors” (RI.3.3)
- ✔ Describe the relationship among the Native Americans, Vikings, and other Europeans as related to the habitation and exploration of the Americas in “Columbus and the Conquistadors,” using language that pertains to time, sequence, and cause/effect (RI.3.3)

- ✓ Distinguish events that happened long ago from more recent events as related to the habitation and exploration of the Americas by the Native Americans, Vikings, and other Europeans (RI.3.3)
- ✓ Describe maps and other images related to the explorations of Columbus and how the images contribute to what is conveyed by the words in “Columbus and the Conquistadors” (RI.3.7)
- ✓ Interpret information from multiple maps related to world exploration and the exploration of the Americas, such as the specific routes of Christopher Columbus and the conquistadors (RI.3.7)
- ✓ Compare and contrast the most important points and key details of Columbus’s first and second voyages presented in “1492: A Year That Changed the World” and “Columbus and the Conquistadors” (RI.3.9)
- ✓ Categorize and organize facts about the explorations of Christopher Columbus (W.3.8)
- ✓ Make predictions prior to “Columbus and the Conquistadors” about what areas Columbus would find on his second voyage based on the title, images, and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Give oral presentations about Columbus’s explorations with appropriate facts and relevant descriptive details (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)
- ✓ Summarize (orally and in writing) facts about the explorations of Christopher Columbus from “Columbus and the Conquistadors” (SL.3.4)
- ✓ Determine the meaning of the new word formed when a known affix is added to a known word, such as *trans-* and *transatlantic* (L.3.4b)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)
- ✓ Draw illustrations to represent the main ideas and details of Christopher Columbus’s explorations from “1492: A Year That Changed the World” and “Columbus and the Conquistadors”



## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**conquering, v.** Taking control of by using force or great effort

*Example:* Kathryn has been conquering her fear of spiders by reading about how harmless most spiders are.

*Variation(s):* conquer, conquers, conquered

**conquistadors [kon-KEES-tah-dors], n.** The Spanish word for *conquerors*; travelers, soldiers, and explorers from Spain who traveled to North, Central, and South America to look for wealth, conquer the native peoples, and gain control of land

*Example:* The conquistadors had a long voyage across the Atlantic Ocean from Spain to the Americas.

*Variation(s):* conquistador

**immune, adj.** Protected from disease

*Example:* The Native Americans were not immune to the diseases that the Europeans brought to the Americas because they had not been exposed to them before as the Europeans had.

*Variation(s):* none

**quantities, n.** Amounts or numbers of something

*Example:* Some farmers grow very large quantities of corn to help feed people and livestock.

*Variation(s):* quantity

**raided, v.** Attacked in a sudden and unexpected way, often to steal goods

*Example:* A raccoon raided our neighbor’s trash cans in search of food, and left a big mess.

*Variation(s):* raid, raids, raiding

**recruiting, v.** Persuading someone to become a new member of a group or organization


*Example:* The coach will be recruiting new players for the basketball team.

*Variation(s):* recruit, recruits, recruited

**trek, n.** A difficult journey or trip

*Example:* Elephants enabled Hannibal to complete his trek across the Alps to conquer Rome.

*Variation(s):* treks

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 1 (World Map); Poster 2 (Routes of Exploration); Exploration Timeline; world map or globe (optional)	10
	<b>What Do We Know?</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Columbus and the Conquistadors</b>	Image Cards 2, 9	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Poster 1; world map or globe (optional)	15
	<b>Word Work: Conquistadors</b>	chart paper, chalkboard, or whiteboard	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Expedition Log: Christopher Columbus</b>	Instructional Master 2B-1; drawing tools	20



# Columbus and the Conquistadors

2A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Briefly review with the students the content they learned from the previous read-aloud. To guide the review, you may wish to show any images from the previous read-aloud, and/or ask the following questions:

- Using Poster 2 (Routes of Exploration), have a student volunteer trace Christopher Columbus’s voyage (brown dots) from Spain to the New World. As the student traces the voyage, encourage him/her to name the places along the journey, e.g., “Columbus started in Spain, traveled to the Canary Islands,” etc.
- What area was Columbus hoping to reach? (the East Indies) [Have a student volunteer point to this area on Poster 1, or on a world map or globe.]
- Why was Columbus eager to find a shorter route to the East Indies? (to gain wealth and fame)
- Why did King Ferdinand and Queen Isabella agree to sponsor his voyage? (They wanted to claim wealth and new lands in honor of Spain.)
- On what lands did he end up landing? (the West Indies) [Have a student volunteer point to this area on Poster 1, or on a world map or globe.]
- What year did Columbus sail to islands in the Caribbean, or the West Indies? (1492)
- Upon which island did Columbus land, claim for Spain, and build a fort? (Hispaniola) [Have a student volunteer point to the island of Hispaniola—the island that today is comprised of Haiti and the Dominican Republic—on Poster 1, or on a world map or globe.]

Review the information covered thus far on the timeline, highlighting the sequence of events. Emphasize that, although Columbus and his crew were the first known Europeans to sail to the islands of the Caribbean, he and his crew were not the first people to arrive there; the Native Americans called the Taino were there before him.

## What Do We Know?

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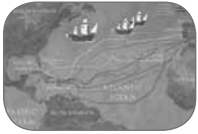
**Note:** Students who used the Core Knowledge Language Arts program in Grade 2 will be familiar with some of the information discussed below concerning the topic of slavery from the domain *The U.S. Civil War*. Students also reviewed the concept of slavery within the context of the Grade 3 domain *The Ancient Roman Civilization*.

Ask students to share what they know about slaves and slavery. Remind students that throughout history, many different groups of people in different areas of the world have had slaves. Remind students that slaves were considered the property of their owners; they had to obey their owners and do difficult work for no pay. Slaves were often treated poorly and did not have many freedoms. Remind students that slaves during the time of ancient Rome and the Vikings were often the people on the losing side of a war when Rome was expanding into new territories, or were the people captured by the Vikings on one of their raids. Ask students what they remember about slavery in the United States, from the time of the birth of our nation to around the time of the U.S. Civil War. Remind students that a little over one hundred years after Columbus's voyages, millions of Africans were captured in Africa, sold to slave traders, and shipped across the Atlantic Ocean to be sold in markets like property. These slaves worked on large areas of farmland, called plantations. Tell students that in today's read-aloud and in future read-alouds in this domain, they will hear how Native Americans were often captured by Europeans, treated poorly, and taken as slaves. Explain to students, however, that slavery was also practiced among Native American tribes. Like the Romans and Vikings, Native Americans would take as slaves the people who were on the losing side of a war between tribes.

## Purpose for Listening

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Tell students that in today's read-aloud, they will continue learning about Christopher Columbus. Remind students that at the end of the previous read-aloud, they heard that King Ferdinand and Queen Isabella of Spain agreed to fund another voyage as his sponsors. Ask students to predict what Columbus would find on his second voyage. Tell students they will learn about his other voyages, and what his accomplishments would mean for other European explorers who would come after him.



## Columbus and the Conquistadors

### ← Show image 2A-1: Map of Columbus's four voyages

Christopher Columbus made four voyages to the West Indies, convinced he had reached the East Indies in Asia. The voyage most people know about is the first one, the voyage when Columbus landed in the West Indies. In some ways, Columbus's second voyage was even more important. If you want to understand what happened in the Americas with European exploration over the following hundred years or so after Columbus, it helps to know something about his second voyage.



### ← Show image 2A-2: Columbus preparing for return trip

When Columbus returned to Europe after his first transatlantic voyage, he was greeted as a hero.<sup>1</sup> Word of his expeditions spread rapidly in Spain and throughout Europe. The report he sent to King Ferdinand and Queen Isabella of Spain was printed in large **quantities**, or amounts, using the recent invention of the printing press.<sup>2</sup> Thousands of Europeans read Columbus's report, and others heard the reports read aloud. Soon everybody was talking about Columbus and his "discoveries." Some people were not sure if he had really sailed to Asia as he claimed, but they were sure he had found something new and exciting. Columbus was honored by King Ferdinand and Queen Isabella. He was named "Admiral of the Ocean Sea," and, as he had hoped, he was given ships and money for a second voyage.<sup>3</sup>

The second voyage was a much, much bigger operation than the first voyage. Columbus had a fleet of three ships and about a hundred men for his first voyage. On the second voyage, he had a fleet of seventeen ships and more than a thousand men! When he was **recruiting** sailors for his first voyage, Columbus had a hard time finding sailors who were willing to sail west into uncharted waters. When he was recruiting men for his second voyage, he had so many eager, interested sailors that he had to turn many of them away.

1 Who remembers what *trans-* means from the *Light and Sound* domain? (across) So, what do you think *transatlantic* means?

2 [Show students Image Card 9 (Printing Press).] This is an early printing press similar to Johannes Gutenberg's press that was invented around 1450. This allowed people to print and spread information quickly.

3 An admiral is a high-ranking leader in the navy.



4 [Turn back to image 2A-1 and point to the Canary Islands on the map.]

### ← Show image 2A-3: Columbus returning to Hispaniola

The ships of the second voyage left Spain in September of 1493. After a stop in the Canary Islands, off the coast of Africa, Columbus and his men sailed west.<sup>4</sup> They sighted land in early November. Columbus explored the coasts of several islands, but he was eager to get back to the fort he and thirty-nine of his crew members had built on Hispaniola on his first voyage. He hoped that, in his absence, the men he had left behind would have developed peaceful trading relationships with the Taino and that they would have collected a lot of gold. What Columbus actually found was quite different—the fort had been burned to the ground; the Spaniards he had left on the island had been killed; and there was no great horde of collected gold. Instead of trading peacefully with the Taino of Hispaniola, the Spaniards had treated them cruelly. The Europeans had **raided** their villages and had taken many people as slaves. They had taken gold wherever they could find it. After a while, the Taino fought back, attacked the fort, and killed the Spaniards.



### ← Show image 2A-4: Columbus and his angry men

Columbus decided to build another fort on Hispaniola and name it *Isabella*, after the queen of Spain. He left his brother, Diego, in charge of it and urged him to find the gold that Columbus felt sure was on the island. Diego and his men found some gold, but not as much as Columbus had led the king and queen to think was on the island. By 1495, Columbus's men had become unhappy, and Columbus grew anxious. It became clear to his men that there was much less gold than Columbus had exaggerated in his report. They felt that Columbus had lied to them. Some of them had already sailed back to Spain to complain about Columbus's exaggerations and leadership.<sup>5</sup>

5 [Point to the angry men in the foreground of image 2A-4, and the men leaving in the background.] Do you think the men's growing anger upset or worried Columbus?



6 Who can tell me what *enslaved* means? Do you think this was fair treatment?

### ← Show image 2A-5: Native population as slaves

Meanwhile, Columbus continued to look for gold, using cruel methods to get as much gold as he could. He made laws that enslaved and punished the natives if they didn't collect enough gold for the Spaniards.<sup>6</sup> What made the laws even more cruel was the fact that Hispaniola had only a little gold. There was no way the enslaved native people could supply the amount of gold Columbus demanded. As if this weren't bad enough, many of the Taino became infected with diseases to which many of the Spanish had become **immune**. The Taino on Hispaniola had never been exposed to the types of germs the Spanish carried in their bodies. Through interacting with the Spaniards, the natives came in contact with germs that their bodies could not fight. Over the next several years, many of the Taino became sick, and hundreds of thousands of them died of diseases, the most common of which was smallpox. Before Columbus's voyage, the Taino had a population of around two million. Between disease and Spanish conquest during the years following the arrival of Columbus and his men, the Taino only numbered a few thousand.



### ← Show image 2A-6: Spanish conquistadors

By 1496, it was clear that there was no more gold to be found on Hispaniola. Columbus decided to make a new law that said that the native people had to help develop large farms called plantations and work as slaves for the Spanish. In just a few years, the Spanish were firmly in control of the island of Hispaniola. After that point, they began to spread out, exploring and **conquering** other nearby islands in the Caribbean. The many men who led these voyages of exploration and conquest were known as **conquistadors**, the Spanish word for *conquerors*. These conquistadors were travelers, soldiers, and explorers from Spain who traveled to North, Central, and South America to look for wealth, conquer the native peoples, and gain control of land. They came to the Americas to find the same things Columbus had been looking for in unexplored parts of America: gold, spices, land, slaves, fame, and power.



← **Show image 2A-7: Map of conquistadors' voyages**<sup>7</sup>

7 [As you read the following paragraphs about the different conquistadors, point to the corresponding areas on the map mentioned in the text.]

By the year 1542, fifty years after the first voyage of Christopher Columbus, many Spanish conquistadors had explored and conquered most of South America, all of central America, and a significant part of North America. Christopher Columbus died believing he had reached the islands of the East Indies in Asia, known at that time just as “the Indies.” When the Spanish realized this mistake, it was decided to name the area where Columbus had landed the West Indies, and the Spice Islands in Asia that he had tried to reach the East Indies. What happened in those fifty years after Columbus’s first voyage?

First, a conquistador named Juan Ponce de León [*HWAN PONCE deh lee-OWN*] conquered the island of Puerto Rico to the east of the island of Hispaniola. At about the same time, another conquistador by the name of Diego Velázquez subdued the native people on the island of Cuba, an island to the west of Hispaniola. Soon the Spanish began to extend their control beyond the islands of the Caribbean Sea. They began to explore and conquer the mainland of North and South America. In 1513, Ponce de León explored the coast of Florida and claimed it for Spain. In the very same year, Vasco Núñez de Balboa fought his way through the jungles of Panama and became the first Spaniard to reach the Pacific Ocean.<sup>8</sup>

8 [Point to Balboa’s route through Panama in the image.]

A few years later, in 1519, Hernán Cortés led a Spanish army into Mexico. He ordered that the fleet of ships be burned when he and his crew landed so that everyone would understand there was no turning back.<sup>9</sup> He marched his army inland and eventually conquered the mighty Aztec Empire and its king, Moctezuma II [*mok-te-zoo-ma*]. The conquistador Francisco Pizarro led his men deep into South America and, by 1532, had conquered the other great empire of the Americas, the Inca Empire, in Peru. The defeat of this great empire was due in large part to disease. Because the natives had no immunity to the diseases the Europeans brought with them, many, many natives became sick and/or died of

9 [Point to the Aztec and Inca regions on Image Card 2 (Maya, Aztec, Inca) as you read the following sentences.]



10 Who can tell me what *immune* means? So, the Inca caught European diseases just like the Taino. Why do you think this led to their defeat?

these diseases after coming into contact with the Europeans.<sup>10</sup> After helping Pizarro conquer the Inca Empire, the conquistador Hernando de Soto turned his attention to North America. He landed his troops on the west coast of Florida and led them on a long **trek** through what is now the southeastern part of the United States. At about the same time, Francisco Vasquez de Coronado led an army of Spaniards north from Mexico into what is now the southwestern United States, hoping to find the cities of gold he had heard about.

In the following read-alouds, you will learn about the journeys of these conquistadors and other explorers and hear about their bold ideas, their voyages, their struggles in search of gold, and their interactions with the Native Americans.

## Discussing the Read-Aloud


20 minutes



### Comprehension Questions

15 minutes



If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for the Domain Assessment.

1. *Evaluative* Were your predictions correct about what Columbus found on his second voyage? Why or why not? (Answers may vary.)
2. *Inferential* How many voyages did Columbus make to the West Indies? (four) [Have a student volunteer locate the West Indies on Poster 1, or on a world map or globe. Remind students that Columbus believed he reached the East Indies in Asia, even though he ended up landing in the West Indies.]

3. *Inferential* How did the Spanish public respond to Columbus on his return to Spain? (He was well received as a hero. The king and queen of Spain named him the “Admiral of the Ocean Sea,” a big honor.) How was Columbus’s report able to spread so quickly and easily? (It was printed in great quantities on the newly invented printing press.)
4. *Inferential* Who sponsored Columbus’s second voyage? (the king and queen of Spain, Ferdinand and Isabella) You heard that Columbus explored the coasts of different islands before returning to Hispaniola, where he had built a fort and left behind thirty-nine crew members from his first voyage. What did he expect to find upon his return? (He hoped the men he had left behind would have established peaceful trading relationships with the Taino, and that they would have collected large quantities of gold.)
5. *Literal* What did Columbus actually find upon his return to the island of Hispaniola? (The fort had been burned to the ground, the crew left on the island from his first voyage had been killed, and there was no collected gold.)
6.  *Inferential* Describe the way Columbus and his crew members treated the Taino. (The Taino were treated unfairly. The crew members left behind from the first voyage raided their villages and took many of them as slaves. When Columbus returned on his second voyage, he created unfair rules, forcing the Taino to collect gold and work on plantations. Columbus took some Native Americans back to Europe as slaves. Many Native Americans were killed because of these unfair rules, and many more died because they were not immune to the germs the Europeans carried in their bodies.) How did the Taino respond to this treatment? (Many of them fought against the conquering Europeans but did not have much success. They were weakened by disease.)
7. *Evaluative* You heard that Columbus’s crew grew increasingly unhappy. Why? (His crew began to understand that he had exaggerated about the amount of gold on the island. They felt that he had lied to them about the riches they would find on the island.) What did his crew do? (Some of them decided to sail back to Spain and complain about Columbus to the king and queen.) How did that make Columbus feel? (Columbus grew nervous or anxious.)

8.  *Evaluative* Compare and contrast Columbus's first voyage and second voyage. In other words, what were some similarities and some differences? (Answers may vary, but may include the following: similarities—King Ferdinand and Queen Isabella of Spain sponsored both voyages, Columbus arrived by traveling west, he had to recruit sailors, and he traveled in search of gold and spices; differences—the second voyage was much bigger with more ships and men, Columbus had an easier time recruiting sailors on the second voyage, and he treated the natives poorly on the second voyage, whereas on the first voyage, he traded peacefully, etc.)
9. *Literal* Who were the conquistadors? (The many men who explored and conquered lands for Spain were known as *conquistadors*, the Spanish word for *conqueror*. Conquistadors were travelers, soldiers, and explorers from Spain who traveled to the Americas to look for wealth, conquer the native peoples, and take over land.)
10.  *Evaluative* How do you think the Native Americans felt about the conquistadors in the Americas? Why? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11.  *Evaluative* *Think Pair Share:* Why were Columbus's voyages important to the explorers and conquistadors who would come after him and trek across the Americas? How do you think this would affect the native peoples in the Americas? (Answers may vary, but may include the following: Columbus inspired people to travel to uncharted territories through unfamiliar waters in search of riches; his exaggerated reports led others to believe there was immense wealth waiting to be discovered; Europeans now knew there were entire continents to the west, and Europeans considered this new land their own to explore; the native peoples would gradually lose their land and way of life; many native people would die in conflicts with the Europeans, and die of diseases to which they were not immune; etc.)
12. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?  
 You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

## Word Work: Conquistadors

5 minutes

1. In the read-aloud you heard, “The many men who led these voyages of exploration and conquest were known as *conquistadors* . . .”
2. Say the word *conquistadors* with me.
3. The word *conquistadors* is the Spanish word for *conquerors*. At the time of exploration, conquistadors were travelers, soldiers, and explorers from Spain who traveled to North, Central, and South America to look for wealth, conquer the native peoples, and take over land.
4. By the middle of the 1500s, conquistadors controlled most of South America, all of Central America, and a large part of North America.
5. What were some of the things the conquistadors saw when they arrived in the Americas? For what were these conquistadors searching? Be sure to use the word *conquistadors* when you talk about it. Also, try to use some of the information you learned about North America during this time period when you studied the Native Americans. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “The conquistadors saw \_\_\_\_\_ when they arrived in the Americas.”]
6. What’s the word we’ve been talking about? What part of speech is the word *conquistadors*?



### ← Show image 2A-7: Map of conquistadors’ voyages

Use a *Discussion* activity for follow-up. Show students image 2A-7 again, and review the different conquistadors and the areas they conquered, as mentioned in the read-aloud. Tell students that they will be hearing more about conquistadors in the next few read-alouds. Have students discuss why the conquistadors decided to come to the Americas. Ask students, “How did these conquistadors benefit their home country of Spain?” Have students describe what these conquistadors probably saw, and how they may have interacted with the native peoples they encountered. Ask students how they think the native peoples reacted to them. As students share, make sure that they use the word *conquistadors* in complete sentences.



**Complete Remainder of the Lesson Later in the Day**



# Columbus and the Conquistadors

# 2<sub>B</sub>

## Extensions

20 minutes



### Expedition Log: Christopher Columbus (Instructional Master 2B-1)

10

**Note:** To complete this reoccurring activity, you may wish to differentiate by having some students work individually, with a partner, or with a small group. You will need to save all of the students' journal entries to be compiled into a booklet for each student at the end of the domain. You may wish to have students refer to their written responses to comprehension questions for this activity.

Explain to students that explorers wrote in journals, or logs, to help them remember important information about their expedition. These journals described the landscape of a certain area, the people they encountered, and the resources they found on their travels. Tell students that some explorers also sketched images of the places, people, and things they encountered. Sometimes these logs would get printed and shared with the public upon their return to their home country. Remind students that Columbus's report to the king and queen of Spain was printed on the newly invented printing press, and because of that, word about his travels quickly spread throughout Europe, encouraging the age of exploration.

Tell students that they will be creating an expedition log to help them remember important information they learn in this domain. Tell students that page 1 of the journal will be about Christopher Columbus and his voyages. Have students use the information heard in the first two read-alouds and the images from the read-aloud to help them remember details about Christopher Columbus and answer the questions on Instructional Master 2B-1. After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.



# Juan Ponce de León

## 3

### ✔ **Lesson Objectives**

#### **Core Content Objectives**

Students will:

- ✓ Identify motivating factors that led to the exploration of the Americas in different expeditions
- ✓ Explain the significance of Christopher Columbus and Juan Ponce de León in the early Spanish exploration of the Americas
- ✓ Locate on a map or globe key places explored and visited by the Spanish (the Caribbean Sea, the West Indies, Puerto Rico, Cuba, and the Gulf of Mexico)
- ✓ Describe the encounters between early explorers and Native Americans

#### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson.

Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ As a class, interpret, review, and add to a timeline sequencing the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors, in “Juan Ponce de León” (RI.3.3)
- ✓ Sequence images illustrating the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors, from “Juan Ponce de León” (RI.3.3)
- ✓ Describe the relationship among the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors, as related to the habitation and exploration of the Americas in “Juan Ponce de León,” using language that pertains to time, sequence, and cause/effect (RI.3.3)

- ✓ Distinguish events that happened long ago from more recent events as related to the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors (RI.3.3)
- ✓ Describe maps and other images related to the explorations of Juan Ponce de León and how the images contribute to what is conveyed by the words in “Juan Ponce de León” (RI.3.7)
- ✓ Interpret information from multiple maps related to world exploration and the exploration of the Americas, such as the specific routes of Christopher Columbus, Juan Ponce de León, and other conquistadors (RI.3.7)
- ✓ Categorize and organize facts about the explorations of Juan Ponce de León (W.3.8)
- ✓ Make predictions prior to “Juan Ponce de León” about what Juan Ponce de León found in Florida based on the text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Give oral presentations about Juan Ponce de León’s explorations with appropriate facts and relevant descriptive details (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)
- ✓ Summarize (orally and in writing) facts about the explorations of Juan Ponce de León from “Juan Ponce de León” (SL.3.4)
- ✓ Use a known root word as a clue to the meaning of an unknown word with the same root, such as *translate* and *translator* (L.3.4c)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)
- ✓ Draw illustrations to represent the main ideas and details of Juan Ponce de León’s explorations from “Juan Ponce de León”

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**colonization, n.** The process of taking control of an area and sending people to the newly controlled land to develop a settlement there

*Example:* Although Great Britain’s colonization of America ended with the Revolutionary War in the 1700s, its colonization of India didn’t end until the 1940s.

*Variation(s):* none

**expedition, n.** A journey taken for a specific purpose, often by a large group of people

*Example:* President Thomas Jefferson arranged the Lewis and Clark expedition across North America to gather information about the continent and its resources.

*Variation(s):* expeditions

**intriguing, adj.** Extremely interesting

*Example:* Jesse couldn’t stop reading the intriguing book until he finished it.

*Variation(s):* none

**mistreatment, n.** Poor treatment that is harmful; abuse

*Example:* The SPCA is an organization that works to eliminate the mistreatment of animals, by rescuing animals from unsafe homes and accepting strays.

*Variation(s):* mistreatments

**rebellion, n.** An open and often violent attempt by a group of people to overthrow a government or person in power

*Example:* The Boston Tea Party, in which American colonists threw tea into Boston Harbor, was an act of rebellion against the king of England.


*Variation(s):* rebellions

**translator, n.** A person who changes words from one language to another, so that people who speak different languages can understand one another

*Example:* Because Juarez can speak several different languages very well, he hopes to become a translator one day.

*Variation(s):* translators



<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 1 (World Map); Exploration Timeline; world map or globe (optional)	10
	<b>Making Predictions About the Read-Aloud</b>	Image Card 10	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Juan Ponce de León</b>	Poster 1; Image Cards 11 and 12; world map or globe (optional)	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Poster 1; Image Card 10; Exploration Timeline; world map or globe (optional)	15
	<b>Word Work: Colonization</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Expedition Log: Juan Ponce de León</b>	Instructional Master 3B-1; drawing tools	20



# Juan Ponce de León

3A

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Review the information covered thus far, highlighting the sequence of events on the timeline. Emphasize that, although Columbus and his crew were the first known Europeans to discover the islands of the Caribbean, he and his crew were not the first people to arrive there—the Native Americans were.

Using images from previous read-alouds, briefly review with students the content they have learned. To guide the review, you may wish to ask the following questions:

- Why did Columbus make a voyage across the Atlantic Ocean? (He hoped to find a shorter route to the East Indies to obtain gold and spices.) Who were Columbus’s sponsors, and why did they sponsor his voyages? (King Ferdinand and Queen Isabella of Spain; to find a western route to the East Indies)
- Did Columbus find the East Indies? (No, he found the West Indies.) [Have a student point out the East Indies and the West Indies on a world map or globe.] Did he realize that he had not reached the East Indies? (No, Columbus died believing he had found the East Indies.)
- What island did Columbus find and claim for Spain, and then built a fort on it? (Hispaniola) [Have a student volunteer point to the island of Hispaniola (the island comprised of Haiti and the Dominican Republic) on Poster 1, or on a world map or globe.]
- Who did Columbus find already living on the islands? (Native Americans called the Taino) How did Columbus and his crew ultimately treat the Native Americans? (very poorly, taking many as slaves)

## **Making Predictions About the Read-Aloud**

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Tell students that today they will be learning about a conquistador named Juan Ponce de León. Show students Image Card 10 (Juan Ponce de León). Remind students that in the previous read-aloud, they heard that Juan Ponce de León explored the coast of Florida. Ask students to predict what they think he found in Florida.

## **Purpose for Listening**

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Tell students to listen carefully to learn about Juan Ponce de León's expedition and his discoveries. Tell students to listen carefully to hear if their predictions about what Ponce de León found in Florida are correct.



## Juan Ponce de León

### ← Show image 3A-1: Juan Ponce de León

1 The Moors were Muslims who came to Spain from Morocco and other parts of North Africa. Muslims practice the religion of Islam, and believe in one God named Allah.

In early 1493, Juan Ponce de León [*HWAN PONCE deh lee-OWN*] was uncertain about his future. Trained as a knight, he had spent a few years fighting against the Moors in southern Spain.<sup>1</sup> The Moors crossed from Africa to Europe and took over most of the Iberian Peninsula, the land where Portugal and Spain are. This caused a great clash between Christianity and Islam. After Queen Isabella and King Ferdinand of Spain successfully drove the Moors out of Spain in 1492 with their army to preserve Christianity, Ponce de León was not sure what he should do next.

That all changed in the spring of 1493, when Christopher Columbus returned to Europe after his first transatlantic voyage. Word swept across Spain that Columbus had discovered new islands, possibly islands in Asia, and that these islands were filled with gold and spices. As you have heard, Columbus wanted to claim more territories in honor of Spain, so he organized another **expedition** to the New World. Thousands of men had come from all over Spain to sign up for Columbus's second voyage, and Juan Ponce de León was one of them. Ponce de León set sail with Columbus in September of 1493.<sup>2</sup> He was with Columbus when the explorer returned to the fort on Hispaniola and found that it had been destroyed. Ponce de León participated in the conquest of Hispaniola and eventually settled on the island.<sup>3</sup>

2 [Point to Ponce de León in the image (the man wearing the helmet).]

3 [Have a student volunteer locate Hispaniola on Poster 1, or on a world map or globe.] Why did Columbus choose the name *Hispanola*?



### ← Show image 3A-2: Governor Ponce de León

In 1504, there was a **rebellion** on the eastern side of Hispaniola. The Taino, angered by the years of **mistreatment** by the Spaniards, rose up and fought for their freedom. Ponce de León played an important part in stopping the rebellion and, as a reward, was given a piece of land on Hispaniola, appointed the governor of the island, and assigned a number of slave laborers to help him cultivate a plantation.<sup>4</sup> Sweet potatoes and a new world crop called

4 or take care of a large farm

5 [Show Image Card 11 (Cassava).]  
Cassava is a starchy root vegetable.



cassava [kuh-SAH-vah] grew on the plantation, and pigs, cows, and horses were raised there as well.<sup>5</sup> Ponce de León married a Spanish woman and brought her to live with him on Hispaniola.

← **Show image 3A-3: Ponce de León searching for gold in Puerto Rico**

By 1506, Ponce de León had established himself as a notable person on the island of Hispaniola. He might have stayed there for the rest of his life, enjoying the life of a wealthy plantation owner, but he had an adventurous streak. About this time, Ponce de León began to hear stories about another island east of Hispaniola, an island that we now call Puerto Rico. He had heard **intriguing** stories about gold on the island, and he decided to explore it. Ponce de León led an expedition to Puerto Rico in 1506.<sup>6</sup> He brought with him a cousin who had learned the native language and could serve as a **translator**.<sup>7</sup> Ponce de León met with the natives of the island and made a treaty with one of their chiefs that allowed him and other Spaniards to hike across the island. To their great delight, they found several large nuggets of gold in the rivers and streams. They also found an excellent, well-sheltered harbor, which is now known as San Juan Bay.

Ponce de León went back to Puerto Rico a second time in 1508. Once again, he struck a deal with one of the native tribal leaders, who supplied him with workers. These men built a settlement near San Juan Bay and cleared land for a plantation, while the Spaniards searched for gold. In 1509, Ponce de León was made governor of Puerto Rico.<sup>8</sup> He encouraged Spanish settlement on the island and the search for more gold.

In 1511, the Taino people of Puerto Rico began a rebellion. Ponce de León and the Spanish crushed the rebellion, using swords, guns, horses, and attack dogs. Juan Ponce de León seemed poised for success in Puerto Rico for many years to come, but political problems arose. Diego Columbus, the son of Christopher Columbus, had gotten himself appointed viceroy, in charge of Hispaniola. He didn't like Juan Ponce de León, so Columbus had him removed from office.<sup>9</sup>

6 [Point to Puerto Rico on Poster 1, or on a world map or globe.]

7 What would a translator be expected to do? (to translate, or change words from one language to another, so that the natives and the Spaniards could understand one another)

8 Who can tell me what a governor is?

9 The viceroy was the ruling representative for the king and queen of Spain.



← **Show image 3A-4: Ponce de León searching for gold in Florida**

10 [Point to the most western part of the Islands of the Bahamas on a world map or globe.] The Bimini are islands that form the western islands of the Bahamas.

Ponce de León decided to explore new lands—lands that would lie outside of the territory governed by his enemy, Diego Columbus. In 1512, Ponce de León received King Ferdinand’s permission to look for a place the native people called Bimini.<sup>10</sup> What do you think Juan Ponce de León was hoping to find in Bimini? If you thought he was looking for gold, that’s a good idea! It shows that you’ve been listening closely. The Spanish were usually looking for gold on their explorations, and Juan Ponce de León was no exception.

However, tradition has it that Ponce de León may have been looking for something else, as well. Some historians wrote stories after Ponce de León’s death, saying that Ponce de León was searching for a magical fountain called the Fountain of Youth on the Island of Bimini. According to legend, an old man who bathed in the water of this fountain would regain his youth. Some historians say that this story may have intrigued Ponce de León, and that he set out to find the Fountain of Youth. In March of 1513, Juan Ponce de León set sail from Puerto Rico. On April 3rd, he and his crew sighted land. Ponce de León thought it was an island, but in fact, it was a peninsula—a piece of land that sticks out into the ocean and is surrounded by ocean on three sides.

Juan Ponce de León and his men went ashore and claimed the land in the name of King Ferdinand. It was the spring season, which the Spanish call *Pascua Florida*, or the Season of Flowers. The land itself was full of flowers, so Ponce de León named this new land *La Florida*, or “the flowery place.” That name stuck, and to this day the land is called Florida.



← **Show image 3A-5: Map of Ponce de León’s explorations and Gulf Stream**

11 [As you read the following sentences, point to Ponce de León’s route.]

Only a few documents from this voyage have survived, so historians are not sure about all of the details of his travels.<sup>11</sup> Ponce de León sailed north along the east coast of Florida, and after some time, he turned south. About halfway down the eastern coast of Florida, Ponce de León and his captains made an interesting

discovery. They discovered that, even though the wind was blowing briskly and should have been pushing their ships southward, the ships were actually moving north! Can any of you guess why the ships were moving “backward,” even though the wind was pushing them forward?

12 [Point to the area of the Gulf Stream in the Atlantic Ocean.]

Ponce de León and his men were sailing against a strong ocean current. In fact, they had discovered one of the strongest and most important currents in the Atlantic Ocean—the Gulf Stream.<sup>12</sup> The Gulf Stream is like a river within the Atlantic Ocean. It is a current of warm water that flows out of the Gulf of Mexico, around Florida, along the southeastern coast of the United States, and then northeast, all the way to northern Europe.<sup>13</sup> Later explorers learned that a good way to get back to Europe quickly was to sail into the Gulf Stream and then ride the current back to Europe.

13 [Show students Image Card 12 (Extent of Gulf Stream). Point to show how the Gulf Stream goes all the way to Europe.]

Ponce de León and his men found that they could avoid the Gulf Stream by staying very close to shore. A few days after they discovered the Gulf Stream, Ponce de León and his men tried to go ashore on the peninsula, but they were attacked by native people and driven back to their ships. Ponce de León decided to continue exploring the Florida coastline. He sailed south and rounded the tip of Florida. He still thought he had discovered an island, and he was trying to sail around it. He sailed along the string of islands known today as the Florida Keys into the Gulf of Mexico.<sup>14</sup> Then he turned north and explored the western coast of Florida. He anchored for a while along the coast, probably around the area now known as Charlotte Harbor, but Ponce de León and his men were attacked several times, so they didn’t stay too long.

14 [Point to these areas in the image.]

Eventually, Ponce de León decided to return to Puerto Rico and report on the lands he had discovered. On the way back, he and his men visited islands off the coast of Florida that were home to thousands of sea turtles. Ponce de León named these islands *Tortugas*—the Spanish word for turtles.

15 Priests are leaders in a Christian church. Priests started accompanying explorers on their expeditions to spread Christian beliefs to the native people in the Americas. You'll hear more about this aspect of European exploration throughout the domain.



← **Show image 3A-6: Injured Ponce de León and colonists retreating from Florida colony**

Ponce de León went back to Spain to tell the king about his discoveries. He was not able to return to Florida for several years. In 1521, he launched a second expedition focused on **colonization**. Ponce de León wanted to establish a Spanish colony in Florida. He loaded his ships with more than two hundred men, including farmers and priests.<sup>15</sup> He also brought horses, sheep, pigs, and goats.

Ponce de León and his men landed somewhere along the southwestern coast of Florida. We don't know where exactly. They began setting up a colony, but after a few weeks they were driven away by the Calusa Indians, Native Americans of the region. Ponce de León was wounded in an attack when an arrow struck him in the thigh. The Spaniards gave up on their Florida settlement and retreated to Cuba.<sup>16</sup> While in Cuba, Ponce de León's wound became infected. He died in July of 1521. Some years later, his remains were transferred to San Juan, Puerto Rico, the city he had founded many years earlier.

16 [Point to Cuba on Poster 1, or on a world map or globe.]






### Comprehension Questions

15 minutes


If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for the Domain Assessment.


1. *Evaluative* Were your predictions correct about what Ponce de León would discover? Why or why not? (Answers may vary.)
2. *Inferential* What did Ponce de León do before becoming an explorer in the New World? (He fought the Moors in Spain and helped drive them out of Europe.) Who were the Moors? (The Moors were Muslims who came to Spain from Morocco and other parts of North Africa, and took over most of the Iberian Peninsula, the land where Portugal and Spain are. They were part of a civilization with great architecture, writers, and scientific and cultural achievements. Their religion of Islam clashed with Christianity. They inhabited the Iberian Peninsula until they were forced out by the armies of King Ferdinand and Queen Isabella from Spain.)
3. *Evaluative* On which of Columbus's expeditions did Ponce de León travel? (the second voyage, or expedition) How do you think Columbus may have influenced Ponce de León? (Answers may vary, but may include that Columbus inspired Ponce de León to explore and find the wealth Columbus had reported.)
4. *Inferential* You heard that Ponce de León was given some land on Hispaniola. Why? (In the year 1504, the Taino rebelled because they were angered by the years of mistreatment by the Spaniards. Ponce de León played an important part in stopping the rebellion. He was awarded a piece of land on Hispaniola, appointed as governor of the island, and assigned a number of slave laborers to help him cultivate a plantation.)

5.  *Inferential* Did Ponce de León stay on Hispaniola, or did he explore nearby areas? (He explored nearby areas.) What led him to explore nearby areas? (He was interested in finding gold. With the help of a translator, he might have also heard an intriguing story about the Fountain of Youth, and he may have wanted to find that as well.) What areas did he explore? (Puerto Rico and the coast of Florida) [Have a student volunteer point to these areas on Poster 1, or on a world map or globe.]
6.  *Inferential* What were some of Ponce de León's discoveries? (the Gulf Stream, the Florida Peninsula) What is the Gulf Stream? (The Gulf Stream is like a river within the Atlantic Ocean. It is a current of warm water that flows out of the Gulf of Mexico, around Florida, along the southeastern coast of the United States, and then northeast, all the way to northern Europe.) [Have a student volunteer point to the area of the Gulf Stream in the Atlantic Ocean on Poster 1, Image Card 12, or on a world map or globe.]
7. *Evaluative* Did Ponce de León ever find the Fountain of Youth? (no) Do you think the Fountain of Youth really exists? Why or why not? (Answers may vary, but no it does not really exist. However, there are many tourist areas throughout Florida and the Caribbean which claim to be the Fountain of Youth.)
8.  *Inferential* Describe the interaction between Ponce de León and the Native Americans he encountered on his expedition. (They experienced many conflicts. The Native Americans would attack the Europeans because they wanted to protect themselves and the land they inhabited. Ponce de León and the members of his expedition often mistreated the native people, which did not help the relationship between the two.)
9. *Evaluative* You learned that Ponce de León was interested in colonization. What does that mean? (He wanted to develop a settlement in the area and take control of the land and the people who lived there.) Was this successful? Why or why not? (It was not successful because, as they were setting up their colony along the southwestern coast of Florida, they were attacked by the Calusa Indians.)
10. *Inferential* What happened to Ponce de León in the end? (He decided to give up on his settlement and retreated to Cuba, injured. His wound became infected, and he died.) [Have a student volunteer locate Cuba on Poster 1, or on a world map or globe.]

11. *Inferential* [Point to Columbus on the timeline.] Did Juan Ponce de León make his discovery of Florida and the Gulf Stream before or after Columbus made his discoveries of the Caribbean islands? (after) [Have a student place Image Card 10 on the timeline in its proper location.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

12.  *Evaluative Think Pair Share:* What would you say were Ponce de León's most important discoveries? (Answers may vary.) Why do you think Ponce de León continued with his expedition even after experiencing a lot of difficulty? (Answers may vary.)
13. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?

 You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

### Word Work: Colonization

5 minutes

1. In the read-aloud you heard, "In 1521, [Ponce de León] launched a second expedition focused on *colonization*."
2. Say the word *colonization* with me.
3. Colonization is the process of taking control of an area and its people and sending people to the newly controlled land to develop a settlement there.
4. England's colonization of North America resulted in the thirteen colonies along the Atlantic coastline.
5. What do you think are some of the problems with colonization? What are the advantages of colonization? Be sure to use the word *colonization* when you discuss these questions. [Ask two or three students. If necessary, guide and/or rephrase the students' responses to be complete sentences: "A problem or disadvantage of colonization is . . ." or "An advantage of colonization is . . ."]
6. What's the word we've been talking about? What part of speech is the word *colonization*?

Use a *Discussion* activity for follow-up. Have students discuss the problems and advantages of colonization. Encourage students to share what they know about the thirteen original colonies before the United States became an independent country. Advantages may include the following: the country accomplishing colonization has access to more resources outside of their home country; they have more power by claiming more land; colonists have new opportunities; etc. Disadvantages may include the following: moving to a completely new place can be difficult for colonists; the country accomplishing colonization has a hard time controlling what the people in their newly controlled land do; etc. Make sure that students use the word *colonization* and variations of the word, such as *colony*, *colonize*, and *colonists*, in complete sentences as they share.

**Note:** You may also wish to capture students' responses on a T-Chart.



## Complete Remainder of the Lesson Later in the Day



# Juan Ponce de León

3<sub>B</sub>

## Extensions

20 minutes



### Expedition Log: Juan Ponce de León (Instructional Master 3B-1)

10

**Note:** To complete this reoccurring activity, you may wish to differentiate by having some students work individually, with a partner, or with a small group. You may wish to have students refer to their written responses to comprehension questions for this activity.

Remind students that explorers wrote and sketched in journals, or logs, to help them remember important information about their travels. These expedition logs described the landscape of a certain area, the people they encountered, and the resources they found. Tell students that they will continue to add to their expedition log to help them remember important information they learned about Juan Ponce de León and his expeditions.

Have the students use the information heard in the read-aloud and the images from the read-aloud to help them remember details about Ponce de León and answer the questions on Instructional Master 3B-1. After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.



# Hernando de Soto

# 4

## ✔ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Identify motivating factors that led to the exploration of the Americas in different expeditions
- ✓ Explain the significance of Hernando de Soto in the early Spanish exploration of the Americas
- ✓ Locate on a map or globe key places explored and visited by the Spanish (the Caribbean Sea, the West Indies, Puerto Rico, Cuba, the Gulf of Mexico, and the Mississippi River)
- ✓ Describe the encounters between early explorers and Native Americans

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ As a class, interpret, review, and add to a timeline sequencing the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors, in “Hernando de Soto” (RI.3.3)
- ✓ Sequence images illustrating the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors, from “Hernando de Soto” (RI.3.3)
- ✓ Describe the relationship among the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors, as related to the habitation and exploration of the Americas in “Juan Ponce de León,” using language that pertains to time, sequence, and cause/effect (RI.3.3)

- ✓ Distinguish events that happened long ago from more recent events as related to the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors (RI.3.3)
- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “last straw” as used in “Hernando de Soto” (RI.3.4) (L.3.5a)
- ✓ Describe maps and other images related to the explorations of Hernando de Soto and how the images contribute to what is conveyed by the words in “Hernando de Soto” (RI.3.7)
- ✓ Interpret information from maps and other images related to the exploration of the Americas, such as the specific routes of Hernando de Soto (RI.3.7)
- ✓ Categorize and organize facts about the explorations of Hernando de Soto (W.3.8)
- ✓ Make predictions prior to “Hernando de Soto” about why Hernando de Soto went on an expedition and where he explored based on the text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Give oral presentations about Hernando de Soto’s explorations with appropriate facts and relevant descriptive details (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)
- ✓ Summarize (orally and in writing) facts about the explorations of Hernando de Soto from “Hernando de Soto” (SL.3.4)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)
- ✓ Draw illustrations to represent the main ideas and details of Hernando de Soto’s explorations from “Hernando de Soto”

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**demoralized, *adj.*** Weakened in courage, confidence, or spirit

*Example:* The football team became demoralized when they didn’t win a single game all season.

*Variation(s):* none

**disastrous, *adj.*** Refers to something that causes great suffering or loss

*Example:* A late spring ice storm would be disastrous to the orange groves in Florida.

*Variation(s):* none

**makeshift, *adj.*** Refers to something that is temporary and often of poor quality

*Example:* When the electricity went out, we made a makeshift stove out of an oil lamp.

*Variation(s):* none

**mutiny, *n.*** A refusal by followers to obey the rules and orders of the person in charge; rebellion

*Example:* After days of being lost at sea, with food supplies decreasing, the ship’s crew organized a mutiny against the captain.

*Variation(s):* mutinies

**outposts, *n.*** Military stations some distance away from the main base

*Example:* After the Revolutionary War, the new American government established outposts in the territory west of the Appalachian Mountains.

*Variation(s):* outpost

**party, *n.*** A group of people brought together for a specific purpose; a specific person

*Example:* The mountain climbing party spent many months preparing for their climb of Mount Denali in Alaska.

*Variation(s):* parties


**scouting, *v.*** Exploring or searching for something

*Example:* The campers were scouting the area to find the perfect place to set up their tent.

*Variation(s):* scout, scouts, scouted



**stranded, adj.** Left in a place without a way to easily leave  
*Example:* When our car ran out of gas, we were stranded by the side of the road for hours.  
*Variation(s):* none

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 1 (World Map); Poster 2 (Routes of Exploration); Exploration Timeline; world map or globe (optional)	10
	<b>Essential Background Information or Terms</b>	Poster 1; Image Cards 2 and 13; world map or globe (optional)	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Hernando de Soto</b>	Image Cards 14 and 15; U.S. map	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Poster 1; Image Card 13; Exploration Timeline; chart paper, chalkboard, or whiteboard; world map or globe (optional); [This activity requires advance preparation.]	15
	<b>Word Work: Disastrous</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sayings and Phrases: Last Straw</b>		5
	<b>Expedition Log: Hernando de Soto</b>	Instructional Master 4B-1; drawing tools	15



# Hernando de Soto

4<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Review the information covered thus far, highlighting the sequence of events on the timeline. Emphasize that the Native Americans were living in many parts of the Americas before the Europeans explored the areas of North America.

Briefly review with students the content they learned from the previous read-alouds. To guide the review, you may wish to ask the following questions:

- Using Poster 2 (Routes of Exploration), have a student volunteer trace the voyage of Juan Ponce de León (purple dots). As s/he does so, encourage the students to name the places along the journeys.
- How did Columbus and Ponce de León treat the Native Americans? (very poorly, taking many as slaves)
- What is the Spanish word for *conqueror*? (*conquistador*)
- What is colonization? (the process of developing a settlement in an area and taking control of the land and the people who live there) Was Ponce de León's colonization of Florida successful? Why or why not? (It was not successful because as they were setting up their colony along the southwestern coast of Florida, they were attacked by the Calusa Indians.)
- Who can locate on Poster 1, or on a map or globe, some of the key places explored and visited by Juan Ponce de León? [Have student volunteers point to the following on Poster 1, or on a world map or globe: the Caribbean Sea, the West Indies, Puerto Rico, Cuba, the Florida coast, and the Gulf of Mexico.]

## Essential Background Information or Terms

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Tell students that today they will be learning about a conquistador named Hernando de Soto. Ask students if they can guess de Soto's motivations for traveling to North America. Show students Image Card 13 (Hernando de Soto). Tell students that, before embarking on his own expedition, de Soto traveled to the New World with a fellow conquistador in South America, Francisco Pizarro.

Remind students that they briefly heard about these conquistadors in Lesson 2. Pizarro conquered the Inca Empire that had developed in South America by enslaving the Inca. Pizarro was easily able to conquer this population because he and his men carried European diseases against which the Inca had no immunity. As a result, the Inca became sick and/or died, and grew too weak to defend themselves against Pizarro and his men. Tell students that the Inca ruled over the lands that stretch along the Andes Mountains and the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru). Locate these areas on Poster 1, or on a world map or globe, and/or show this area on Image Card 2 (Maya, Aztec, Inca). Pizarro's conquest of the Incan civilization gave Spain the opportunity to claim this very rich land as its own.

Explain that just as Juan Ponce de León went on a voyage with Christopher Columbus and learned from him before going on his own expedition, Hernando de Soto traveled with Francisco Pizarro and learned from him. Ask students, "How do you think Pizarro influenced de Soto?" Tell them to listen to find out.

## Purpose for Listening

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Tell students to listen carefully to learn about Hernando de Soto's expedition and his discoveries. Ask students to predict why de Soto went on an expedition and where he went.



## Hernando de Soto

### ← Show image 4A-1: De Soto’s landing in Florida and map of prior Florida exploration

On May 30, 1539, the veteran conquistador Hernando de Soto led a group of Spaniards ashore on the western coast of Florida. De Soto staked a flagpole into the sandy beach and claimed the land for the king of Spain.<sup>1</sup>

De Soto was not the first Spaniard to explore Florida. Juan Ponce de León had explored the area in 1513 and again in 1521, but he had failed in his attempt to establish a permanent Spanish colony in Florida. Another Spaniard, Pánfilo de Narváez [PAHN-fee-lo de nar-VAY-uz], had tried to conquer Florida but did not succeed. Narváez landed on the west coast of Florida in 1527 with six hundred men. He and his men marched inland in search of gold. They attacked the natives and were attacked by them in return; many Spaniards were killed. After experiencing little progress, Narváez and his men decided to make their way to the Gulf Coast to Spanish **outposts** in Mexico. They hurriedly constructed **makeshift** boats to sail along the coast. Many of the men died of dehydration on this voyage.<sup>2</sup> Some of the boats drifted off and the men on them were never heard from again. Just when Narváez and his men thought things could not get any worse, a hurricane hit, sinking their boats, drowning many of the men, and leaving the few survivors **stranded** on a beach near present-day Galveston, Texas. In the end, of the six hundred men who set off on the voyage, only four men managed to get back to Mexico alive to tell the tale.

1 [Point to the flag in the image.] If Hernando de Soto is being described as a veteran conquistador, that means he has a lot of experience in conquering new territories.

2 You become dehydrated if you do not drink enough water. Your body cannot survive for more than three or four days without water. Why couldn’t the men drink water from the ocean? (Ocean water has a lot of salt. People need freshwater, without salt, to survive.)



### ← Show image 4A-2: Hernando de Soto preparing for the expedition

Hernando de Soto knew about the explorations of Ponce de León and Narváez. He knew it would be dangerous to explore Florida, but he felt he could achieve more than the men who had explored before him. After all, de Soto had been in Peru with Francisco Pizarro, one of the most successful of all the conquistadors, when Pizarro captured the Inca Emperor, Atahualpa

[ah-tah-WAL-pa]. De Soto had helped collect the great ransom of silver and gold that made Pizarro very rich. And de Soto, too, became a very wealthy man through his relationship with Pizarro. Hernando de Soto believed he could make even more money by conquering Florida and gathering up the gold that was rumored to be there. De Soto invested much of his own money in his Florida expedition, and he prepared for it carefully. De Soto signed up lots of other experts, including soldiers, sailors, tailors, shoemakers, engineers, and priests.<sup>3</sup> Most of the seven hundred men on his expedition were Spaniards, but there were a number of recruits from other countries in Europe. The expedition sailed from Spain in April of 1538. After a year in Cuba, de Soto and his men sailed to Florida, arriving at the end of May in 1539.

3 Who remembers what a priest is? Why did they start taking part in expeditions? (to spread Christian beliefs in new lands)



← **Show image 4A-3: Hernando de Soto finding Ortiz at de Soto's base camp**

4 The word *party* here is not like a birthday party. It means a group of people brought together for a specific purpose. The purpose here is to scout, or explore, new areas.

De Soto sent a **scouting party** inland, and discovered an abandoned Indian village.<sup>4</sup> Finding abandoned Indian villages was not unusual. By this time, many native people had learned that the arrival of Spaniards was usually not good news. Many chiefs decided the safest course of action was to abandon their villages. That way they could avoid the Spanish. Sometimes the Indians would return to the village later, after the Spanish had moved away. De Soto and his men established a base in the abandoned village and began to explore the surrounding land. They made a remarkable discovery on their exploration. They found a Spaniard who had been living among the natives and had learned a little of their language. His name was Juan Ortiz, and he had been a member of the **disastrous** Narváez expedition. Juan Ortiz had been treated cruelly by one Native American chieftain and was later adopted by another tribe. The Spanish were astonished to find him living like a native. Native Americans would sometimes adopt outsiders—including Europeans—into their tribes, even though their experience taught them that Europeans were interested in conquering their lands. The Spanish listened to his stories and made Ortiz one of their translators.



← **Show image 4A-4: De Soto and his men marching inland**

De Soto left some men near the coast and took some other men to explore inland. He and his men made their way through swamps and forests. They found more deserted villages and helped themselves to whatever food and supplies were left behind. Some of the natives attacked the Spaniards as they marched. They would ambush, or attack, de Soto and his men in the swamps, and then run away. De Soto fought back. To discourage others from attacking, de Soto's strategy was to be vicious early on. That way, de Soto thought, word would get around that he and his men were not worth attacking, and that might actually save more of his men in the end. As de Soto moved inland, he would frequently take natives as prisoners to use them as guides in the new land.

By mid-September, de Soto and his men arrived at a village called Napituca [na-puh-TUE-kah]. The local chief, Vitachuco [vee-ta-CHOO-ko], seemed friendly, but Juan Ortiz told de Soto that this friendliness might be an act.<sup>5</sup> Ortiz had heard rumors that Vitachuco was plotting against de Soto. De Soto decided to take no chances. He attacked the people of Napituca and took Vitachuco prisoner. Even though he was a prisoner, Vitachuco wasn't treated as poorly as other prisoners. He was allowed to keep some of his servants and often ate with de Soto. De Soto thought that if he kept the chief in comfortable surroundings, Vitachuco and his people would cooperate with him. This strategy seemed to be working, until one night Vitachuco and his people attacked. The Spaniards eventually won this battle and killed Vitachuco.

5 [Point to Vitachuco, the Native American chief holding a staff on the right.]



← **Show image 4A-5: De Soto meeting with the Lady of Cofitachequi**

After this incident, the Spaniards marched farther north into Florida. A native de Soto took earlier as a prisoner told them of a city to the north in what is now South Carolina called Cofitachequi [co-FIT-a-cheh-kwee] where the chief was a woman who had lots of gold and pearls. De Soto and his men marched on, passing through what is now Georgia and into what is now north-central South Carolina.<sup>6</sup> There they met *la Señora de Cofitachequi*, the Lady of Cofitachequi. At first, the Lady of Cofitachequi was friendly,

6 [Point to area around Camden, South Carolina, northeast of Columbia, South Carolina, on a U.S. map. Point to the Lady of Cofitachequi in the image while you read the following sentence.]

7 The Lady of Cofitachequi was taken hostage like Vitachuco. In both situations, de Soto thought that if he kept both chiefs alive as prisoners, their people would cooperate with him.



8 [Point to the location of Cofitachequi in this image, reminding students that this is where de Soto met the Lady of Cofitachequi. Point to the mentioned areas in the image as you read the following sentences.]

9 You learned about the Mississippians when you learned about the Native Americans. The Mississippians, along with the Adena and Hopewell, were groups that were given a name because of something they built. Who can tell us what these three groups were called? (Mound Builders) [Show students Image Card 15 (Mound Builders).]



allowing them to stay in her village. As it turned out, she had very little gold, but she did have some pearls. She gave some of these pearls to the Spaniards as gifts. Later, however, de Soto arrested the Lady of Cofitachequi, held her hostage, and marched on.<sup>7</sup>

We cannot be certain what happened to the Lady of Cofitachequi. But according to some historians, she stayed with them for a time, and one day when de Soto and his men were not looking, she took her opportunity to escape through the woods. Unfamiliar with the land, the Spaniards could not track the Lady Cofitachequi down, and they never saw her again.

← **Show image 4A-6: De Soto's route with Indian territories marked**<sup>8</sup>

De Soto and his men went on a trek north and west through what is now Georgia and South Carolina, to the edge of the Blue Ridge Mountains. They passed through territory controlled by the Mississippians.<sup>9</sup> Everywhere they went, they looked for gold but had very little success. The de Soto expedition eventually reached the area now known as Alabama, where de Soto and his men fought one of their biggest battles. They killed more than two thousand Mississippians. Only twenty-two of de Soto's men were killed, but about two hundred were injured, including de Soto himself. The Spanish also lost many of their horses. By November of 1540, the de Soto expedition had entered into Mississippian territory in northeastern Mississippi. They spent the winter in an abandoned native village. Eventually, the Mississippians attacked, firing flaming arrows. The Spanish escaped only because their stampeding horses scared off the attacking natives.

← **Show image 4A-7: De Soto crossing the Mississippi**

With all of the constant marching and fighting they were experiencing, de Soto's men grew very tired and were ready to go home. They became convinced that there was very little gold to be found in these parts of America. Some of them began to plan a **mutiny** against de Soto. De Soto, however, did not want to give up and go home empty handed. He pushed his men on. They marched and fought their way west. In May of 1541, they reached the mighty

10 [Have a volunteer point to the Mississippi River on a U.S. map.]

Mississippi River.<sup>10</sup> De Soto and his men did not let that stop them. They constructed makeshift flatboats, and under the cover of night to hide from the attacking natives, used the boats to ferry the men and the horses across the wide river.

After De Soto and his men crossed the Mississippi River, they explored what is now Arkansas. Near what is now Camden, Arkansas, they met natives who lived in tipis and hunted buffalo. De Soto decided to spend the winter there. By the spring of 1542, even de Soto was becoming **demoralized**. De Soto had found almost no gold. He had lost many of his men, and his horses could barely walk. His translator, Juan Ortiz, had died, and the other translators were having trouble understanding the local natives. All of these terrible events together became the “last straw.”<sup>11</sup>

11 Who remembers what the saying “last straw” means? It means this was all that the men could take. You will learn more about this saying later.



← **Show image 4A-8: De Soto burial in the Mississippi**

De Soto came down with a bad fever. He spent his days in bed, but the fever got worse. De Soto died on May 21, 1542. His men attached stones to his body and tossed it into the Mississippi River. According to legend, because De Soto had told the Native Americans he was immortal, or able to live forever, his men sank his body in the Mississippi River so that the Native Americans would not discover de Soto's body and realize this was a lie.


The remaining men of the de Soto expedition made their way back to the Gulf of Mexico where they built seven boats. In July of 1543, they floated along the Gulf Coast, past Texas, and eventually made their way back to the Spanish outposts in Mexico. Throughout this difficult journey, the men on the de Soto expedition were the first known Europeans to explore the southeastern United States north and west of present-day Florida.







### Comprehension Questions

15 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for the Domain Assessment.

1. *Evaluative* Were your predictions correct about why Hernando de Soto went on an expedition and where he went? Why or why not? (Answers may vary.)
2.  *Evaluative* Was Hernando de Soto the first person to explore Florida? (No, Juan Ponce de León had explored the area and attempted to establish a permanent Spanish colony in Florida. Another Spaniard, Pánfilo de Narváez, had tried to conquer Florida but had disastrous results.) **What made the Narváez expedition so disastrous?** (After fighting with and being attacked by the natives, Narváez and his men returned to Spanish outposts in Mexico by constructing makeshift boats to sail along the coast. Many died of dehydration, or were swept out to sea, or sank after being hit by a hurricane. The few survivors were stranded on a beach, and out of six hundred men, only four made it back safely.)
3. *Inferential* What was de Soto hoping to achieve in his expedition? (Hernando de Soto believed he could make lots of money by conquering Florida and gathering up the gold that was rumored to be there.) **What did the first part of this expedition involve?** (De Soto sent a scouting party inland and discovered an abandoned Indian village.)

4. *Inferential* How did de Soto's interactions with Pizarro influence de Soto's expedition? (De Soto became wealthy from helping Pizarro overthrow the Incan Empire, and de Soto invested much of that money into his Florida expedition.) Describe de Soto's expedition party. (De Soto recruited seven hundred men—soldiers, sailors, tailors, shoemakers, engineers, and priests. Most of the men on his expedition were Spaniards, but there were a number of recruits from other countries in Europe.)
5.  *Inferential* Describe the interaction between Hernando de Soto and his men and the Native Americans they encountered. (By the time Hernando de Soto made it to Florida, the natives had learned that the arrival of Spaniards was usually not good news. Often the natives would attack the Spaniards as they marched through different areas. De Soto fought back. His strategy was to be vicious early on, because de Soto thought that some violence early on might prevent violence later and would save more of his own men. In Alabama, de Soto and his men fought one of their biggest battles. They killed more than two thousand Mississippians.)
6. *Inferential* De Soto encountered two Native American chiefs from different tribes. Who were they, and where did they meet? (At a village called Napituca, he met the local chief, Vitachuco. In eastern Georgia, in a place called Cofitachequi, he met the Lady of Cofitachequi.) Were both relationships peaceful? (No, De Soto took Vitachuco and the Lady of Cofitachequi prisoner. Vitachuco and his men eventually attacked, but de Soto ended up conquering them and eventually killed Vitachuco.)
7.  *Evaluative* You heard that de Soto's men eventually became demoralized. Who can tell me what *demoralized* means? (Weakened; lacking courage, confidence, or spirit after enduring difficult events) Why were they demoralized? (They had gotten tired of marching and fighting, and they wanted to go home.) Why did these European explorers continue to explore when facing such difficult conditions? (Answers may vary.) Who else became demoralized in this exchange? (the Native Americans) Why? (Their homes were being taken away from them; many of them were dying or being taken as prisoners.)
8. *Literal* What happened to de Soto in the end? (De Soto came down with a bad fever and died. His men threw his body into the Mississippi River so the Native Americans would not find it.)

9.  *Evaluative* What would you say are Hernando de Soto's most important discoveries? (Answers may vary, but may include that he and his men were the first known Europeans to explore the southeastern United States north and west of present-day Florida. De Soto was probably one of the first Europeans to cross the Mississippi River.)
10. *Inferential* Did Hernando de Soto's expedition take place before or after Juan Ponce de León made his discovery of Florida? (after) [Have a student place Image Card 13 (Hernando de Soto) on the timeline in its proper location.]
11. *Evaluative Where? Pair Share:* [To complete this activity, use Poster 1, or have a world map or globe readily available.] Write the following locations on a piece of chart paper, a chalkboard, or a whiteboard: the East Indies, the West Indies, Hispaniola, Cuba, the Florida peninsula.] Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, "Where did de Soto explore?" Turn to your neighbor and ask your "where" question. Listen to your neighbor's response. Then your neighbor will ask a new "where" question, and you will get a chance to respond. I will call on several of you to share your questions with the class. I will also call on several of you to point to the locations written out for you.
12. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

## Word Work: Disastrous

5 minutes

1. In the read-aloud you heard, “His name was Juan Ortiz, and he had been a member of the *disastrous* Narváez expedition.”
2. Say the word *disastrous* with me.
3. Something that is disastrous is unsuccessful and often causes frustration, great suffering, or loss.
4. My disastrous attempt at baking a cake resulted in a dry and inedible dessert.
5. Have you ever observed or heard about a disastrous event? What was it? Be sure to use the word *disastrous* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “The hurricane was disastrous because . . .” or “The disastrous \_\_\_\_\_ was . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *disastrous*?

Use a *Making Choices* activity for follow-up. Directions: I am going to say a phrase that describes a situation or event. If the situation or event is disastrous, say, “That is disastrous.” If the situation or event is not disastrous, say, “That is not disastrous.”

1. spending the day with your best friend (That is not disastrous.)
2. a powerful earthquake (That is disastrous.)
3. a case of the giggles (That is not disastrous.)
4. an oil spill in an ocean (That is disastrous.)
5. Columbus finding the fort burned to the ground upon his return to Hispaniola (That is disastrous.)
6. the last day of school before summer vacation (That is not disastrous.)
7. a species of an organism becoming extinct (That is disastrous.)
8. two thousand Mississippians being killed (That is disastrous.)



**Complete Remainder of the Lesson Later in the Day**



# Hernando de Soto

4B

## Extensions

20 minutes

### Sayings and Phrases: Last Straw

5 minutes

An idiom is an expression whose meaning goes beyond the literal meaning of its individual words. Idioms have been passed down orally or quoted in literature and other printed text. Idioms often use figurative language, meaning that what is stated is not literally taking place. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say that something that happened was the “last straw.” Have students repeat this idiom, and remind them that they learned about this expression in *The Viking Age* domain earlier this year and in the read-aloud about de Soto and his men.

Remind students that this phrase comes from the proverb “It was the last straw that broke the camel’s back.” Remind students that camels are pack animals that carry a lot of weight, such as straw, on their backs; they travel long distances across deserts. If the camel is carrying a heavy load of straw, that is a lot of weight on the camel’s back. As they travel the long distance, the load begins to feel heavier and heavier. Imagine adding just one more piece of straw to the camel’s load. That last straw broke the camel’s back because it couldn’t handle even that little bit of additional weight or stress. That last straw was the last thing that the camel could take, because it was too much, and it caused the camel to break down.

Tell students that this is the literal meaning of this phrase, and now they will review the figurative meaning. Remind students of the many negative things de Soto’s men experienced—the constant marching and fighting, the lack of gold, the attack of the Native Americans, the death of many men, including their translator Juan Ortiz, etc. The men grew very demoralized, and eventually de Soto became sick and died. The men felt that all of these things together were the “last straw” and they could not take even one more thing. They no longer wanted to travel into an unknown world; they wanted to go home.

Ask students if they have ever had a really, really bad day, where one bad thing after another kept happening. Imagine if one day you woke up late; you were late to school; and your shoelace was untied, so you tripped and hurt your knee. Then you realized you forgot your lunch. You might break down and start crying because you would feel that forgetting your lunch was the last bad thing you could handle that morning. You could say that forgetting your lunch was the “last straw.” Ask students how they have felt when they’ve had their last straw in dealing with a situation or a series of events. Try to find other opportunities to use this saying in the classroom.



### Expedition Log: Hernando de Soto

10

#### (Instructional Master 4B-1)

15 minutes

**Note:** To complete this reoccurring activity, you may wish to differentiate by having some students work individually, with a partner, or with a small group. You may wish to have students refer to their written responses to comprehension questions for this activity.

Remind students that explorers wrote and sketched in journals, or logs, to help them remember important information about their travels. These expedition logs described the landscape of a certain area, the people they encountered, and the resources they found. Tell students that they will continue to add to their expedition log to help them remember important information they learned about Hernando de Soto and his expeditions.

Have students study the map on Instructional Master 4B-1 to answer the questions about Ponce de León and Hernando de Soto. Then, have students use the information heard in the read-aloud and the images from the read-aloud to help them remember details about Hernando de Soto and answer the questions on the back of the page. After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.



# Francisco Vasquez de Coronado

5

## ☑ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Identify motivating factors that led to the exploration of the Americas in different expeditions
- ✓ Explain the significance of Francisco Vasquez de Coronado in the early Spanish exploration of the Americas
- ✓ Locate on a map or globe key places explored and visited by the Spanish (the Caribbean Sea, the West Indies, Puerto Rico, Cuba, the Gulf of Mexico, the Grand Canyon, the Rio Grande, and the Mississippi River)
- ✓ Describe the encounters between early explorers and Native Americans

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ As a class, interpret, review, and add to a timeline sequencing the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors, in “Francisco Vasquez de Coronado” (RI.3.3)
- ✓ Sequence images illustrating the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors, from “Francisco Vasquez de Coronado” (RI.3.3)

- ✓ Describe the relationship among the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors, as related to the habitation and exploration of the Americas in “Francisco Vasquez de Coronado,” using language that pertains to time, sequence, and cause/effect (RI.3.3)
- ✓ Distinguish events that happened long ago from more recent events as related to the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors (RI.3.3)
- ✓ Describe maps and other images related to the explorations of Francisco Vasquez de Coronado and how the images contribute to what is conveyed by the words in “Francisco Vasquez de Coronado” (RI.3.7)
- ✓ Interpret information from maps and other images related to the exploration of the Americas, such as the specific routes of Francisco Vasquez de Coronado (RI.3.7)
- ✓ Categorize and organize facts about the explorations of Francisco Vasquez de Coronado (W.3.8)
- ✓ Make predictions prior to “Francisco Vasquez de Coronado” about whether Coronado found any gold on his expedition based on the text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Give oral presentations about Francisco Vasquez de Coronado’s explorations with appropriate facts and relevant descriptive details (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)
- ✓ Summarize (orally and in writing) facts about the explorations of Vasquez de Coronado from “Vasquez de Coronado” (SL.3.4)
- ✓ Choose words and phrases for effect to describe the Grand Canyon, one of the Seven Wonders of the World (L.3.3a)
- ✓ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty, such as *knew*, *believed*, *heard*, and *suspected* (L.3.5c)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)



- ✓ Draw illustrations to represent the main ideas and details of Francisco Vasquez de Coronado’s explorations from “Francisco Vasquez de Coronado”

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**blazed, v.** Marked or shown by marking a path or route

*Example:* The Boy Scout troop blazed a trail through the woods.

*Variation(s):* blaze, blazes, blazing

**convert, v.** To change from one form to another; to change from one religion to another

*Example:* Anna learned in science class how to convert miles to kilometers.

*Variation(s):* converts, converted, converting

**investigative, adj.** Relating to an investigation or search for information

*Example:* When Jacob’s dog disappeared, he organized his friends into an investigative group to help solve the mystery and find his dog.

*Variation(s):* none

**massive, adj.** Very large; having a lot of mass

*Example:* The Great Wall of China is so massive that it can be seen from space.

*Variation(s):* none

**roamed, v.** Wandered in different places, often without a purpose or plan

*Example:* The woolly mammoths roamed North America in prehistoric times.

*Variation(s):* roam, roams, roaming

**stunned, adj.** Very surprised or shocked; can sometimes mean upset


*Example:* Mario was stunned, but very happy, to see he got all the problems correct on his math test.

*Variation(s):* none

**suspicious, *adj.*** Without trust; causing questions or doubt

*Example:* Jack’s dog is suspicious of strangers and barks loudly when she sees someone new.

*Variation(s):* none

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 2 (Routes of Exploration); Exploration Timeline; world map or globe (optional)	10
	<b>Essential Background Information or Terms</b>	Image Cards 2 and 16	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Francisco Vasquéz de Coronado</b>	Poster 1 (World Map); Image Cards 17 and 18; U.S. map; world map or globe (optional)	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Image Card 16; Exploration Timeline; U.S. map	15
	<b>Word Work: Investigative</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Expedition Log: Francisco Vasquez de Coronado</b>	Instructional Master 5B-1; drawing tools	20



# Francisco Vasquez de Coronado

5<sup>A</sup>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Review the information covered on the timeline, highlighting the sequence of events covered thus far. Emphasize that the Native Americans were living in many parts of the Americas before the Europeans explored the areas of North America.

Briefly review with students the content they learned from the previous read-alouds. To guide the review, you may wish to show any images from previous read-alouds, and/or ask the following questions:

- Using Poster 2 (Routes of Exploration), have a student volunteer trace the voyage of Hernando de Soto (yellow dots). As s/he does so, encourage the students to name the places along the journey.
- What are some disastrous events that have taken place on the different expeditions so far? (Answers may vary, but may include the following: the many conflicts with the different native populations, resulting in many deaths on both sides; mutinies taking place; etc.)
- Keeping in mind that the goal of the Spanish was to conquer new lands, what have they conquered in their explorations so far? (Even though the conquistadors were searching for gold and found little to no gold, they claimed a lot of land in honor of Spain and explored areas that many Europeans had never before seen.)

### Essential Background Information or Terms

**Note:** Students who participated in the Core Knowledge Language Arts program in Grade 1 may remember information about the Aztec empire from the *Early American Civilizations* domain.

Tell students that in today's read-aloud, they are going to hear about a friar who traveled alongside two explorers of the Southwest. A friar is a man who is a member of a Christian religious group, and who goes out into the world to teach others about his beliefs. As exploration continued and moved westward on the North American continent, explorers often recruited priests and/or friars to come along with them on their

expeditions. You may remember from previous lessons that a priest is a leader in the Christian religion. Usually, the kings and queens who sponsored the explorers or settlers in a colonization effort expected the travelers to make an effort to change the religious beliefs of the Native Americans to Christianity. This was usually a part of the sponsorship agreement. The Spanish believed that teaching the Native Americans about Christianity was helping them, but it was also a way to gain control of them. Tell students they will learn more about how Europeans were bringing changes to Native American ways of life in the next read-aloud.

Tell students that in today's read-aloud, they are also going to hear about an explorer named Francisco Vasquez de Coronado. Show students Image Card 16 (Francisco Vasquez de Coronado). He and his crew trekked approximately four thousand miles in the southwestern region of what is now the United States, searching for gold. It was a long, hard, frustrating search. The big question historians ask about this explorer is this: What made Coronado think there was gold in this part of North America? Explain to students that they will learn more about this in the read-aloud, but one important thing to remember is that Coronado believed there was even more gold in this territory than in the Aztec Empire. Show students Image Card 2 (Maya, Aztec, Inca) and remind them that the Aztec empire existed in central and southern Mexico. At the time Spanish conquistadors came to the Americas, this vast empire was led by Moctezuma (mok-te-zoo-ma), II, emperor of the Aztec people. He lived in an immense palace in the city of Tenochtitlan (te-nawsh-TEE-tlahn), the capital of the Aztec empire. Ask students, "Do you remember Moctezuma and the great city of Tenochtitlan?"

### **Purpose for Listening**

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Tell students to listen carefully to find out why Francisco Vasquez de Coronado may have thought there was gold in the southwest region of North America. Before reading, ask students to make predictions about whether or not he will find gold on his expedition. Ask students to support their predictions with reasons.



## Francisco Vasquez de Coronado

← Show image 5A-1: Álvar Núñez Cabeza de Vaca telling Don Antonio de Mendoza of his journey and tale of golden cities

1 [Point to Mendoza (seated) in the image.] Who can tell me what a viceroy is? (a ruling representative for a king or queen) New Spain is now known as Mexico. [Have a student volunteer point to the country of Mexico on Poster 1, or on a world map or globe.]

2 Who remembers what happened on the disastrous Narváez expedition? (Exploring Florida, only four men out of six hundred made it back to Mexico.)

3 [Point to what is now the state of New Mexico on a U.S. map.]



← Show image 5A-2: Estéban traveling

4 Who remembers what a Moor is?

One day in 1536, Don Antonio de Mendoza, viceroy of New Spain, sat in his office in Mexico City, listening to a fellow Spaniard, Álvar Núñez Cabeza de Vaca, tell an astonishing tale.<sup>1</sup> Cabeza de Vaca told Mendoza of his experiences on the disastrous Narváez expedition.<sup>2</sup> Mendoza was fascinated by this amazing tale of adventure and survival in foreign lands. But the part of the story that interested Mendoza the most was the report Cabeza de Vaca gave concerning golden cities. While they were living with the Native Americans, Cabeza de Vaca had heard much talk about a land to the north of them, a land that was rich in gold. This land was called the Seven Cities of Cibola. It was believed that Cibola was a region to the north, containing seven wealthy cities, each one bursting with gold. Mendoza was excited by this report and was eager to find this gold.<sup>3</sup>

Mendoza decided to find the Seven Cities of Cibola. He recruited a French priest named Friar Marcos. In addition, a man named Estéban, a slave who had traveled with Cabeza de Vaca and who along with de Vaca survived the Narváez expedition, was recruited to go along as a guide and translator on their **investigative** travels north. Estéban was a Moor who had been relocated to Spain as a slave.<sup>4</sup> By the time Mendoza recruited him for the expedition to find the Seven Cities of Cibola, he had become a very experienced explorer. Estéban had come in contact with different Native American groups on his travels and had learned a few things about their ways of life.

In the spring of 1539, these two men, along with a group of Native Americans, set off to the north. They walked along trails that had been **blazed**, or previously marked, by Indian traders. Because Estéban knew the land well and traveled at a much faster rate than Friar Marcos, and Friar Marcos wanted to preach Christianity to the

Native Americans along the way, the two men decided to split up. Together they came up with a way for Estéban to get messages to Friar Marcos. If Estéban found a good-sized city with some gold, he was supposed to send back a small cross, about the size of a hand. If he found a big city with lots of gold, he was supposed to send back a large cross, about the size of an arm. If he found a huge city and a very large amount of gold, he was supposed to send back an even larger cross.



← **Show image 5A-3: Messengers bringing Friar Marcos the news about Estéban**

After spending a few days scouting the area, Estéban sent Friar Marcos a cross the size of a man, indicating that Estéban either knew or suspected the existence of large cities with great quantities of gold.<sup>5</sup> Friar Marcos was **stunned**, or very surprised, as he continued to follow Estéban's path. Friar Marcos followed Estéban's footsteps for several days, until messengers brought him disturbing news. The messengers told Friar Marcos that Estéban had been killed in a pueblo called Hawikuh [ha-*WEE*-kuh], which was thought to be one of the cities of Cibola. The area known as Hawikuh is in present-day New Mexico. Estéban had presented himself to the Zuni of Hawikuh as a great medicine man and healer.<sup>6</sup> The village elders in the pueblo were **suspicious** of Estéban and killed him.

When Friar Marcos heard that Estéban had been killed, he decided it wasn't safe to go into Hawikuh, because if he were killed, no one would know about their discovery of gold. Friar Marcos went back to Mexico, with only having seen the town of Hawikuh from a distance. He told the Spanish about their journey and about the large cross Estéban sent back, indicating the existence of large cities with great quantities of gold.

← **Show image 5A-4: Spanish assembling for the expedition to Cibola under Coronado**

The Spanish listened closely. They asked Friar Marcos if he had seen the golden cities of Cibola. Friar Marcos said he had. He told the Spaniards that Hawikuh was bigger and richer than Tenochtitlan, the capital of the Aztec Empire. Friar Marcos was so convinced of the truth behind Estéban's message of the large

5 [Point to the large cross in the image.] What do you think this meant?

6 Remember, the Zuni were Native Americans who lived in the southwest region of North America. The word *pueblo* describes a building of stone, clay, or mud; a village made up of these buildings; or a group of people who made and lived in these buildings and villages.



7 Was Friar Marcos telling the truth? Had he really seen the cities of gold himself? Did he know for certain there was gold, or only suspect it? So, you have heard three words to describe slightly different states of mind: *believe, know, and suspect.*

8 or armor covered with a thin layer of gold



9 [Point to Zuni, New Mexico, due west from Albuquerque, on a U.S. map.] Here is the northern land that Coronado and his men had anticipated finding.

cross, Friar Marcos led the Spanish into believing he had really seen the city.<sup>7</sup> When the Spaniards heard this, they believed that the city Estéban and Friar Marcos had seen might be *El Dorado*—the “golden one” they had heard about from many native peoples but had never been able to find. Soon all the conquistadors in Mexico hoped for the chance to explore and conquer this land of wealth. In the end, Mendoza appointed a young man named Francisco Vasquez de Coronado to lead an expedition to Cibola.

In February of 1540, Coronado assembled his expedition in the town of Compostela, in northern Mexico. Coronado wore bright, gilded armor.<sup>8</sup> He recruited 337 Spanish soldiers, 220 of whom rode on horses. Also on the expedition were seven hundred Indian slaves who would serve the Spaniards and take care of large herds of sheep and cattle that would be marching with the men. There were also priests and a few women on this expedition. One of the priests was Friar Marcos. Everyone was excited about getting rich from the gold they would find in Cibola.

← **Show image 5A-5: Coronado and Spaniards approaching Zuni**

Coronado and his men marched north through the hot dry lands of northern Mexico, covering ten to fifteen miles a day. When they came to rivers, they built makeshift rafts and used them to ferry themselves and their animals across. They saw some small pueblos, but seeing that the Native Americans had no gold, Coronado and his men pressed on, crossing bush and desert and entering into what is now the United States.<sup>9</sup> Friar Marcos and the Indian guides led Coronado to the pueblo of Hawikuh, where Estéban had met his end. As Coronado and his men approached, the Zuni came out to meet them. They were carrying weapons and rocks, and they drew a line on the ground by sprinkling corn meal as a way of telling the Spaniards they were not to come any farther. They were resolved, or determined, to protect their town.

One of the Spanish priests came forward and began reading a long statement, while an interpreter tried to translate the message to the Zuni. It said that the Indians were expected to **convert**, or change, from their religion to Christianity, and to accept the King of

Spain as their king. If they didn't agree to do so, then the Spanish would attack them. The Native Americans listened for a while but then began shooting arrows and tossing stones. Coronado and his men charged. The Zuni men ran back to their pueblos. They fired arrows and threw rocks from the top of their pueblos built on hills and cliff sides for protection. Coronado was hit by a big rock. Then a second rock struck his helmet and knocked him off his horse. He lay on the ground, unconscious, while his men carried on the battle.



10 [Show Image Card 17 (Outside of Zuni Pueblo).]

← **Show image 5A-6: Spanish exploring Zuni pueblo**

Coronado's men did, in the end, win the battle. They quickly discovered that Hawikuh was not a vast city on the same scale as Tenochtitlan. The Zuni lived in pueblos, multi-story houses made out of stone and plaster.<sup>10</sup> The Zuni people who lived there had no gold, no silver, and no valuable jewels. The conquistadors were furious with Friar Marcos, and some thought he should be put to death for misleading them. What Estéban could have meant by sending back a large cross remains unclear. Regardless, Coronado did not give up hope. He sent men to explore the surrounding area. After all, there were supposed to be seven cities in Cibola. He hoped that some of the other cities would have more gold than Hawikuh.



← **Show image 5A-7: Map of Coronado's exploration in the Southwest**

For the next few weeks, Coronado and his men continued to explore the region of Cibola. They found many pueblo villages, but no gold. Coronado decided to split his forces up. He sent scouting parties off in several different directions. One party traveled northwest, through Hopi territory in what is now northern Arizona. They went on until they were stopped in their tracks by a **massive** canyon, more than a mile deep. These men from the Coronado expedition became the first known Europeans to see the Grand Canyon, which is now considered to be one of the Seven Natural Wonders of the World.<sup>11</sup> Another party traveled southwest, along the Colorado River, several hundred miles downstream from the Grand Canyon. Today this section of the river forms the border between California and Arizona. A third party headed east from

11 [Show students Image Card 18 (Grand Canyon).] What other adjectives besides *massive* can you use to describe the Grand Canyon? (*vast, breathtaking, ancient, concave*, etc.)



12 [Have a volunteer find the Rio Grande River in the image.]



Cibola, through eastern New Mexico. They visited the Acoma pueblo, a pueblo that can still be visited today near present-day Albuquerque, New Mexico. This party crossed the Rio Grande, a large river that runs south through New Mexico and forms part of the present-day border between the United States and Mexico.<sup>12</sup>

← **Show image 5A-8: Spanish marching through the Plains**

They passed north through the land of the twelve Rio Grande Pueblos, an area by the Rio Grande River occupied by Native Americans who the Spanish called the Tiguex [TEE-wesh] Indians. There they observed the Great Plains, where great herds of buffalo **roamed**, or wandered. The Spaniards were fascinated by the shaggy buffalo. At first they found it a difficult animal to hunt. In time, however, they learned to hunt the animal with spears, as the Native Americans did.

While the Spanish were on the Plains, admiring the buffalo, one of their native guides told them of a place far to the east called Quivira, a wealthy city. Hearing this, Coronado decided to march east, hoping to find Quivira and the gold he had missed in Cibola. In their search for the Seven Cities of Cibola, the Spaniards treated the natives they encountered horribly, killing many of them. Coronado and his men crossed into Texas, then onto the Great Plains, where tens of thousands of buffalo grazed around them.<sup>13</sup>

13 Who can point to where the state of Texas is on the map? From there, use your finger to trace Coronado's route going eastward. This is the direction the men traveled through what are now the states of Oklahoma and Kansas.

During their journey, they met the Querechos [kuh-RAH-choes], nomadic natives of the Great Plains, who lived by following the buffalo herds. These Native Americans of the Great Plains were hunters of the buffalo. They used the meat of the buffalo for food, in addition to the plants they gathered. They used the skins to make clothing and shoes. They used the bones of the buffalo, as well as stones, to make tools. They burned buffalo dung, or manure, for fuel. Coronado and his men learned a lot about the Querechos' way of life, including the fact that they had no gold. Coronado and his men decided to move on, making their way through parts of Texas, Oklahoma, and Kansas.



← **Show image 5A-9: Coronado at Quivira**

Finally, Coronado and his men reached Quivira [*KWAH-veer-ah*]. Instead of a wealthy city, they found a few villages and some grass huts. There was no gold whatsoever. He and his men decided to spend the winter near Quivira, before beginning the long journey back to Mexico.

Coronado and his men, who had ridden forth on this expedition so confidently with high hopes of finding gold, had no success in finding wealth. He and his men limped back southward to Mexico with no gold. In fact, Coronado had lost a large sum of money that he had invested in the expedition.

## ***Discussing the Read-Aloud***



**20** minutes


### **Comprehension Questions**

**15** minutes



If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for the Domain Assessment.

1. *Evaluative* Were your predictions correct about whether or not Coronado found gold on his expedition? Why or why not? (Answers may vary.)

2.  *Inferential* Describe the events as they occurred in this read-aloud. (First, de Vaca told the viceroy, Mendoza, of the Seven Cities of Cibola. Then, Mendoza sent Friar Marcos and Estéban on an expedition. Estéban and Marcos separated. Estéban ended up being killed and Marcos returned to Mexico, claiming there was a city of gold, but he lied about having seen it with his own eyes. Coronado set off on his expedition one year later. On Coronado's long expedition, he and his men had conflicts with natives, came across the massive Grand Canyon, and saw the Great Plains with huge herds of buffalo. In the end, the men of Coronado's expedition never found gold.)
3.  *Evaluative* What did the viceroy and all the explorers in this read-aloud *believe* they would find in the land to the north? (a wealthy city or cities of gold) Did they *know* for certain that there was gold? (No, they *suspected* it based on stories they had heard and on the huge cross Estéban sent back.) What do the three words *believe*, *know*, and *suspect* help to describe? (states of mind or degrees of certainty)
4. *Inferential* Why did Friar Marcos and Estéban split into two investigative parties? (Estéban knew the land and could travel at a much faster rate than Friar Marcos, and Friar Marcos wanted to preach Christianity along the way. The two men decided Estéban would travel ahead and scout out the land for Friar Marcos.)
5. *Evaluative* What did Friar Marcos and Estéban agree Estéban would send back as a sign if he did find gold? (a small cross if there was a little bit of gold; a large cross if there was a lot of gold; a huge cross the size of a man if there was a huge city of gold) [Remind students that a cross is a symbol for the religion of Christianity.] What size cross did Estéban send back? (a huge cross the size of a man) What would your conclusion have been about the amount of gold if you were Friar Marcos receiving that huge cross? (Answers may vary, but may include feeling stunned like Friar Marcos and thinking there must have been a huge city of gold that Estéban had seen.)
6. *Inferential* After receiving the cross, Friar Marcos traveled along the blazed path Estéban traveled. What bad news did Friar Marcos receive about Estéban? (Estéban had been killed by the Zuni.) Why? (Estéban had presented himself as a great medicine man and healer. The Zuni were suspicious of him, so they killed him.)

7. *Inferential* When Coronado was recruited to lead the expedition to find Cibola, he was led there by Friar Marcos and Indian guides. What happened when they finally arrived? (The Zuni came out to meet them, but they were suspicious of them. The Zuni came out carrying weapons and rocks and drew a line on the ground that indicated that Coronado and his men should not walk any farther.)
8. *Inferential* The Zuni were read a statement while an interpreter translated. What did the statement say? (It said the Zunis had to convert to Christianity and accept the King of Spain as their king, otherwise Coronado and his men would attack them.) How did the Zuni respond? (At first they listened, but then they started attacking Coronado's men. A battle took place, and eventually Coronado's men won.)
9. *Inferential* What animal roamed the Great Plains when Coronado and his expedition arrived? (buffalo) Had the explorers seen this animal before? (no) Were the buffalo there before the expedition arrived? (Yes, the buffalo had been there for many, many years.)
10.  *Evaluative* What would you say were Coronado's most important discoveries? (Answers may vary, but may include that he and his men were the first known Europeans to see the Grand Canyon, explore the area along the Colorado River, cross the Rio Grande, and see the Great Plains and the roaming buffalo.) [Have a student volunteer locate the Grand Canyon, the Rio Grande, and the area of the Great Plains on image 5A-7, or on a U.S. map.]
11. *Inferential* Did the Coronado expedition to find the Seven Cities of Cibola take place before or after Hernando de Soto made his investigative travels throughout the southeast of the United States? (after) [Have a student place Image Card 16 on the timeline in its proper location.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

12.  *Evaluative Think Pair Share:* What do you think Estéban might have actually seen, heard, or interpreted that led him to send back a huge cross and/or to believe there was a city of gold? (Answers may vary, but may include the pueblos being hit by bright sunlight, making them look as though they were built of gold.) Can you remember another explorer who mistakenly interpreted a native pointing as indication that there was gold close by? (Columbus misunderstood the Taino when they gestured to other islands. The Taino were familiar with the other islands because they had trading relationships with the natives from the other islands, but Columbus thought they were pointing specifically to where gold could be found.)
13. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

### Word Work: Investigative

5 minutes

1. In the read-aloud you heard, “In addition, a man named Estéban, a slave who had traveled with Cabeza de Vaca . . . was recruited to go along as a guide and translator on their *investigative* travels north.”
2. Say the word *investigative* with me.
3. The word *investigative* relates to a search for information.
4. Zhou’s natural curiosity makes her a good investigative reporter.
5. Have you ever taken part in an investigative activity? What was it? What information were you trying to find? Be sure to use the word *investigative* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I took part in an investigative activity when . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *investigative*?

Use a *Sharing* activity for follow-up. Directions: Turn to your partner and take turns sharing ideas about what situations might require you to use investigative skills. I will call on one or two of you to share your answers with the class. Be sure to use the word *investigative* in a complete sentence when you share.



### Complete Remainder of the Lesson Later in the Day



# Francisco Vasquez de Coronado

5<sub>B</sub>

## Extensions

20 minutes



### Expedition Log: Francisco Vasquez de Coronado



#### (Instructional Master 5B-1)

**Note:** To complete this reoccurring activity, you may wish to differentiate by having some students work individually, with a partner, or with a small group. You may wish to have students refer to their written responses to comprehension questions for this activity.

Remind students that explorers wrote and sketched in journals, or logs, to help them remember important information about their travels. These expedition logs described the landscape of a certain area, the people they encountered, and the resources they found. Tell students that they will continue to add to their expedition log to help them remember important information they learned about Francisco Vasquez de Coronado and his expeditions.

Have students study the map on Instructional Master 5B-1 to answer the questions about Coronado. Then, have the students use the information heard in the read-aloud and the images from the read-aloud to help them remember details about Coronado and answer the questions on the back of the page. After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.



# Pausing Point 1

PP<sub>1</sub>

## **Note to Teacher**

Your students have now heard the first half of the read-alouds about the European exploration of North America. Students have studied what motivated Europeans to explore and conquer new lands, have located some of the uncharted territory that was explored early on, and have heard detailed accounts of the expeditions of Columbus, Ponce de León, de Soto, and Coronado. It is highly recommended that you pause here and spend two days reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## **Core Content Objectives Up to This Pausing Point**

Students will:

- ✓ Identify motivating factors that led to the exploration of the Americas in different expeditions
- ✓ Explain why kings and queens in Europe were interested in exploring the Atlantic and the area to the west of Europe
- ✓ Explain the significance of Christopher Columbus, Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado in the early Spanish exploration of the Americas
- ✓ Locate on a map or globe key places explored and visited by the Spanish (the Caribbean Sea, the West Indies, the East Indies, Hispaniola, Puerto Rico, Cuba, the Gulf of Mexico, the Mississippi River, the Grand Canyon, and the Rio Grande)
- ✓ Describe the encounters between early explorers and Native Americans

## Activities

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### Image Review

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Show the images from any read-aloud again, and have students retell the read-aloud using the images. Review the content on the posters as well.

### Routes of Exploration

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#### Materials: Poster 2 (Routes of Exploration)

Using Poster 2, have four separate student volunteers trace one of the significant voyages of each of the explorers they've learned about thus far. (Christopher Columbus, Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado) As the student traces the voyage, encourage him/her to name the places along the journey.

### Image Card Review

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#### Materials: Image Cards 1–18

In your hand, hold Image Cards 1–18 fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then give a clue about the picture s/he is holding. For example, for spices, a student may pantomime sprinkling spices on food. The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

In an alternate exercise with image cards, distribute one image card to every two students. Choose and then say a core vocabulary word from one of the first five read-alouds. Give student pairs a moment to think about how they can connect in a complete sentence the core vocabulary word with their particular image card. For example, using the word *expedition*, a student with the image card of Coronado might say, "Coronado led an expedition in search of . . . (gold, the Seven Cities of Cibola, etc.)."

### Exploration Timeline Review

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#### Materials: Exploration Timeline

Review the information added to the Exploration Timeline thus far. Ask students to share one to two facts about each event on the timeline. You may also ask students to generate their own questions about each item on the timeline. Ask students if there was any information presented in



any of the read-alouds (1–5) that they would like to add to the timeline that is currently not represented. If there is time, ask students to discuss the success and failures of each expedition. Discuss from whose point of view each expedition would have been seen as a success or a failure, and have students explain why. Discuss the following points of view: a king and/or queen sponsoring a voyage; the expedition leader; the crew; the Native Americans interacting with the Europeans.

## Plan a Voyage

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**Materials: Poster 1; world map or globe; chart paper, chalkboard, or whiteboard**

Tell students they are going to pretend they are living in the 1500s in Europe and that they are planning an expedition to North America. Write the following prompts on a piece of chart paper, a chalkboard, or a whiteboard to help them generate their plans:

- Choose the destination.
- Plan the route using Poster 1, or a world map or globe.
- Estimate how long it will take and how many people will be recruited.
- List supplies needed for the journey and for building outposts once they reach their destination.
- Determine goals upon arrival, e.g., to conquer, discover resources to report back to homeland, establish settlement, spread Christianity to the native people, etc.

Remind students that an explorer had to plan his voyage and make a proposal to a sponsor to receive funding for his voyage. His proposal had to persuade, or convince, a sponsor to fund his voyage. Ask students, “How would you convince a sponsor to fund your voyage? What would you propose to them?”

**Note:** You may wish to complete this activity as a class, or encourage students to work with a partner or in small groups.

 You may also encourage some students to write a persuasive letter to a sponsor about why their voyage to the “New World” is worth funding.

## Guess the Words: Conquistadors

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### Materials: Chart paper, chalkboard, or whiteboard

Write the word C-O-N-Q-U-I-S-T-A-D-O-R-S on a piece of chart paper, a chalkboard, or a whiteboard. Tell students that you are going to use all the letters in the word to form three new words, and you are going to conquer the conquistador! (The three secret words are quit, soon, and cards.) On chart paper, a chalkboard, or a whiteboard, draw a blank line for each letter of the first word; under that write draw a blank line for each letter of the second word; and under that draw a blank line for each letter of the third word.

As students select the letters, you will fill them in where they go and cross them out at the top. Each letter may be used only once. When the group has figured out the first word, ask them, “Is part of the conquistador still there?” Direct them to respond, “Yes, part of the conquistador is still here!” After they’ve figured out the second word, repeat the question and answer, and once the conquistador is completely gone after the third word, you may all say, “Goodbye, conquistador! We conquered you!”



## Expedition Log

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### Materials: Instructional Masters 2B-1, 3B-1, 4B-1, and 5B-1

Allow students time to add any additional information or illustrations to their Expedition Logs for the explorers they have learned about thus far.

## Venn Diagram

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### Materials: Instructional Master PP1-1

Tell students that they will be creating a Venn diagram to compare and contrast two things or people learned about thus far. Remind students that to *compare* means to tell how things or people are similar, and to *contrast* means to tell how things or people are different.

- two of Christopher Columbus’s voyages
- Queen Isabella and la Señora de Cofitachequi
- Spain and the “New World”
- any two of the explorers or expeditions learned about thus far



You may wish to have some students create a three-way Venn diagram to compare and contrast three people or items, such as three of the explorers or expeditions learned about thus far.

## Poems on Exploration

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**Materials: Song/poem “1492,” by Nancy Schimmel; computer with Internet access; drawing paper; drawing tools**

If students were introduced to the song “1492” in Lesson 1, begin this activity by having the entire class sing the song. If “1492” has been introduced as a poem, do a choral reading of the poem as a class or have a small group of volunteers do a reading.

After the song/recitation, tell students that they are going to be poets today. Have students write a poem about something they have learned about in this domain, such as another explorer or expedition, the places that were explored, or a summary of all the explorers they have learned about thus far. Though the form of the poem “1492” is not a limerick, you may want to suggest the limerick form if students are familiar with it. If time permits, students may turn their poems into songs.

## Key Vocabulary Brainstorming

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**Materials: Chart paper, chalkboard, or whiteboard**

Give students a key domain concept or vocabulary word or phrase such as *route to the East Indies*. Have them brainstorm everything that comes to mind when they hear the concept, such as *to get spices, bumped into North America, searching for gold, settlements*, etc. Record their responses on a piece of chart paper, a chalkboard, or whiteboard for reference.

## 10 Riddles for Core Content

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Ask students riddles such as the following to review core content:

- We had lived for thousands of years on the island that Christopher Columbus set his Spanish flag upon and named Hispaniola after his homeland, Spain. What Native American tribe are we? (the Taino)
- Because the route through the Middle East was long and dangerous, the people on this continent were looking for a better way to get to the East Indies to obtain spices. What continent are these people from? (Europe)
- We sponsored Christopher Columbus’s voyage to find a route to the East Indies. Who are we? (King Ferdinand and Queen Isabella of Spain)

- The news of my first voyage to what I thought was the East Indies became widely known throughout Europe, thanks to the recent invention of the printing press. Who am I? (Christopher Columbus)
- I am the “year that changed the world.” What year am I? (1492)
- I was trained as a knight and spent years fighting against the Moors in southern Spain; then I joined Columbus on his second voyage in 1493, and later I may have gone searching for the mythical Fountain of Youth. Who am I? (Juan Ponce de León)
- I am the explorer who traded for pearls with the Lady of Cofitachequi, took her and Vitachuco as prisoners, and crossed the Mississippi River. Who am I? (Hernando de Soto)
- I am the conquistador who Hernando de Soto helped to conquer the Inca Empire in South America. We took the Inca as slaves, and conquered them when they became sick with European diseases. Who am I? (Francisco Pizarro)
- I am the Moorish slave who with Friar Marcos was sent to find the Seven Cities of Cibola, and who was killed by the Zunis. Who am I? (Estéban)
- I am the explorer who went searching for the Seven Cities of Cibola after Friar Marcos announced he had seen them. Who am I? (Francisco Vasquez de Coronado)



### **Class Book: European Exploration of North America**


#### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about European exploration in the 15<sup>th</sup> and 16<sup>th</sup> centuries. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. You may also wish to include the Expedition Log entries into the Class Book. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

## Writing Prompts

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Students may be given an additional writing prompt such as the following:

- The most interesting thing I've learned thus far is \_\_\_\_\_ because . . .
  - European kings and queens were interested in finding a route to the East Indies because . . .
  - The Spanish explored the Southwestern portion of what is now the United States because . . .
  - Pretend you are a Native American experiencing the arrival of Europeans in your homeland. Tell about the experience from your point of view.
  - Pretend you accompanied Ponce de León on his legendary search for the Fountain of Youth. Tell about your adventures on this journey.
-  Persuade your classmates why Christopher Columbus's expedition was or was not the most important expedition of the time.

## Domain-Related Trade Book or Student Choice

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### **Materials: Trade book**

Read an additional trade book to review European exploration of North America; refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

If students listen to a read-aloud a second time, you may wish to have them take notes about a particular topic. Be sure to guide them in this important method of gathering information. You may wish to model how to take notes, construct an outline, etc.

### **Multiple Meaning Word Activity: Party**

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#### **Materials: Classification Chart; chart paper, chalkboard, or whiteboard**

#### **Show image 5A-6: Spanish exploring Zuni pueblo**

1. [Show image 5A-6.] In one of the read-alouds you heard, "One party traveled northwest, through Hopi territory in what is now northern Arizona." Who can tell me what the word *party* means in this context? (a group of people brought together for a specific purpose as a scouting party) [On a chalkboard or whiteboard write A—group with a purpose.] Tell students this is definition A.



2. *Party* can also mean a social gathering for entertainment, such as a birthday party. [Write B—social gathering.] Tell students this is definition B, and ask for a volunteer to share a complete sentence that includes the word *party* with this second meaning.
3. A third meaning of the word *party* is a group of people who are working together to influence politics. “The government in America runs on a two-party system, meaning that the two largest parties are the Republicans and the Democrats.” [Write C—politics.] Tell students this is definition C.
4. *Party* can also refer to a particular individual. “When Adrian and Fiorella argued about whose turn it was on the swing, their teacher, as a third party, discussed the conflict with them and helped them resolve it.” [Write D—individual.] Tell students this is definition D.
5. Use a Making Choices activity for follow-up. Directions: I am going to read some sentences that have the word *party* in them. After I read the sentence, you should say which definition of the word *party* is being used—A, B, C, or D—and after you say the letter, also say the key words next to the letter. For example, if I said, “I ate two pieces of chocolate cake at Antoine’s birthday party,” you would say, “B—social gathering.”
  - When Jesse’s pet turtle got out of its cage, Jesse and his sisters formed a search party to find it. (A—group with a purpose)
  - The Republican Party and the Democratic Party both nominated candidates for the next election. (C—politics)
  - When the officer noticed the oddly-parked car, he asked his partner to find the party who was responsible for blocking traffic. (D—individual)
  - Sylvia’s next-door neighbor brought balloons and noise-makers to the New Year’s Eve party. (B—social gathering)

Now have students form partners, and have the partners quiz each other on the different meanings of the word *party*. Instruct students to be as descriptive as possible and to use complete sentences. For example, they could say, “Every Saturday my family and I split into two groups—we form a recycling party and a grocery-shopping party.” And their partner should respond by saying, “That’s A—group with a purpose.”



# Spanish Settlements

# 6

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Locate St. Augustine, Florida, on a map or globe
- ✓ Identify St. Augustine, Florida, as the oldest continuously-inhabited European settlement in the continental United States
- ✓ Explain why the Spanish age of conquistadors came to an end in North America
- ✓ Identify motivating factors that led to the exploration of the Americas in different expeditions
- ✓ Describe the purpose of missionary settlements in early Spanish exploration of North America
- ✓ Identify the states in the southwestern part of what is now the United States in which the Spanish established missions
- ✓ Describe the encounters between early explorers and Native Americans
- ✓ Describe the similarities and differences between missionaries and conquistadors

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ As a class, interpret, review, and add to a timeline sequencing the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries, in “Spanish Settlements” (RI.3.3)

- ✓ Sequence images illustrating the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries, from “Spanish Settlements” (RI.3.3)
- ✓ Describe the relationship among the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries, as related to the habitation and exploration of the Americas in “Spanish Settlements,” using language that pertains to time, sequence, and cause/effect (RI.3.3)
- ✓ Distinguish events that happened long ago from more recent events as related to the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries (RI.3.3)
- ✓ Review the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “feather in your cap” to describe an achievement (L.3.5a)
- ✓ Describe images of Spanish settlements and missions as related to the explorations of the Spanish conquistadors and missionaries and how the images contribute to what is conveyed by the words in “Spanish Settlements” (RI.3.7)
- ✓ Interpret information from maps and other images related to the exploration of the Americas, such as the Spanish settlement of Saint Augustine in present-day Florida (RI.3.7)
- ✓ Compare and contrast the motivations and actions of the conquistadors and some Spanish missionaries (RI.3.9)
- ✓ Make personal connections to the concept of an achievement in “Spanish Settlements” (W.3.8)
- ✓ Categorize and organize facts about the Spanish missions and missionaries (W.3.8)
- ✓ Make predictions prior to “Spanish Settlements” about why there was a change in the way the Spanish viewed North America based on the text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Give oral presentations about the Spanish missions and missionaries with appropriate facts and relevant descriptive details (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)



- ✓ Summarize (orally and in writing) facts about the Spanish missions and missionaries from “Spanish settlements” (SL.3.4)
- ✓ Use a known root word as a clue to the meaning of an unknown word with the same root, such as missions and *missionaries* (L.3.4c)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)
- ✓ Draw illustrations to represent the main ideas and/or details of the Spanish missions and missionaries from “Spanish Settlements”

### Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**achievements, n.** Special accomplishments that come from great effort or hard work

*Example:* Learning to ride a bike and making my own lunch are two of my greatest achievements.

*Variation(s):* achievement

**established, v.** Started something that became known and accepted

*Example:* We established a policy of removing our shoes at the front door before we walk into the front hallway.

*Variation(s):* establish, establishes, establishing

**extinguish, v.** To cause the end of something; to put out a fire

*Example:* Please be careful to completely extinguish the campfire before you go to sleep.

*Variation(s):* extinguishes, extinguished, extinguishing

**investment, n.** Money used to earn more money

*Example:* Mr. Henderson made a lot of money from his investment in the stock market.

*Variation(s):* investments

**mainland, n.** A large area of land, not including islands, that makes up the main part of a country or region


*Example:* The fishermen headed back for the mainland of Massachusetts, leaving the island of Martha’s Vineyard behind.

*Variation(s):* mainlands

**missions, n.** Communities set up to convert groups of people from one religion to another

*Example:* The California missions set up by the Spanish hundreds of years ago are no longer used to convert people to Christianity, but many are beautiful museums that you can visit.

*Variation(s):* mission

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Posters 1 (World Map) and 2 (Routes of Exploration); Exploration Timeline; world map or globe (optional)	10
	<b>Essential Background Information or Terms</b>	Poster 1; world map or globe (optional)	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Spanish Settlements</b>	Poster 1; Image Cards 19–21; U.S. map; world map or globe (optional)	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Image Card 19; Exploration Timeline; U.S. map	15
	<b>Word Work: Achievements</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Expedition Log: Spanish Missionaries</b>	Instructional Master 6B-1; drawing tools	20
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Master 6B-2	



# Spanish Settlements

6A

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Review the information covered thus far on the timeline, highlighting the sequence of events. Emphasize that Native Americans were living in many parts of the Americas before the Europeans explored the areas of North America.

Using images from previous read-alouds, briefly review with students the content they learned from those read-alouds. To guide the review, you may wish to ask the following questions:

- Using Poster 2 (Routes of Exploration), have four separate student volunteers trace the voyages of Christopher Columbus (brown dots), Juan Ponce de León (purple dots), Hernando de Soto (yellow dots), and Francisco Vasquez de Coronado (blue dots). As they do so, encourage the students to name the places along the journeys.
- Describe the interactions between the Spanish conquistadors and the Native Americans.
- What parts of the United States did the conquistadors and expedition parties explore? [Using a world map or globe, or Poster 1, have student volunteers trace the transatlantic voyage from Spain to North America. Students may reference their Expedition Log for details about the different journeys of Columbus, Ponce de León, de Soto, and Coronado, and the areas they explored.]
- Who remembers what de Soto and his expedition accomplished? (They were the first Europeans to explore what is today the southeastern United States, including Florida, Georgia, South Carolina, Alabama, Mississippi, and Arkansas.)
- Who remembers where Coronado explored and what he and the men of his expedition accomplished? (They explored what is now the southwestern United States, including Arizona, New Mexico, Texas, Oklahoma, and Kansas. They were the first known Europeans to see the Grand Canyon.)

## Essential Background Information or Terms

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Tell students that in this read-aloud they will be hearing about a change in the way the explorers viewed North America. Remind students that the early European explorers were initially looking for a shorter and easier route to Asia. Later, they were interested in exploring the lands for riches, but they intended to return to their home countries. Tell students that in today's read-aloud, they will hear how the explorers changed from these early phases to one in which they began to establish settlements. Explain that this change in motivation occurred because of changes taking place in Europe. Europe was overcrowded and lacking resources. Settling in the New World was a way to gain access to more space and new resources.

Tell students that in this read-aloud, they will hear the word *settlement*. Explain to students that a settlement is a place where people have set up a community that they intend to be permanent. In today's read-aloud, students will be hearing about settlements that were established in North America by the Spanish explorers. Remind students that earlier this year, in the *Native Americans: Regions and Cultures* domain, they heard about Native American tribes that had established settlements in various regions throughout North America. In today's read-aloud, they will hear about Spanish settlements in North America.

## Purpose for Listening

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Tell students that they will learn about a change in the way the Spanish thought about North America when, instead of just exploring and returning to Europe, they started establishing settlements. Ask students to predict why there was a change in the way the Spanish viewed North America, and to listen carefully to see if their predictions are correct.



## Spanish Settlements

### ← Show image 6A-1: De Soto (left) and Coronado (right)

The expeditions of de Soto and Coronado indicated that the great age of the conquistadors was coming to an end. Both men had set out hoping to find fabulous riches and outdo the **achievements** of Cortés and Pizarro. Both the expeditions of de Soto and Coronado ended unsuccessfully. Both found little gold. De Soto didn't even make it home. Coronado did, but he came home beaten down and demoralized, having lost the large **investment** he had made in the expedition to find wealth.<sup>1</sup>

The Spaniards decided that there was no gold to be found in the parts of the North American **mainland** de Soto and Coronado had explored. They decided to focus most of their attention on the colonies they had **established** farther south, in the Caribbean, Mexico, and South America.<sup>2</sup> However, they did not forget about the rest of North America entirely. They established a few forts to protect their colonies and ships, and they sent some missionaries to convert the Native Americans to Christianity.<sup>3</sup>

- 1 An investment is the use of money to make more money.
- 2 [Point to these regions on Poster 1, or on a world map.] Who can tell me which European first explored the islands in the Caribbean? (Columbus)
- 3 Missionaries are people who go to a place, often a foreign country, to do religious work.



### ← Show image 6A-2: Founding of St. Augustine

In the 1560s, the French had begun exploring the eastern coast of Florida.<sup>4</sup> They set up a fort named Fort Caroline. Some men from the fort became pirates. They started attacking Spanish ships sailing in the Caribbean.

The Spanish decided they needed to build their own fort along the coast of Florida for several reasons. The French had a settlement in the area, and the Spanish did not want competition in this part of North America from another country. Mostly, though, the Spanish wanted to establish a fort to protect their ships.

They sent a man by the name of Pedro Menéndez de Avilés [meh-NEN-dez day ah-vee-LACE] to set up a fort. He arrived in August of 1565 and found a safe harbor where a river flowed into the Atlantic Ocean. His men set up a fort, which they named St. Augustine, after a Christian saint. Soon after, the Spanish decided to attack the French

- 4 [Have a student point to Florida on Poster 1, or on a U.S. map.]

- 5 [Show students Image Cards 19 and 20. Point to the location of St. Augustine on Image Card 20.] If a place is continuously inhabited, that means that since the time it was settled, there have always been people living there.



- 6 [Show students Image Card 21 (Mission).] You just heard two words: *missionaries* and *missions*. How are these words related to one another?



- 7 [Ask student volunteers to point to these states on the U.S. map.]

fort, catching the French off guard and defeating them. The French fort, Fort Caroline, was renamed San Mateo after the Spanish had captured it.

St. Augustine, Florida, was established in 1565, twenty years before the English settlement on Roanoke Island and forty-two years before the settlement at Jamestown. There have been people living there ever since. In fact, St. Augustine is the oldest continuously inhabited European settlement in the continental United States.<sup>5</sup>

← **Show image 6A-3: Spanish missionary**

The Spanish also sent missionaries who worked to convert the native people to Christianity. The missionaries set up communities called **missions**.<sup>6</sup> Pedro Menéndez was an important influence in having missionaries brought to North America. As the first Spanish colonial governor in Florida, Menéndez insisted that any ships coming from Spain must include a priest who could serve as a missionary. The Spanish set up a number of missions in the 1570s in Florida and on the islands off the coast of what is today the state of Georgia. Spanish missions were also established in Mexico, near the border of what we now know as the United States.

← **Show image 6A-4: Spanish mission**

A few decades later, in the 1590s, the Spanish began establishing missions in the Southwest, in what we now call the states of New Mexico, Arizona, and Texas.<sup>7</sup> In the 1700s, the Spanish built a string of missions along the Pacific Coast of California. The Spanish did this not only to convert the natives to Christianity, but also to develop allies among the converted people in North America.

Many American cities in the Southwest began as missions named after Christian saints. Some examples include San Diego, San Francisco, San Jose, and Santa Barbara in California, and San Antonio in Texas. Every mission was centered around a church. Churches were made either of stone masonry or adobe—clay bricks—depending on their location. Missionaries would often live in one building, and the converted Native Americans would live

within the mission in their own houses, which were also made of stone or adobe. Most missions also included farms and orchards. The natives were taught to grow crops like corn, wheat, and barley using European farming techniques. Some natives were also taught crafts, such as carpentry, woodworking, weaving, soap-making, and candle-making. Depending on the area, some missions also raised livestock, including cattle and sheep, on cattle ranches located just outside the mission. Most missions had bakeries, craft shops, and storerooms for the crops grown on the farms and orchards. Many missions also had tailors, carpenters, and blacksmiths.

In the missions, the native peoples attended a school where they received instruction from priests, who included religious teachings. They were taught about Christianity and the life, death, and resurrection of Jesus Christ. They learned to say Christian prayers. A typical day in a mission usually involved religion classes and religious services. Usually adults and older siblings would work in the mission's farms or orchards, while young children were taught to read, write, and speak in Spanish—not their native language.

Some missionaries and conquistadors shared some similarities, but also had differences. Most missionaries were not trying to conquer people using force. Some were, however, trying to defeat the natives' ways of life and promote Christianity and European ways of living. That meant some missionaries were trying to **extinguish** the natives' traditional religion, culture, and language. Some European missionaries thought removing their way of life would be helpful to the native peoples. Similar to conquistadors, some of the missionaries made slaves of the natives and put them to work on the farms.<sup>8</sup> Many local native populations also suffered the same fate as those who had first encountered Columbus: many became infected and died of diseases to which many of the Spanish had become immune.

8 As you heard earlier about the conquistadors, the actions of some of these missionaries did not follow the teachings of Jesus Christ.



← **Show image 6A-5: Photo of a mission today**

Some Native Americans accepted Christianity and lived in the local missions. Many others did not like being forced to adopt the new European way of life and the Christian religion. They wanted to keep their language, their religion, and their traditional ways of life. Eventually, some native people rebelled against the missions in their areas.


In 1680, a Native American from the Tewa Pueblo tribe named Popé (Po-PAY) successfully led a rebellion that evicted the Spanish from their pueblos, temporarily restoring their traditional way of life. Once they regained control of their pueblos, they extinguished the Spanish culture and Christian religion, restoring their native customs. About a decade after Popé's death, however, the Spanish returned and reconquered the land.




When the United States expanded to the south and west, it took over Spanish territory in Florida and the Southwest. Most of the Spanish missions were abandoned when Spanish lands came under control of the government of the United States, but a few of them still operate today, and many can still be visited. If you live in the Southwest, or can travel there, you can visit a historic mission yourself.



### Comprehension Questions

15 minutes

1. *Evaluative* Were your predictions correct about why there was a change in the way the Spanish began to view North America? Why or why not? (Answers may vary.)
2. *Literal* What city in southeastern North America was established by the Spanish as a fort and is the oldest continuously inhabited European settlement in the continental United States? (St. Augustine, Florida) [Have a volunteer locate St. Augustine, Florida, on a U.S. map.]
3. *Inferential* What events caused the Spanish age of the conquistador to come to an end in North America? (the failure to find gold on the North American mainland, despite large investments in the expeditions) After de Soto's and Coronado's failures, the Spanish turned most of their attention to the Caribbean, Mexico, and South America, but they did not forget the mainland of North America. Why did the Spanish want to establish forts in the southern part of North America? (to keep the French settlers from competing with them in this part of the world, and to protect their ships in the Atlantic Ocean)
4.  *Inferential* Describe a Spanish mission in North America from the late 1500s to the 1700s. (Answers may vary, but may include a description of a church made of stone, or adobe—sun-dried, clay bricks—with missionaries living in one building, and converted Native Americans living in their own houses within the mission; most missions included farms and orchards; natives were taught to grow crops like corn, wheat, and barley using European farming techniques; some natives were also taught crafts, such as carpentry, woodworking, weaving, soap-making, and candle-making. Depending on the area, some missions also raised livestock, including cattle and sheep, on cattle ranches located just outside the mission. Most missions had bakeries, craft shops, and storerooms for the crops grown on the farms and orchards. Many missions also had tailors, carpenters, and blacksmiths.) In trying to convert the Native Americans to Christianity, what were some missionaries trying to do to the Native Americans' traditional religion, culture, and language? (Some missionaries were trying to extinguish the natives' traditional religion, culture, and language.)

5. *Literal* After the Spanish established missions in Florida, to what other areas of North America did the missions spread? (the current states of New Mexico, Arizona, Texas, and California)
6. *Inferential* How did Native Americans react to the attempt by the Spanish to convert them to Christianity? (Some accepted Christianity and lived in the local missions, whereas others rebelled against the missions in their areas.)
7.  *Evaluative* Compare and contrast the missionaries and conquistadors. In other words, what are some similarities and differences between them? (Similarities—Both were Spanish; both explored new territories; both interacted with the Native Americans; conquistadors and some missionaries were trying to defeat the natives' ways of life and extinguish their traditional religion, culture, and language. Differences—The conquistadors were trying to conquer the Native Americans by force, whereas some missionaries were trying to change their way of life by promoting Christianity and European ways of living.)
8. *Inferential* Did the establishment and settlement of St. Augustine, and the establishment of Spanish missions in the southwestern United States, take place before or after the Coronado expedition to find the Seven Cities of Cibola? (after) [Have a student place Image Cards 19 and 21 on the timeline in its proper location.]
9.  *Evaluative* *Why? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *why*. For example, you could ask, “Why do you think the Spanish conquistadors gave up on the idea of finding great quantities of gold in North America?” Turn to your neighbor and ask your “why” question. Listen to your neighbor’s response. Then your neighbor will ask a new “why” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
10. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?  
 You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

## Word Work: Achievements

5 minutes

1. In the read-aloud you heard, “Both men had set out hoping to find fabulous riches and outdo the *achievements* of Cortés and Pizarro.”
2. Say the word *achievements* with me.
3. Achievements are special accomplishments that come from great effort or hard work, such as Cortés conquering the Aztec Empire, or Pizarro conquering the Inca Empire, or Popé helping the Native Americans keep their way of life for a time.
4. Some of Julius Caesar’s greatest achievements came as a soldier in ancient Rome, when he protected Rome from invading enemies.
5. Have you ever learned about the achievements of a famous person? Can you think of some of your own achievements, or achievements of a family member or friend? Be sure to use the word *achievements* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I learned about the achievements of . . .” or “One of [*name of famous person*]'s greatest achievements was . . .” or “An achievement that \_\_\_\_\_ is very proud of is . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *achievements*?

Use a *Brainstorming Activity* for follow-up. Tell students that people can experience anything from a rewarding feeling of pride to being given a certificate or trophy as an award for an achievement. Guide students in understanding that what one person (Cortés, Pizarro, or Popé) sees as a positive achievement may not be a positive experience for others (the Maya, Aztec, Inca, or some Europeans). Have students work with a partner or in groups to discuss what their greatest achievements have been in third grade. As students discuss their greatest achievements, guide them to use the word *achievements* in a complete sentence as they share. Review the literal and figurative meanings of the saying “a feather in your cap” from the Grade 3 domain *Astronomy: Our Solar System and Beyond* as a way to describe achieving a goal.

**Note:** Make sure that this does not become a competition among students.



**Complete Remainder of the Lesson Later in the Day**



# Spanish Settlements

6<sub>B</sub>

## Extensions

20 minutes



### Expedition Log: Spanish Missions (Instructional Master 6B-1)

10

**Note:** To complete this reoccurring activity, you may wish to differentiate by having some students work individually, with a partner, or with a small group. You may wish to have students refer to their written responses to comprehension questions for this activity.

Remind students that explorers wrote and sketched in journals, or logs, to help them remember important information about their travels. These expedition logs described the landscape of a certain area, the people they encountered, and the resources they found. Tell students that they will continue to add to their expedition log to help them remember important information they learned about the establishment of Spanish missions in North America.

Have students use the information and images from the read-aloud to help them remember details about the establishment of Spanish missions in North America and answer the questions on Instructional Master 6B-1. Students may complete the expedition log from any one of three perspectives: (1) a Spanish missionary; (2) a Native American who lived in the mission; or (3) a Native American who refused to live in the mission. After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.

## Take-Home Material

### Family Letter

Send home Instructional Master 6B-2.



# John Cabot

# 7

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain why kings and queens in Europe were interested in exploring the Atlantic and the area to the west of Europe
- ✓ Identify motivating factors that led to the exploration of the Americas in different expeditions
- ✓ Explain the importance to the Europeans of finding a Northwest Passage
- ✓ Describe the contributions of John Cabot in exploring North America in the search for a Northwest Passage
- ✓ Locate Cape Breton Island and Newfoundland, Canada, on a map or globe
- ✓ Identify similarities and differences between John Cabot and Christopher Columbus

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ As a class, interpret, review, and add to a timeline sequencing the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries and the English, in “John Cabot” (RI.3.3)
- ✓ Sequence images illustrating the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries and the English, in “John Cabot” (RI.3.3)

- ✓ Describe the relationship among the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries and the English, as related to the habitation and exploration of the Americas in “John Cabot,” using language that pertains to time, sequence, and cause/effect (RI.3.3)
- ✓ Distinguish events that happened long ago from more recent events as related to the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries and the English (RI.3.3)
- ✓ Describe maps and other images related to the explorations of John Cabot and how the images contribute to what is conveyed by the words in “John Cabot” (RI.3.7)
- ✓ Interpret information from maps and other images related to the exploration of the Americas, such as the specific routes of John Cabot (RI.3.7)
- ✓ Compare and contrast the explorations of Christopher Columbus and John Cabot (RI.3.9)
- ✓ Categorize and organize facts about the explorations of John Cabot (W.3.8)
- ✓ Give oral presentations about John Cabot’s explorations with appropriate facts and relevant descriptive details (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)
- ✓ Summarize (orally and in writing) facts about the explorations of John Cabot from “John Cabot” (SL.3.4)
- ✓ Choose words and phrases for effect, such as the word *navigational* to describe certain nouns (L.3.3a)
- ✓ Use a known root word as clue to the meaning of an unknown word with the same root, such as *merchant/merchandise*
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *around, through before, after, first, next, and then* (L.3.6)
- ✓ Draw illustrations to represent the main ideas and details of Francisco Vasquez de Coronado’s explorations from “Francisco Vasquez de Coronado”

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**circumference, n.** The distance around the widest part of a round shape  
*Example:* The circumference of Earth is 24,901 miles, whereas the circumference of the sun is about 100 times greater—2.7 million miles!  
*Variation(s):* circumferences

**commodity, n.** A good or service, that can be bought and sold, often delivered by shipment  
*Example:* Oil is a very important commodity in most economies in the world because it is used for many things, including making fuel for vehicles.  
*Variation(s):* commodities

**embark, v.** To get on a ship, airplane, or other vehicle and begin a journey; to start a journey  
*Example:* We will embark on our cruise to the Caribbean tomorrow!  
*Variation(s):* embarks, embarked, embarking

**geometry, n.** The mathematical study of shapes, lines, and surfaces  
*Example:* The students in the geometry class were measuring triangles, rectangles, and spheres.  
*Variation(s):* none


**merchandise, n.** Goods that are bought and sold  
*Example:* Katy and her sister went shopping for back-to-school supplies and spent thirty dollars total on all the merchandise.  
*Variation(s):* none

**navigational, adj.** Related to the process of finding a way around a place or to a destination  
*Example:* For many people, electronic navigational devices have replaced maps and compasses.  
*Variation(s):* none

**profits, *n.*** Money made in business after all expenses, or costs, are subtracted

*Example:* When I sold the tomatoes from my garden at the Farmer’s Market, I was paid twenty dollars; because the containers and seeds cost five dollars, my profits equaled fifteen dollars.

*Variation(s):* profit

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Exploration Timeline; U.S. map	10
	<b>Essential Background Information or Terms</b>	Poster 1 (World Map); chart paper, chalkboard, or whiteboard; world map or globe (optional)	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>John Cabot</b>	Poster 1; Image Card 22; Exploration Timeline; flexible measuring tape; world map or globe (optional)	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Poster 1; Image Card 23; Exploration Timeline; world map or globe (optional)	15
	<b>Word Work: Navigational</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Expedition Log: John Cabot</b>	Instructional Master 7B-1; drawing tools	20





# John Cabot

7A

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Review the information covered on the timeline, highlighting the sequence of events covered thus far. Emphasize that the Native Americans were living in many parts of the Americas before the Europeans explored the areas of North America.

Briefly review with students the content they learned from the previous read-alouds. To guide the review, you may wish to ask the following questions:

- [Show images 6A-3 through 6A-5, and ask students to describe a Spanish mission and what missionaries wanted to accomplish.] In what parts of the United States were Spanish missions located? (in the current states of Florida, New Mexico, Arizona, Texas, and California)
- What is the oldest, continuously inhabited European settlement in the continental United States? (St. Augustine, Florida) [Ask for a student volunteer to locate St. Augustine, Florida, on a U.S. map.]
- Describe the interactions between the Spanish missionaries and the Native Americans. (Some Native Americans agreed to live in the missions, whereas others did not and rebelled against them.)
- How were conquistadors and Spanish missionaries similar? In what ways were they different? (Both tried to extinguish the natives' traditional ways of life; the conquistadors tried to do this by force, whereas some of the missionaries tried to do this by converting them to Christianity and teaching them European ways.)

### **Essential Background Information or Terms**

Tell students that in today's read-aloud they will learn about John Cabot, an explorer who, like Columbus, was searching for a shorter route to Asia. Unlike Columbus, however, Cabot thought he could travel to Asia using a shorter route than Columbus used.

Explain to students that Cabot used his knowledge of the shape of the earth, and lines of *latitude* and *longitude*, to find a shorter route. Write the words *latitude* and *longitude* on a piece of chart paper, a chalkboard, or a whiteboard. Use Poster 1, or a world map or globe, to demonstrate these terms. Ask students to identify the shape of the earth.

Ask students if they remember what *latitude* means. Guide the discussion until students understand that the lines of latitude are the imaginary lines drawn horizontally on the globe that helped explorers stay on course, or continue in the direction they wanted to sail. Ask students if they remember the name of the line of latitude that is located at the widest part of the earth, or around the middle. (the equator)

Ask students if they remember what *longitude* means, and ask them what word they notice within it. (long) Guide the discussion until they understand that lines of longitude are the imaginary *long* lines that run north to south around the globe. Show students on Poster 1, or on a world map or globe, how the lines of latitude are “flat” and evenly spaced from one to another, but ask students what they notice about the lines of longitude. Guide the discussion until students realize that the lines of longitude are closer together near the poles of the earth and spaced farther apart near the equator. Explain to students that sailors use lines of latitude to determine how far north or south they are from the equator; they use longitude to tell how far east or west they are from the Prime Meridian. Show students the Prime Meridian on Poster 1, and explain that the Prime Meridian is the first line of longitude, and it goes through Greenwich, England.

Recite a short mnemonic device to better illustrate the difference between longitude and latitude: “Lines of longitude go up and down, and lines of latitude go round and round.” Repeat that longitude is “long” and latitude is “flat.”

### **Purpose for Listening**

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Tell students to listen carefully to today’s read-aloud to hear how this knowledge shaped John Cabot’s ideas on how to navigate westward across the Atlantic Ocean. Tell students to also listen carefully to learn about Cabot’s expedition and discoveries, and for more similarities and differences between Cabot and Christopher Columbus.



## John Cabot

### ← Show image 7A-1: John Cabot as a young sailor learning to navigate

Earlier you learned about Christopher Columbus, an Italian explorer who sailed to represent Spain's interests. Today you will learn about John Cabot, another Italian explorer, who sailed to represent England's interests.<sup>1</sup>

We know very little about the early years of Cabot's life. Historians believe that he was born in Genoa, Italy, the same birthplace of Christopher Columbus. He was also born about the same time as Columbus. In his early years, John Cabot was known by his Italian name: *Giovanni Caboto* [gee-oh-von-ee CAH-bo-to]. He lived for many years in the Italian city of Venice where he worked as a merchant and a sailor.<sup>2</sup> His work in Venice led him to travel along the coasts of countries in the eastern Mediterranean Sea, where he further developed his **navigational** skills. As a merchant, he began to think that he could obtain spices more quickly and cheaply by finding a westward water route that would take him to the East. In 1493, Cabot and many Europeans learned that Christopher Columbus had an idea very similar to Cabot's: finding a water route to Asia by traveling west. After several years in Venice, Cabot relocated to Bristol, England, in 1495. Shortly thereafter, Cabot took steps to **embark** on a voyage of his own, but one that was slightly different from Columbus's.

1 [Ask for three student volunteers to locate Italy, Spain, and England on Poster 1, or on a world map or globe.]

2 Who can tell me what a merchant is?



### ← Show image 7A-2: Globe showing Cabot's intended route

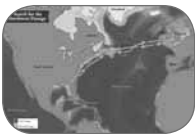
Cabot had a simple idea. He knew the earth was spherical, and he knew that one of the properties of a sphere is that the distance around it is greatest in the middle, or at its **circumference**, and less on the top or bottom. If you apply this basic **geometry** to the earth, it means that the circumference of the earth is greatest at the equator and is significantly less north or south of the equator. Think about a basketball. The circumference of a basketball, or the distance around it if you measure in the very middle, is thirty inches. The distance around the same ball if you measure at a point closer to the top is only fifteen inches.<sup>3</sup>

3 [Demonstrate this to the class with a globe. Trace your finger around the middle of the globe, and measure it with a flexible measuring tape, showing that this is the "long way around." Then measure another circle closer to the top of the globe. Explain that this line is a shorter path. If you do not have a globe, wait until the end of the paragraph and demonstrate with a basketball.]

4 [On a globe or the image, trace this northerly route. Have a volunteer point to the lines of latitude and longitude.]



5 You heard earlier that a merchant is someone who buys and sells goods. Based on that, what do you think *merchandise* means?



6 [Ask for a student volunteer to locate England, Ireland, and the Atlantic Ocean on Poster 1, or on a world map or globe.]

7 [Point to these areas on Poster 1, or on a world map or globe.]

Cabot thought Columbus had made a strategic mistake in his attempts to sail to the East Indies. Columbus had sailed in the middle latitudes, close to the equator, where the distances would be longest. Cabot thought he could get to the East Indies faster by sailing at a more northerly latitude, where the distances would be shorter. He proposed heading north, hoping to find a “Northwest Passage” to Asia and the East Indies.<sup>4</sup>

← **Show image 7A-3: Cabot in England**

Cabot tried to find sponsors and investors to support his voyage to find the Northwest Passage. In 1496, Henry VII, the king of England, decided to sponsor Cabot. Merchants in Bristol helped support the voyage as well. Henry VII gave Cabot permission to explore and claim unknown lands for England. Cabot was also encouraged to bring any **merchandise** he acquired back to Bristol, England.<sup>5</sup> Cabot was told he would enjoy a great share of the trade **profits** if the voyage was successful.

← **Show image 7A-4: Map of Cabot’s first and second journeys**

Cabot attempted three voyages across the Atlantic. The first voyage attempt from Bristol, England, was not a success. Cabot and his men encountered terrible weather and ran short on supplies. In addition, Cabot had some disagreements with his crew regarding his route. With all the misfortunes that took place at the onset of the voyage, Cabot eventually decided to turn around and sail back to Bristol.

Cabot’s second voyage was more successful. Again, he had only one ship. It was a small ship, called the *Matthew*, with a crew of just eighteen men. Cabot and his men set sail from Bristol in May of 1497. They sailed past Ireland and across the Atlantic.<sup>6</sup> On June 24, they sighted land. Historians think Cabot made landfall somewhere in the area of southern Labrador, Newfoundland, or Cape Breton Island in present-day Canada, but the exact location is not known for certain.<sup>7</sup>



← **Show image 7A-5: Cabot on his ship off the coast of North America**

8 [Point to the Cabot Strait on Image Card 22 (Cabot Strait).] Who knows what a channel is? (a sailable route that connects two larger bodies of water)

9 [Point to the Vikings on the timeline and then to the Cabot expedition.] Who led the Vikings to this area? (Leif Eriksson) What did the Vikings call this area? (Vinland) And what is it now known as? (Newfoundland)

Cabot did not spend much time on land. It appears that he and his men got off the ship only once and did not wander inland more than a few hundred feet. They did not encounter any Native Americans but found signs of their settlement. Cabot claimed the land for England, collected some fresh water, and got back on board his ship. Cabot and his men spent time exploring the coast of the area now known as the Cabot Strait—a channel sixty miles wide between northern Cape Breton Island and southwestern Newfoundland.<sup>8</sup> On their exploration of the coast, Cabot and his crew discovered some very good fishing grounds. As far as we know, Cabot was the first European to set foot in this part of North America since the Vikings had around the year A.D. 1000.<sup>9</sup>



← **Show image 7A-6: Henry VII**

Cabot returned to England and went to visit King Henry VII, certain that he had explored the northeast coast of Asia. He reported to the king that he discovered wonderful land in a place with a good climate. He mentioned the superb fishing grounds of which England could make great use. This discovery made King Henry VII very happy because, at the time of Cabot's voyage, fish was a very expensive commodity.



← **Show image 7A-7: Map of final journey**

Seeing that his discoveries were welcomed, Cabot decided to return to the land he explored and sail until he reached another land in Asia full of spices and riches: the land that today is called Japan. In February 1498, he received permission from King Henry VII to embark on another voyage. Very little is known of this third voyage. Historians don't know for sure, but this voyage probably involved around two hundred men and maybe five ships. Unfortunately, when Cabot and his expedition set off, one of his ships became damaged, and the whole fleet had to stop in Ireland due to severe storms. Cabot was supposedly not heard from again, and some historians think he even died on that voyage. Other historians think that he returned from his voyage and lived in London for a short

time until approximately 1500. There is little evidence about this voyage or the whereabouts of Cabot after the voyage, so historians can't really be sure of its outcome.



← **Show image 7A-8: Portrait of Cabot**

10 [Explain to students that in this portrait, John Cabot is wearing the clothing from the town where he had lived a long time: Venice.] In what ways do you think Cabot and Columbus were similar? [Pause for students' responses.] Let's see if you are right.

John Cabot was like Christopher Columbus in many ways.<sup>10</sup> Both men were born in Genoa, Italy. Both men convinced foreign kings to sponsor their explorations. Both men attempted to sail to the East Indies and ended up finding something else altogether. Cabot's explorations proved very important for England. His attempts to find a Northwest Passage to the East Indies failed, but finding and claiming land on the continent of North America instead, were essential for England to later establish British colonies.

## **Discussing the Read-Aloud**


**20** minutes

### **Comprehension Questions**



**15** minutes

1. *Literal* Why were European kings and queens interested in exploring the Atlantic Ocean and areas to the west of Europe? (to find shorter and faster water routes to Asia and to gain merchandise)
2. *Inferential* How did John Cabot gain his good navigational skills? (by sailing along the coasts of countries in the eastern Mediterranean Sea; Cabot also had an understanding of the laws of geometry and understood what *circumference* means.)
3. *Inferential* What is the circumference of a sphere, or a ball-shaped object? (the widest part; the middle) What are latitude and longitude? (the lines of latitude are the imaginary lines drawn horizontally on the globe, and the lines of longitude are the imaginary *long* lines that run north to south around the globe. Latitude and longitude help explorers stay on course, or continue in the direction they want to sail.) [Have a student point to latitude and longitude lines on Poster 1. You may wish to review the saying, "Lines of longitude go up and down, and lines of latitude go round and round."]

4. *Inferential* Based on his navigational skills and knowledge of geometry, Cabot believed Christopher Columbus had made a mistake in planning his voyage. What did Cabot think was the mistake Columbus had made? (Cabot thought that by sailing near the circumference of the earth, Columbus made the voyage longer than it had to be.)
5. *Literal* Cabot had an idea of how to get to the East Indies faster than Columbus. What was Cabot's idea? (to sail farther north where the distance would be shorter) What was the name of the route to the East Indies for which Cabot was searching? (the Northwest Passage)
6. *Inferential* Why was finding a Northwest Passage to the East Indies important to the Europeans? (It would be a faster, and therefore cheaper, way to travel between Europe and Asia.) Which king sponsored Cabot's attempt to embark upon a voyage to find a Northwest Passage? (England's King Henry VII) In addition to finding a Northwest Passage, what did King Henry VII expect of Cabot in his voyage? (He wanted Cabot to bring back any merchandise he found.) What did King Henry VII promise Cabot he could get from the voyage if it was successful? (a share in the profits) What valuable commodity did Cabot find in his travels? (fish)
7. *Evaluative* Although Cabot's first attempt at finding a Northwest Passage was not successful, he tried a second time. Why do you think he tried again after failing the first time? (Answers may vary.) Although Cabot, like Columbus, did not reach Asia, he did find a part of North America that had not had European visitors for a very long time—since the Viking Age. What part of North America did Cabot find on his expedition? (Labrador, Newfoundland, and Cape Breton Island in present-day Canada) [Ask for a volunteer to point to Labrador, Newfoundland, and Cape Breton Island in present-day Canada on Poster 1, or on a world map or globe.]

8.  *Evaluative* In what ways were John Cabot and Christopher Columbus similar? (Answers may vary, but may include some of the following: both men were born in Genoa, Italy; both decided to sail west in search of lands to the east; both had their voyages sponsored by foreign kings; both thought they found the land they sought but actually did not; and both made more than one journey across the Atlantic.) In what ways were John Cabot and Christopher Columbus different from one another? (Answers may vary, but may include some of the following: Columbus’s voyage was sponsored by Spain, whereas Cabot’s was sponsored by England; Columbus traveled west near the equator, whereas Cabot sailed much farther north to find a Northwest Passage; Columbus tried to establish a fort with settlers, whereas Cabot only explored the coast of the land and then returned to England.)
9. *Inferential* Did John Cabot’s voyage to find the Northwest Passage take place before or after the establishment of the continuously inhabited settlement of St. Augustine? (before) [Have a student place Image Card 23 (John Cabot) on the timeline before the Image Card of Juan Ponce de León. Explain to students that John Cabot’s voyages to the northern parts of North America and Canada were occurring around the same time the Spanish were exploring the southeastern and southwestern portions of the present-day United States.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10.  *Evaluative* *Think Pair Share:* Do you think John Cabot succeeded in his voyage? Why or why not? (Answers may vary, but may include some of the following: yes, because he found a shorter distance than the one used by Columbus; yes, because he found the valuable commodity of fish; no, because he didn’t reach Asia; no, because he did not find gold or other great riches; etc.)
11. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.



## Word Work: Navigational

5 minutes

1. In the read-aloud you heard, “His work in Venice led him to travel along the coasts of countries in the eastern Mediterranean Sea, where he further developed his *navigational* skills.”
2. Say the word *navigational* with me.
3. When something is described as navigational, it has to do with finding a way around a place or to a destination.
4. The navigational device in our car has a voice, and it gives my dad directions when he types in an address.
5. Have you ever used a compass or GPS as a navigational tool? Be sure to use the word *navigational* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “The \_\_\_\_\_ we used was a helpful navigational tool because . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *navigational*?

Use a *Silly Words* activity for follow-up. Directions: I’m going to read you a paragraph that may sound a little bit silly. Raise your hand when I come to an adjective that sounds like it does not fit with the meaning of the rest of the sentence, and where the word *navigational* would fit better to describe the noun. [When students raise their hands to insert the correct adjective, say with them once or twice “navigational help” or “navigational equipment,” etc.]

My brother and I were excited about the bicycle parade that was to begin on West Main Street. Our mom had suggested that we take a map that would give us **silky** help in knowing where the parade would begin. I wanted to use the compass I had received as a gift from my grandfather. His job is to install **cuddly** equipment on ships so the captains always know the correct way to go in the ocean. I figured as long as we knew which street went north, we would be able to find West Main Street—it makes **purple** sense! Because we were so focused on filling our backpack with water bottles, snacks, and candy to throw to the people who would be watching the parade, we completely forgot the little bag that held the compass and the map, our **delicious** survival kit.



**Complete Remainder of the Lesson Later in the Day**



# John Cabot

7  
B

## Extensions

20 minutes



### Expedition Log: John Cabot (Instructional Master 7B-1)

10

**Note:** To complete this reoccurring activity, you may wish to differentiate by having some students work individually, with a partner, or with a small group. You may wish to have students refer to their written responses to comprehension questions for this activity.

Remind students that explorers wrote and sketched in journals, or logs, to help them remember important information about their travels. These expedition logs described the landscape of a certain area, the people they encountered, and the resources they found. Tell students that they will continue to add to their expedition log to help them remember important information they learned about John Cabot and his expeditions.

Have students use the information heard in the read-aloud and the images from the read-aloud to help them remember details about Cabot and answer the questions on Instructional Master 7B-1. After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.



# Henry Hudson

8

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Identify motivating factors that led to the exploration of the Americas in different expeditions
- ✓ Explain the importance to the Europeans of finding a Northwest Passage
- ✓ Describe the contributions of Henry Hudson in exploring North America in search of a Northwest Passage
- ✓ Locate the Hudson River and the Hudson Bay on a map or globe
- ✓ Describe the encounters between early explorers and Native Americans

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ As a class, interpret, review, and add to a timeline sequencing the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries and the English, in “Henry Hudson” (RI.3.3)
- ✓ Sequence images illustrating the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries and the English, in “Henry Hudson” (RI.3.3)

- ✓ Describe the relationship among the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries and the English, as related to the habitation and exploration of the Americas in “Henry Hudson,” using language that pertains to time, sequence, and cause/effect (RI.3.3)
- ✓ Distinguish events that happened long ago from more recent events as related to the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries and the English (RI.3.3)
- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “touch and go” (RI.3.4) (L.3.5a)
- ✓ Describe maps and other images related to the explorations of Henry Hudson and how the images contribute to what is conveyed by the words in “Henry Hudson” (RI.3.7)
- ✓ Interpret information from maps and other images related to the exploration of the Americas, such as the specific routes of Henry Hudson (RI.3.7)
- ✓ Categorize and organize facts about the explorations of Henry Hudson (W.3.8)
- ✓ Make predictions prior to “Henry Hudson” about where Henry Hudson went on his expedition and what he found based on the title and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Give oral presentations about Henry Hudson’s explorations with appropriate facts and relevant descriptive details (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)
- ✓ Summarize (orally and in writing) facts about the explorations of Henry Hudson from “Henry Hudson” (SL.3.4)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)
- ✓ Draw illustrations to represent the main ideas and details of Henry Hudson’s explorations from “Henry Hudson”

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**abounds, v.** Occurs in great quantities

*Example:* The meadow abounds with wildflowers in the month of May.

*Variation(s):* abound, abounded, abounding

**archipelago, n.** [ahr-kuh-*PEL*-uh-goh] A chain of islands

*Example:* The Hawaiian archipelago includes seven inhabited islands.

*Variation(s):* archipelagos

**cultivation, n.** The growing of crops; the caring for crops

*Example:* The water and nutrients in the healthy, rich soil made the cultivation of crops easy.

*Variation(s):* none

**narrowed, v.** Became narrower, or not as wide


*Example:* The path narrowed near the footbridge as we hiked up the mountain.

*Variation(s):* narrow, narrows, narrowing

**unfamiliar, adj.** Not known; not experienced

*Example:* The song “Simple Gifts” was unfamiliar to Corbin, so he was not able to sing along with everybody.

*Variation(s):* none

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Posters 1 (World Map) and 2 (Routes of Exploration); Exploration Timeline; world map or globe (optional)	10
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Henry Hudson</b>	Poster 1; Image Card 24; U.S. map; world map or globe (optional)	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Poster 1; Image Card 25; Exploration Timeline; U.S. map; world map or globe (optional)	15
	<b>Word Work: Unfamiliar</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sayings and Phrases: Touch and Go</b>		5
	<b>Expedition Log: Henry Hudson</b>	Instructional Master 8B-1; drawing tools	15



# Henry Hudson

8A

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Review the information covered thus far on the timeline, highlighting the sequence of events. Emphasize that the Native Americans were living in many parts of the Americas before the Europeans explored the areas of North America.

Using images from previous read-alouds, briefly review with students the content they learned from those previous read-alouds. To guide the review, you may wish to ask the following questions:

- Using Poster 2 (Routes of Exploration), have a student volunteer trace the voyage of John Cabot (red dots). As s/he does so, encourage the student to name the places along the journey.
- Why were European kings and queens interested in exploring the Atlantic Ocean and areas to the west of Europe? (to find shorter and faster water routes to Asia)
- Based on his navigational skills and knowledge of geometry, Cabot had an idea of how to get to the East Indies faster than Columbus did. What was Cabot's idea? (to sail farther north where the distance would be shorter)
- What was the name of the route to the East Indies for which Cabot was searching? (the Northwest Passage)
- What part of North America did Cabot find on his expedition? (Labrador, Newfoundland, and Cape Breton Island in present-day Canada) [Ask for a volunteer to point to Labrador, Newfoundland, and Cape Breton Island in present-day Canada on Poster 1, or on a world map or globe.]
- On Cabot's voyage, did he interact with any Native Americans? (No, but he saw signs of their settlement.)

### **Purpose for Listening**

Tell students they will hear about Henry Hudson's expedition and his discoveries. Ask them to predict where Hudson traveled and what he may have seen.



## Henry Hudson

- ← Show image 8A-1: Portrait of Henry Hudson and map showing his sailing idea

John Cabot was not the only person who was eager to find a Northwest Passage to the Indies. English explorer Henry Hudson had the same goal. Very little is known about Henry Hudson's early life, but we do know he had an interest in exploring Arctic geography. Hudson made his first attempt to find the Northwest Passage in 1607, more than a hundred years after Cabot made his voyages. Hudson's idea about how he might get to the Indies was similar to Cabot's. Hudson's idea was to sail north, right over the North Pole. He knew the polar region was cold and icy, but he also knew that the sun never set during the summer months. He thought the summer sun might melt a lot of the ice, making it possible to sail over the top of the earth and come out on the other side of the world in Asia.



- ← Show image 8A-2: Hudson's boat stuck in pack ice<sup>1</sup>

In May of 1607, Hudson embarked from England with a single ship called the *Hopewell*. Six weeks later, in the middle of June, his men sighted the eastern coast of Greenland.<sup>2</sup> Hudson sailed along the eastern coast of Greenland; then he turned and sailed northeast. He would have headed due north, but ice prevented him. Over the course of their voyage, he and his men saw many **unfamiliar** creatures, including whales, seals, and walrus. In mid-July they reached the Spitsbergen **archipelago** [ahr-kuh-*PEL*-uh-goh] which is a chain of islands that has an arctic climate. When Hudson tried to navigate this region, it was surrounded by pack ice—frozen seawater. On May 16, Hudson's ship almost got stuck in the ice. For a while, it was “touch and go.”<sup>3</sup> A few days later, Hudson decided he could not reach the North Pole because of all the ice. He turned around and sailed back to England.

- 1 What do you see in this image? Do you think Hudson will succeed in sailing over the North Pole?
- 2 [Ask for a student volunteer to locate Greenland on Poster 1, or on a world map or globe.]
- 3 “Touch and go” is a saying that means that someone is in a dangerous or unpredictable situation. You will learn more about this saying later.





← **Show image 8A-3: Map showing Hudson's three voyages**

In 1608, Hudson made a second attempt to reach the East Indies by sailing the *Hopewell* across the North Pole. He sailed north of Scandinavia and Russia.<sup>4</sup> He sailed more than two thousand five hundred miles, making it to the islands off the coast of Russia known as *Novaya Zemlya* ("New Land").<sup>5</sup> But there was so much ice in the water that he had to turn back.

In 1609, Hudson made a third attempt to find the Northwest Passage. This time he sailed for the Dutch under the Dutch East India Company.<sup>6</sup> The Dutch East India Company was a trading company that formed to protect their trade in the East Indies. The company hired Hudson and gave him very specific instructions: he was to follow a similar route he had attempted on his previous voyage, sailing north of Scandinavia and Russia. The hope, as before, was that he would be able to sail over the top of the earth and emerge in Asia. Hudson left Amsterdam, the Netherlands, in April of 1609, onboard the Dutch ship, the *Half Moon*. As he made his way north, he saw more and more ice. Eventually, there was so much ice that Hudson decided to give up and turn around in mid-May. Instead of sailing back to Amsterdam, as he had been told to do, Hudson boldly decided to sail west. Hudson sailed across the Atlantic and sighted Newfoundland on July 12. He sailed along the coast of North America, exploring much of what is now the east coast of United States. He and his men sailed as far south as Virginia, where the Jamestown settlement had recently been established.<sup>7</sup> Then they turned north.

4 [Point to these areas in the image.]

5 [Point to Novaya Zemlya in the image.]

6 The Dutch people live in the European country called the Netherlands, also known as Holland. [Point to the Netherlands on Poster 1, or on a world map or globe.]

7 [On a map, point to Newfoundland and trace the coast down to Virginia and Jamestown.]



← **Show image 8A-4: Hudson sailing up river**

On September 3, they came upon a large river that emptied into the Atlantic. Hudson and his men explored the river, sailing upstream.<sup>8</sup> When Hudson saw the river widening out, he thought it might be a passage that would lead all the way through North America. He thought the river he was exploring might be the Northwest Passage he and explorers before him had been seeking for years. Farther upstream, the river **narrowed**, and Hudson began to think maybe it would not lead him through the continent.

8 *Upstream* means to go against the flow of the river. Because this river, like many rivers, flows from a higher place in the north to a lower one in the south, in which direction did Hudson sail if he sailed upstream? (north)

Nevertheless, it was an interesting discovery. Hudson claimed the area for the Netherlands and the Dutch.



← **Show image 8A-5: Hudson eating with Native Americans**

Hudson and his crew encountered many Native Americans of the Algonquian-speaking tribes on their trip up the river. Some Native Americans tried to attack them, whereas others visited the ship to trade. The Indians offered furs to Hudson in trade, and this started the fur trade along the Hudson River. One group invited Hudson to dinner. Later, Hudson described what he had experienced in his journal:

“I sailed to the shore in one of their canoes, with an old man who was the chief of a tribe consisting of forty men and seventeen women. These I saw there, in a house well-constructed of oak bark, and circular in shape, so that it had the appearance of being built with an arched roof. It contained a great quantity of maize or Indian corn, and beans of the last year’s growth; and there lay near the house, for the purpose of drying, enough to load three ships, besides what was growing in the fields. On our coming into the house, two mats were spread out to sit upon, and some food was immediately served in well-made red wooden bowls. Two men . . . brought in a pair of pigeons, which they had shot. . . They supposed that I would remain with them for the night; but I returned, after a short time, on board the ship. The land is the finest for **cultivation** that I ever in my life set foot upon, and it also **abounds** in trees of every description. These natives are a very good people; for when they saw that I would not remain, they supposed that I was afraid of their bows; and, taking their arrows, they broke them in pieces and threw them into the fire.”

In late September, Hudson decided to sail back to Europe. He himself wanted to stay in the “New World” for the winter, but his men were tired of exploring and were threatening to mutiny.<sup>9</sup>

9 You heard the word *mutiny* a few days ago. What is a mutiny? (a refusal by followers to obey the rules and orders of the person in charge) Here, *mutiny* is used as a verb.



← **Show image 8A-6: Hudson River today**

The river Hudson discovered on his third voyage was later named after him. Even today it is known as the Hudson River. Other Dutchmen came to this part of the world after Hudson. They built

10 The mouth of a river is the place where it ends or empties into another body of water, such as an ocean.



a city at the mouth of the Hudson River, on an island the Indians called Mannahatta.<sup>10</sup> The Dutch called this city New Amsterdam. Later its name was changed to New York. Today, Manhattan is the name of one of the parts of New York City, and New York City is the most populous city in the United States.

← **Show image 8A-7: Map of fourth voyage**

In 1610, Hudson set off on a fourth voyage. This time he was sponsored by two English Companies—the Virginia Company and the British East India Company. Similar to the Dutch East India Company, these companies were also trading companies. Hudson’s goal was the same: to find a Northwest Passage, a water route that would lead through the American continent and allow ships to sail to Asia.

Hudson sailed west, but he stayed far to the north. He reached Greenland in early June. A few weeks later he and his men found a large strait that led into the center of North America. Hudson hoped it might lead all the way through to Asia. On August 2, Hudson sailed out of the strait and into a large bay. Today this bay is known as the Hudson Bay, and the strait is known as the Hudson Strait.<sup>11</sup>

11 [Point to the Hudson Strait and the Hudson Bay in the image.]

Hudson spent the next few months exploring the coast of the bay. In November, his ship got stuck in the ice. He and his crew had to go ashore for the winter. It was a difficult, freezing cold winter. The men were fighting with Hudson as well as with one another. Several of them fell ill with scurvy, a disease that preys on people who have not been eating a healthy, balanced diet.

← **Show image 8A-8: Hudson abandoned by his crew**




12 What saying that you have heard can be used to describe this situation where the men felt this was the last thing they could take? (“last straw”)

When spring came, Hudson wanted to explore some more. Most of the men on the ship wanted to sail back to England. A big fight broke out. In the end, the sailors mutinied.<sup>12</sup> They put Hudson, his son, and some others they did not like in a small, open boat and sailed away. Henry Hudson, the great explorer, was never heard from again.



### Comprehension Questions

15 minutes

1. *Evaluative* Were your predictions correct about where Hudson went and what he saw? Why or why not? (Answers may vary.)
2. *Evaluative* Henry Hudson made four voyages to North America from Europe. Why did he make these voyages? (He was searching for a Northwest Passage from Europe to Asia.) Hudson's search was similar to that of what other explorer? (John Cabot) Approximately how many years after Cabot's voyages did Hudson embark on his expedition? (one hundred years) Why did explorers such as Cabot and Hudson search for a Northwest Passage? (to find a faster and less expensive route to Asia)
3. *Evaluative* For his first voyage, how did Hudson's search for a Northwest Passage differ from that of John Cabot's? (Cabot tried to sail west along a northern latitude, whereas Hudson tried to go straight over the North Pole.) Did Hudson's first voyage succeed? Why or why not? (No, he had to turn around and return to England because he could not sail through the ice.)
4.  *Inferential* Although he was not successful in finding a Northwest Passage on his first voyage, Hudson did see some unfamiliar wildlife near the Spitsbergen archipelago, which is a string of islands with an arctic climate. What animals did Hudson and his crew see in the northern waters through which they sailed? (walruses, seals, and whales) Did Hudson succeed in finding a Northwest Passage on his second voyage? (no)
5. *Literal* On Hudson's third voyage, he started out by once again seeking a Northwest Passage over the top of the earth, but again failed. Instead of returning to his home port, he disobeyed his orders and sailed west. What settlement—that had just been established two years before—did Hudson see in the New World? (Jamestown settlement) On this third voyage, Hudson found a waterway that he thought might be the Northwest Passage. What is this waterway called today? (the Hudson River) [Have a student volunteer point to the Hudson River on a U.S. map.]

6. *Inferential* On their trip upstream along the river that today is called the Hudson River, Henry Hudson and his crew met some Native Americans. He wrote about his trip up the river and about what he saw there. What types of things did Hudson and his crew see along this journey? (circular, oak bark houses with arched roofs; beans and corn crops; fertile land that was good for cultivation; an area that abounded in trees; native people who, when they thought Hudson was leaving because he feared them, broke their arrows so he would see they did not mean to harm him)
7. *Inferential* What made Hudson realize this river was not the Northwest Passage for which he was searching? (Farther upstream, the river narrowed.) What populous city today is located at the mouth of the river explored by Hudson and his crew? (New York City) How did this third voyage end? (When Hudson's crew threatened to mutiny, they returned to Europe before the winter.)
8. *Evaluative* On Hudson's fourth and final voyage, he continued to search for a Northwest Passage. Did he find it on this voyage? (no) What part of North America did he explore on this voyage? (the areas around present-day Canada, in the areas now known as the Hudson Strait and the Hudson Bay) [Have a student volunteer locate on Poster 1, or on a world map or globe, the Hudson Strait and the Hudson Bay.] How was this fourth voyage the "last straw" for the crew? (The crew could not go on one more day and wanted to go home; they mutinied, leaving Hudson and several others loyal to Hudson behind in a small boat.)
9. *Inferential* Did Henry Hudson's voyage to find a Northwest Passage take place before or after the establishment of the continuously inhabited settlement of St. Augustine? (after) [Have a student place Image Card 25 (Henry Hudson) on the timeline after the image card of St. Augustine. Explain to students that Henry Hudson's voyages to find the Northwest Passage through arctic waters were occurring around the same time the Spanish were establishing missions in the southwestern part of what is now the United States.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10.  *Evaluative Think Pair Share:* You heard about Henry Hudson today and his search for a Northwest Passage. Although he failed in his attempt to find a Northwest Passage after four voyages, do you think he was an important explorer of North America? Why or why not? (Answers may vary, but may include some of the following: Hudson learned that it is not possible to sail over the North Pole even in the summer months, because there is too much ice; he located the river that today is called the Hudson River and claimed for the Dutch the land that today is known as New York City; he explored waterways around present-day Canada, including what is known today as the Hudson Strait and Hudson Bay.)
  11. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

### Word Work: Unfamiliar

5 minutes

1. In the read-aloud you heard, “[H]e and his men saw many *unfamiliar* creatures, including whales, seals, and walruses.”
2. Say the word *unfamiliar* with me.
3. When something is unfamiliar, it is unknown or has not been experienced by someone.
4. Robin and Carolyn passed an unfamiliar sign on their way to the grocery store.
5. Have you ever been in an unfamiliar setting, such as a strange building, shop, town, state, or country? Have you ever been in an unfamiliar situation where you were not sure what to do? Be sure to use the word *unfamiliar* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: “The \_\_\_\_\_ was unfamiliar to me and so I . . .”]
6. What is the word we've been talking about? What part of speech is the word *unfamiliar*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask students, “What does *unfamiliar* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *new*, *unknown*, *foreign*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *unfamiliar*?” Prompt students to provide words like *familiar*, *known*, *recognized*, *usual*, *common*, etc. Ask students to point out the prefix of *unfamiliar* that gives it the opposite meaning. As students share synonyms and antonyms, make sure that they use the word *unfamiliar* in a complete sentence: “*Unknown* is a synonym of *unfamiliar*.”



### **Complete Remainder of the Lesson Later in the Day**



# Henry Hudson

8<sub>B</sub>

## Extensions

20 minutes

### Sayings and Phrases: Touch and Go

5 minutes

An idiom is an expression whose meaning goes beyond the literal meaning of its individual words. Idioms have been passed down orally or quoted in literature and other printed text. Idioms often use figurative language, meaning that what is stated is not literally taking place. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone describe a situation as “touch and go.” Explain to students that this phrase does not literally mean touching something and going away. Tell students that this phrase is a British expression related to ships and sailing, and it describes an unsafe situation or a situation that is likely to get worse. Explain to students that this expression generally referred to ships that were touching the bottom of a shallow area. If the ship didn’t get stuck and was able to continue floating, it could continue to go.

Tell students that the expression “touch and go” can also be figurative to refer to a situation where things are at just enough of an equilibrium, or balance, to be safe, but even the slightest *touch* or change can make something *go* down, or make a situation worse.

Ask students, “What parts of Henry Hudson’s voyage were ‘touch and go’?” Remind students that Hudson’s first voyage was “touch and go” because his ship almost became stuck in the ice, but then was able to escape. Remind them that on his fourth voyage, Hudson’s ship did become stuck, and he and his men had to go ashore for the winter. Finally, Hudson’s men had experienced enough “touch and go” situations, the last of which became their “last straw,” and they mutinied against him, taking his ship and sailing back to England.

Ask students if they have ever experienced a “touch and go” situation that was somewhat unpredictable and perhaps dangerous. Try to find other opportunities to use this saying in the classroom.





## Expedition Log: Henry Hudson (Instructional Master 8B-1)

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10

**Note:** To complete this reoccurring activity, you may wish to differentiate by having some students work individually, with a partner, or with a small group. You may wish to have students refer to their written responses to comprehension questions for this activity.

Remind students that explorers wrote and sketched in journals, or logs, to help them remember important information about their travels. These expedition logs described the landscape of a certain area, the people they encountered, and the resources they found. Tell students that they will continue to add to their expedition log to help them remember important information they learned about Henry Hudson and his expeditions.

Have the students use the information heard in the read-aloud and the images from the read-aloud to help them remember details about Hudson and answer the questions on Instructional Master 8B-1. After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.



# Samuel de Champlain

# 9

## ✔ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Identify motivating factors that led to the exploration of the Americas in different expeditions
- ✓ Explain the importance to the Europeans of finding a Northwest Passage
- ✓ Describe the contributions of Samuel de Champlain in exploring North America in search of a Northwest Passage
- ✓ Locate on a map or a globe Quebec, Canada; the St. Lawrence River; and the Great Lakes
- ✓ Describe the encounters between early explorers and Native Americans
- ✓ Describe the purpose of missionaries during French exploration of North America

### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ As a class, interpret, review, and add to a timeline sequencing the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries, the English, and the French, in “Samuel de Champlain” (RI.3.3)
- ✓ Sequence images illustrating the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries, the English, and the French, in “Samuel de Champlain” (RI.3.3)

- ✓ Describe the relationship among the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries, the English, and the French, as related to the habitation and exploration of the Americas in “Samuel de Champlain,” using language that pertains to time, sequence, and cause/effect (RI.3.3)
- ✓ Distinguish events that happened long ago from more recent events as related to the habitation and exploration of the Americas by the Native Americans; Vikings; and other Europeans, including the Spanish conquistadors and missionaries, the English, and the French (RI.3.3)
- ✓ Describe maps and other images related to the explorations of Samuel de Champlain and how the images contribute to what is conveyed by the words in “Samuel de Champlain” (RI.3.7)
- ✓ Interpret information from maps and other images related to the exploration of the Americas, such as the specific routes of Samuel de Champlain (RI.3.7)
- ✓ Compare and contrast Samuel de Champlain’s interactions with the Native Americans with those of other Europeans (RI.3.9)
- ✓ Conduct short research projects that build knowledge about a European explorer (W.3.7)
- ✓ Gather information from print and digital sources, as well as interviews; take brief notes on sources and sort evidence into provided categories (W.3.8)
- ✓ Categorize and organize facts about the explorations of Samuel de Champlain (W.3.8)
- ✓ Make predictions prior to “Samuel de Champlain” about where Samuel de Champlain went on his expedition and what he found based on the text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Give oral presentations about the explorations of Samuel de Champlain, and about one additional explorer in an interview, with appropriate facts and relevant descriptive details (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)
- ✓ Summarize (orally and in writing) facts about the explorations of Samuel de Champlain from “Samuel de Champlain” and additional facts and questions about one other explorer (SL.3.4)

- ✓ Choose words and phrases for effect in their “Interview with an Explorer” as an interviewer and/or explorer (L.3.3a)
- ✓ Use a known root word as a clue to the meaning of an unknown word with the same root, such as *vision/envision* and *colony/colonization/colonize* (L.3.4c)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *around, through, before, after, first, next, and then* (L.3.6)
- ✓ Draw illustrations to represent the main ideas and details of Samuel de Champlain’s explorations from “Samuel de Champlain”

### Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**envisioned, v.** Imagined what something would look like or be like

*Example:* Diana envisioned what her new life would be like in the big city.

*Variation(s):* envision, visions, envisioning

**honorary, adj.** Relating to a position or title awarded to a person who is honored, or greatly respected, as a sign of achievement or rank

*Example:* In 2011, the poet Maya Angelou received an honorary degree from the University of Redlands in California.

*Variation(s):* none

**landfall, n.** The very first land a person sees or reaches after a flight or a voyage by sea

*Example:* After a long voyage across the ocean, the immigrants cheered for joy when they made landfall at Ellis Island.

*Variation(s):* landfalls

**navigator, n.** A person who decides which direction to go or which route to take, especially on a ship or in an airplane

*Example:* Davon explained to his sister that he needed her to use the map and be the navigator as they took a new route to the beach.

*Variation(s):* navigators

**pelts, n.** Hides or skins of animals, including the fur

*Example:* The frontier explorer wore thick beaver pelts to keep warm.

*Variation(s):* pelt

**reputation, n.** The public opinion by which someone or something is perceived


*Example:* Our school bus driver has the reputation of giving very accurate weather predictions.

*Variation(s):* reputations

**status, n.** The position of someone compared to others in that group

*Example:* As co-captain of the volleyball team, Wanda’s status was equal to the status of the other co-captain.

*Variation(s):* none

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Exploration Timeline; Poster 2 (Routes of Exploration)	10
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Samuel de Champlain</b>	Image Card 26; Poster 1 (World Map); world map or globe (optional)	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Image Cards 27 and 28; Poster 1; Exploration Timeline; U.S. map; world map or globe (optional)	15
	<b>Word Work: Envisioned</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Expedition Log: Samuel de Champlain</b>	Instructional Master 9B-1	20
	<b>Interview an Explorer</b>	Instructional Masters 9B-2 and 9B-3; Internet access; trade books (optional)	



# Samuel de Champlain

9<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Review the information covered thus far on the timeline, highlighting the sequence of events. Emphasize that the Native Americans were living in many parts of the Americas before the Europeans explored the areas of North America.

Using images from previous read-alouds, briefly review with students the content they have learned. To guide the review, you may wish to ask the following questions:

- Using Poster 2 (Routes of Exploration), have six separate student volunteers trace the voyages of Christopher Columbus (brown dots), Juan Ponce de León (purple dots), Hernando de Soto (yellow dots), Francisco Vasquez de Coronado (blue dots), John Cabot (red dots), and Henry Hudson (orange dots). As they do so, encourage the students to name the places along the journeys.
- Why were European kings and queens interested in exploring the Atlantic Ocean and areas to the west of Europe? (to find shorter and faster water routes to Asia)
- What was the name of the route to the East Indies for which Cabot and Hudson were searching? (the Northwest Passage)
- What was Henry Hudson's bold idea to reach the East Indies? (Hudson tried to go straight over the North Pole.) Did he succeed in sailing over the North Pole? (no)
- How would you describe Hudson's interactions with the Native Americans? (It was relatively peaceful. Some Native Americans tried to attack him, whereas other wanted to trade with him. He was invited to dinner by one group of Native Americans, and they threw their weapons into the fire to show they meant Hudson no harm.)
- What is colonization? (the process of developing a settlement in an area and taking control of the land and the people who lived there)

## **Purpose for Listening**

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Ask students to predict where Samuel de Champlain traveled and who or what he encountered. Tell students to listen carefully for details about the Champlain expedition, his discoveries, the settlement of Quebec, and the ways in which Champlain was similar to, and different from, other European explorers of North America.



## Samuel de Champlain

### ← Show image 9A-1: Samuel de Champlain and map of New France

1 [Show students Image Card 26 (France).] On what continent is the country of France?

The French explorer Samuel de Champlain made his first voyages to North America around the time Henry Hudson was trying to find the Northwest Passage.<sup>1</sup> Champlain earned a **reputation** for being a talented **navigator** by leading a two-year expedition to the West Indies and Central America. The son of a sea captain, he was not born into high social **status** in France, but his accomplishments as a navigator and talented mapmaker earned him an **honorary** title of “royal geographer” from King Henry IV in his court.

2 [Ask for a student volunteer to point to Canada on Poster 1, or on a world map or globe.]

In 1603, Champlain was invited to sail in a French fur-trading expedition to an area known at the time as “New France” in present-day Canada.<sup>2</sup> Decades before Champlain’s expeditions, in 1534, a French navigator and explorer, Jacques Cartier, claimed the shores of the St. Lawrence River, the Gulf of St. Lawrence, and the areas now known as Newfoundland and Nova Scotia in honor of France.<sup>3</sup> Cartier’s attempt to colonize an area around present-day Quebec failed at that time, but these explorations were only the beginning of a fur-trading relationship between France and the natives in the area of “New France.”

3 [Point to these areas in the image.] What other explorer did you hear about who also explored Newfoundland? (John Cabot)



### ← Show image 9A-2: Champlain on fur trading expedition

The goal of Champlain’s 1603 expedition was to trade with the native people in the area of “New France” and return home with beaver **pelts** and other furs that could be sold in France. During this voyage, Champlain talked to fur traders and fishermen and met native people of the areas he visited. He made a map of the St. Lawrence River, a long river that flows away from the Great Lakes and empties into the Atlantic Ocean. When he returned home to France, Champlain published a report on his expedition.





← **Show image 9A-3: French colonists leaving settlement in winter**

- 4 So, you have heard three forms of a word related to establishing a permanent settlement: *colony*, *colonize*, and *colonization*.
- 5 [Point to Nova Scotia on Poster 1, or on a world map or globe.]
- 6 [Point to Cape Cod on a U.S. map.] Cape Cod is a part of which U.S. state today? (Massachusetts)

By 1604, Champlain took part in an attempt to start a French colony in “New France” with a small group of colonists.<sup>4</sup> They suffered a difficult winter in their original settlement near the mouth of the St. Croix River, during which almost half of the colonists died. After Champlain and a few men scouted the surrounding area, the surviving colonists moved to the area presently known as Nova Scotia.<sup>5</sup> This colonization attempt was not a success, but Champlain took this time to explore and map areas along the Atlantic coast, eventually sailing as far south as Cape Cod.<sup>6</sup>



← **Show image 9A-4: Map of St. Lawrence River colony with maps of routes around America**

After exploring several possible locations along the northeastern Atlantic coast, Champlain decided that the best place for a French colony was along the St. Lawrence River. Champlain **envisioned** this colony becoming a control center for the fur trade. This was a sign of an important change in the way Europeans thought about North America. John Cabot and Henry Hudson had been trying to find a way to go *around* America, or a way to go *through* it. They were not especially interested in America and its resources. They were interested in goods from Asia and the East Indies, such as spices and silk. They thought of America as something that was blocking their way. With Champlain, there was a new way of thinking. Champlain was still interested in finding a Northwest Passage. He went on several expeditions where that was an important goal. But he and many of the men who came after him began to think of North America not just as an obstacle on the path to more profitable places, but as a place that was profitable in its own right—and a place that might be worth settling.



← **Show image 9A-5: Settling Quebec City**

In 1608, Champlain received permission to lead an expedition of three ships and about thirty-two colonists from France. He sailed up the river and established a settlement, which was named Quebec City. Only nine of the original colonists, including Champlain, survived the first cold winter in Quebec City, but more settlers arrived the following June. At first, Quebec City was little more than a fort, but Champlain had a dream—he hoped that Quebec City would be the capital of a large and prosperous French colony. He spent the rest of his life working to make that dream a reality. Champlain set up a fur-trading station in Quebec City. Native Americans could bring animal furs to the city, and French traders would buy the furs and ship them back to France.



← **Show image 9A-6: Champlain trading with native allies**

In order to make sure that the settlers at Quebec City would not be attacked by the local native people, Champlain made an alliance with some of the tribes who lived along the St. Lawrence, including the Huron and the Algonquin people. He supported these tribes in a war against the Iroquois, a large confederacy of tribes who lived to the south, in what is now New York State. Champlain led expeditions against the Iroquois. During the first of these expeditions in 1609, he became the first European to visit the lake that is now named for him, Lake Champlain. In 1615, he became the first known European to arrive at the Great Lakes.<sup>7</sup> There was more than just a military alliance between Champlain and the tribes, however; they learned things from each other as well. Even the name of the new city, Quebec, was borrowed from the Algonquian language spoken by many Native Americans throughout North America. The word *Quebec* comes from the Algonquian word *kebek* meaning “where the river narrows.”

7 [Point to the Great Lakes on Poster 1, or on a world map or globe.]



← **Show image 9A-7: French missionaries**

Champlain made several trips to France to recruit new settlers and secure French government support of his colony. He eventually married and brought his new wife to settle with him in Quebec City. He also brought missionaries to “New France” to teach the native

8 [Point to the missionary in the image.] What is a missionary? (someone who goes somewhere, often a foreign place, to do religious work) Several days ago you learned of another European country that sent missionaries to North America. What was that country? (Spain)



9 Who can name these explorers in chronological order? (Columbus, Ponce de León, de Soto, Coronado, Cabot, Hudson, Champlain)

10 [Pause, encouraging students to think of an answer.]

11 [Have a volunteer point to Newfoundland on Poster 1, or on a world map or globe.]

12 [Point to the Vikings, Christopher Columbus, and John Cabot on the timeline.]

people about Christianity.<sup>8</sup> The missionaries worked with the fur traders and the settlers to extend French settlements farther inland. In the end, Champlain was successful. The colony of Quebec did not just survive; it prospered. It became the first permanent French settlement on the continent of North America. The areas that made up “New France” remained part of the French empire for more than a hundred years and in time became part of a larger country now known as Canada.

### ← Show image 9A-8: European explorers

Over the last couple of weeks, you have learned about many European explorers and their expeditions.<sup>9</sup> You have learned that they were all so intrigued by stories of wealth, spices, and gold, that they decided to explore unfamiliar lands and seas. These explorers embarked on investigative travels to find answers to their questions. Now it’s our turn to ask a question: Who was the first known European to “discover” America?<sup>10</sup>

As you have heard, Christopher Columbus is the European often credited with “discovering” the Americas. While searching for a route to the East Indies, he accidentally bumped into islands in the Caribbean, now known as the West Indies.

However, Viking explorer Leif Eriksson, another European, had also traveled to the Americas. Eriksson landed in Vinland, which is in present-day Canada and is now called Newfoundland.<sup>11</sup>

Historians believe that the Vikings landed in North America about five hundred years before Christopher Columbus and John Cabot. John Cabot landed in the same area as the Vikings.<sup>12</sup> Though Newfoundland was not continuously inhabited, it had certainly been by the time Columbus landed in the Caribbean.

All of the European explorers we’ve learned about—Columbus, Ponce de León, de Soto, Coronado, Cabot, Hudson, and Champlain—landed in many different parts of the Americas, claiming their discoveries in honor of their countries. But it’s important to remember that when these explorers made **landfall**, they learned there were already people living in North America. Who were these people?



## ← Show image 9A-9: Native Americans

13 [Point to the Native American arrival on the timeline.]

14 From your study of Native Americans earlier this year, who remembers which part of North America was the most densely populated when the Europeans first arrived? (the Southeast) Why? (It is thought that the climate lended itself to better crops.)

What do you remember about the Native Americans? These people had already been in the Americas for many, many years. Though archaeologists debate exactly when and how they arrived here, most agree that they came from Asia between fifteen thousand and fifty thousand years ago.<sup>13</sup> There is strong evidence that suggests there were about twenty million native people in North America when European explorers first arrived. That means that for every one of Columbus's men who scouted out North America, there were ten thousand Native Americans already living here!<sup>14</sup>

The native peoples lived according to their own customs and cultures, planted corn and squash, and built great civilizations in the Americas. Europeans exploring and later settling in the Americas brought with them their own cultures and curiosity, as well as diseases. The Europeans brought great changes to the natives' way of life.

Although we cannot know for sure who were the first people living in the Americas and when or how they arrived, what we can say for certain is that the history, culture, and legacy of both the Native Americans and the European explorers are still evident today.




## Discussing the Read-Aloud

20 minutes

### Comprehension Questions

15 minutes

1. *Evaluative* Were your predictions correct about where Samuel de Champlain traveled and who or what he encountered? Why or why not? (Answers may vary.)
2. *Inferential* Although Samuel de Champlain was not born into a high social status, he enjoyed a good reputation. What was his reputation among the people of France? (reputation for being a talented navigator) What honorary title did King Henry IV of France give to Champlain? (royal geographer) Because of this reputation as a talented navigator and mapmaker, what was Champlain invited to do? (sail to New France, which today is Canada, on a fur-trading expedition to get pelts to sell in France)

3. *Literal* What bodies of water did Champlain explore and map when he made landfall in North America on his search for a Northwest Passage? (the river now known as the St. Lawrence River and the Great Lakes)
4.  *Evaluative* How would you compare and contrast Champlain's expeditions with those of Cabot and Hudson? (Like Cabot and Hudson, Champlain was still searching for a Northwest Passage as a faster and cheaper way to reach Asia. But unlike Cabot and Hudson, Champlain did not see North America as an obstacle to get around on the way to Asia; he envisioned it as a good place to colonize.)
5.  *Inferential* What were some of the contributions Champlain made to the exploration of North America? (Answers may vary, but may include some of the following: made a map of the St. Lawrence River; tried to start a French colony; mapped much of the coast of northeastern North America as far south as Cape Cod; established a settlement at Quebec City, which became the first permanent French settlement in North America; established a fur-trading station at Quebec City; formed alliances with local Native American tribes; was the first European to visit the lake that is now known as Lake Champlain; and brought French missionaries to North America) [Ask students to locate on Poster 1, or on a world map or globe, the following areas explored by Champlain: Quebec, Canada; the St. Lawrence River; and the Great Lakes.]
6. *Inferential* You heard that Champlain helped bring French missionaries to North America. What are missionaries, and why did they come to the New World? (people who do religious work, often in a foreign land; to teach the native population about Christianity)
7.  *Evaluative* How would you describe the relationship between Champlain and the Native Americans he met in New France? (He formed alliances with some tribes, such as the Huron and the Algonquin tribes, and worked with them against some competing tribes such as the Iroquois confederacy.) How did this relationship compare to some of the former interactions of Europeans and Native Americans? (Champlain formed alliances with the Native Americans, and these alliances were more than military alliances. The French and the Native Americans traded with each other and learned from one another. The name of the new city, Quebec, was borrowed from the Algonquian people's language. The settlement of Quebec prospered with Native American cooperation.)

8. *Inferential* Did Champlain’s expedition and settlement in Quebec, Canada, occur before or after Henry Hudson’s voyage to find the Northwest Passage? (It occurred the same year.) [Have a student place Image Card 27 (Samuel de Champlain) on the timeline below the image card of Henry Hudson to indicate a shared time frame. Explain to students that Henry Hudson’s voyages to find the Northwest Passage through Arctic waters were occurring around the same time that Champlain was establishing a settlement in Quebec, Canada.]
9. *Evaluative* [Show students Image Card 28 (Thirteen Colonies).] What does this image card show? (the thirteen colonies) [Name and point to each of the original thirteen colonies on the image card.] Did the thirteen colonies come together to form the United States of America before or after the European exploration of North America? (after) [Have a student place Image Card 28 at the very end of the timeline. Remind students that everything they have learned about occurred before the United States became one unified country. Tell students this completes the timeline for this domain and that they will learn more about the Thirteen Colonies later.]
10. *Evaluative Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, “Where in Europe was Samuel de Champlain from?” [You may wish to allow your students to use Poster 1 or a map or globe to ask or answer their “where” questions.] Turn to your neighbor and ask your “where” question. Listen to your neighbor’s response. Then your neighbor will ask a new “where” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
11. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
  - You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

## Word Work: Envisioned

5 minutes

1. In the read-aloud you heard, “Champlain *envisioned* this colony becoming a control center for the fur trade.”
2. Say the word *envisioned* with me.
3. When you have envisioned something, you have imagined how something could look or be.
4. Toni envisioned getting a puppy for her birthday.
5. Have you ever envisioned what something would look like or feel like while you were waiting for it to happen? Be sure to use the word *envisioned* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I envisioned . . .”]
6. What is the word we’ve been talking about? What part of speech is the word *envisioned*?

Use a *Word Parts and Sharing* activity for follow-up. Directions: Ask students, “What root word do you hear in the word *envision*?” (*vision*) Remind students that they learned about *vision* and how the brain interprets what the eyes see in the domains *The Human Body: Systems and Senses* and *Light and Sound*. Tell students to think about what the mind “sees” when it envisions something. Say, “Turn to your partner and take turns sharing from your experience or the experience of someone you know. When have you envisioned something? Describe what was about to happen and what you envisioned it would look like or be like. I will call on one or two of you to share your experiences with the class. Be sure to use the word *envisioned* in a complete sentence when you share.” You may also wish to encourage students to share what achievements and/or profits the explorers envisioned gaining from their travels.



## Complete Remainder of the Lesson Later in the Day



# Samuel de Champlain

9<sub>B</sub>

## Extensions

20 minutes

**Note:** The additional thirty minutes added to the Extension time starts at this point in the domain. Please refer to the schedule in the introduction to guide you for these remaining five days.

### Expedition Log: Samuel Champlain (Instructional Master 9B-1)

- 10** **Note:** To complete this reoccurring activity, you may wish to differentiate by having some students work individually, with a partner, or with a small group. You may wish to have students refer to their written responses to comprehension questions for this activity.

Remind students that explorers wrote and sketched in journals, or logs, to help them remember important information about their travels. These expedition logs described the landscape of a certain area, the people they encountered, and the resources they found. Tell students that they will continue to add to their expedition log to help them remember important information they learned about Samuel de Champlain and his expeditions.

Have students use the information heard in the read-aloud and the images from the read-aloud to help them remember details about Champlain and answer the questions on Instructional Master 9B-1. After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.

### Interview an Explorer

**Materials: Instructional Masters 9B-2 and 9B-3**

Remind students that a few days ago they learned the word *investigative*. Ask if anyone remembers what *investigative* means. (relating to a search for information) Tell students that they will be acting as investigative reporters, gathering information about one of the explorers they learned about in this domain. You may want to review with students that a reporter is someone who gathers information and presents it to people through newspapers, magazines, books, television, radio, or the



computer. Give each student a copy of Instructional Masters 9B-2 and 9B-3.

Tell students that they will be working with a partner for this activity. They will be participating in an interview between an investigative reporter and an explorer, and they will take turns so that each student will be an investigative reporter one time and an explorer the next time. You may wish to assign each student one of the explorers they learned about (Columbus, Ponce de León, de Soto, Coronado, Cabot, Hudson, or Champlain). Each student should prepare for the interview by completing Instructional Master 9B-2, answering the questions with information about the assigned explorer.

Each student should complete Instructional Master 9B-3 in his/her role as an investigative reporter. Completing Instructional Master 9B-3 will involve a two-step process: (1) the student will complete the form by writing the questions s/he will ask the explorer in the interview; and (2) the student will write the responses given by the explorer during the interview.

After students complete both Instructional Masters 9B-2 and 9B-3, allow them time to conduct their interviews and complete the second step on Instructional Master 9B-3. If time allows, assign each student one of the explorers they learned about (Columbus, Ponce de León, de Soto, Coronado, Cabot, Hudson, or Champlain). Each student should prepare for the interview by completing Instructional Master 9B-2, answering the questions with information about the assigned explorer. Reread excerpts from the read-alouds as needed; guide students to reference the images again, as well as any comprehension questions they may have answered in writing.

- ✈ You may wish to have some students use the information obtained in the interview to write a news report about the explorer. Encourage students to reference the trade books from the Recommended Resources list and/or Internet resources to complete additional research on their chosen explorers if they have any further questions.



## Pausing Point 2

PP<sub>2</sub>

### **Note to Teacher**

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This is the end of the read-alouds about the European exploration of North America. In addition to studying why Europeans were motivated to cross the Atlantic, who the first Spanish explorers were, and where in North America they made landfall, students have also learned about the way of the conquistador, the purpose of missionary settlements, conflict between early explorers and Native Americans, the importance of finding a Northwest Passage, and the explorations of John Cabot, Henry Hudson, and Samuel de Champlain. It is highly recommended that you pause here and spend two days reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

### **Core Content Addressed in This Domain**

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Students will:

- ✓ Explain why kings and queens in Europe were interested in exploring the Atlantic and the area to the west of Europe
- ✓ Identify motivating factors that led to the exploration of the Americas in different expeditions
- ✓ Explain the significance of Christopher Columbus, Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado in the early Spanish exploration of the Americas
- ✓ Locate on a map or globe key places explored and visited by the Spanish, including the Caribbean Sea, the West Indies, the East Indies, Hispaniola, Puerto Rico, Cuba, the Gulf of Mexico, the Mississippi River, the Grand Canyon, the Rio Grande, and St. Augustine, Florida

- ✓ Identify St. Augustine, Florida as the oldest continuously-inhabited European settlement in the continental United States
- ✓ Explain why the Spanish age of conquistadors came to an end in North America
- ✓ Describe the purpose of missionary settlements in early Spanish exploration
- ✓ Identify the states in the southwestern part of what is now the United States in which the Spanish established missions
- ✓ Describe the encounters between early explorers and Native Americans
- ✓ Describe the similarities and differences between missionaries and conquistadors
- ✓ Explain the importance to the Europeans of finding a Northwest Passage
- ✓ Describe the contributions of John Cabot, Henry Hudson, and Samuel de Champlain in exploring North America in the search for a Northwest Passage
- ✓ Identify similarities and differences between John Cabot and Christopher Columbus
- ✓ Locate on a map or globe the places explored in expeditions for a Northwest Passage, including Cape Breton Island; Newfoundland, Canada; the Hudson River; the Hudson Bay; Quebec, Canada; the St. Lawrence River; and the Great Lakes
- ✓ Describe the purpose of missionaries during French exploration of North America

## Activities

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### Image Review

Show the images from any read-aloud again, and have students retell the read-aloud using the images.

### 10 Exploration Route Review

#### Materials: Poster 2 (Routes of Exploration)

Using Poster 2, have student volunteers trace the voyages of each of the seven explorers they've learned about in this unit. (Christopher

Columbus, Juan Ponce de León, Hernando de Soto, Francisco Vasquez de Coronado, John Cabot, Henry Hudson, and Samuel de Champlain) As they do so, encourage students to name the places along the journey.

**Note:** This exercise is essential preparation for the Domain Assessment. It is highly recommended that students practice tracing the European explorers' routes independently or with a partner during this Pausing Point.

## Image Card Review

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### **Materials: Image Cards 1–28**

In your hand, hold Image Cards 1–28 fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then give a clue about the picture s/he is holding. For example, for Samuel de Champlain, a student could pantomime creating a map and charting the areas around Canada that Champlain explored by looking out over the land, then jotting down lines on paper. The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

## Make a Compass

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### **Materials: Computer with Internet access; materials listed on website for making a compass**

Visit the Mariners' Museum website at <http://www.marinersmuseum.org/education/activity-one-students-create-compass> to download directions for making a compass using simple, easy-to-find materials.

You'll find two patterns on this website: a box-style compass, and a water-style compass. The box-style compass is a little more complicated to make than the water-style compass. Both utilize a magnetized paper clip (obtained by rubbing a paper clip against a refrigerator magnet for two minutes) for detection of the direction north. Be sure to always rub the clip in the same direction to ensure the paper clip is properly polarized.

For the box-style compass, you will affix a straightened, magnetized paper clip to the bottom of a box with a cardboard circle inserted on a nail; the paperclip will point north. For the water-style compass, you will pierce a Styrofoam peanut with the straightened, magnetized paper clip, and then float the peanut and paperclip in a small bowl of water. The paper clip will point north.

Without the benefit of other aids, you will not be able to distinguish the north versus the south end of the paper clip. You will have to use what you already know about the sun’s position at the time of day this activity is occurring—or your position relative to other known directional clues—to distinguish the north versus the south end of the clip. If there is already a real compass in your classroom, you can use it to easily identify which end of the paper clip is pointing north. Once you ascertain north versus south, have your students mark the north end of the paper clip with an indelible marker. Now they have a fully functioning compass.

If you have additional time, you can extend this activity by playing a navigation game. Have the students place the compass over a printout of a compass rose, lining up the north end of the paper clip with north on the compass rose. You can then play a game with the compass by asking the students to point to which direction they would have to travel from their current position in order to go to the various places they learned about in this domain, such as the following: the West Indies, the East Indies, Hispaniola, Puerto Rico, Florida, Canada, Texas, Arizona, New Mexico, California, Spain, Great Britain, etc.

## Exploration Timeline Review

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### **Materials: Exploration Timeline**

Review the information added to the Exploration Timeline. Ask students to share one to two facts about each event on the timeline. You may also ask students to generate their own questions about each item on the timeline. Ask students if there was any information presented in any of the read-alouds (6–9) that they would like to add to the timeline that is currently not represented.

## Expedition Log

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### **Materials: Instructional Masters 6B-1, 7B-1, 8B-1, and 9B-1**

Allow students time to add any additional information or illustrations to their Expedition Logs for the explorers they have learned about.

## Research Activity

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### **Materials: Trade books and/or computer with Internet access**

Students may research present-day exploration, such as space exploration. (The NASA website has good resources on this topic.) Alternately, students may choose to research one or more of the

navigational tools (e.g., charts, compass, astrolabe, sextant, quadrant) that were used in the 1500s and 1600s. As students conduct this research, encourage them to share their findings in writing with the class. Some students may be able to write a short report on their research topic(s), just as they did when they wrote research papers previously, during the *Astronomy: Our Solar System and Beyond* domain. If students choose to write a report, have them carry their writing through the steps of the writing process.

## Venn Diagram

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### Materials: Instructional Master PP2-1

Tell students that they will be creating a Venn diagram to compare and contrast two items from the list below. Remind students that to *compare* means to tell how things or people are similar, and to *contrast* means to tell how things or people are different.

- any two of the explorers learned about thus far
- the conquistadors and the missionaries
- exploration and colonization
- two different regions explored, e.g., the islands of the Caribbean and the area now known as Canada
- Estéban and Ortiz



## Domain-Related Trade Book or Student Choice

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### Materials: Trade book

Read an additional trade book to review the European exploration of North America; refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

If students listen to a read-aloud a second time, you may wish to have them take notes about a particular topic. Be sure to guide them in this important method of gathering information. You may wish to model how to take notes, construct an outline, etc.



## Multiple Meaning Word Activity: Pelts

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### ← Show image 9A-2: Champlain on fur trading expedition

1. [Show students image 9A-2.] In Lesson 9, you heard that the goal of Champlain’s 1603 expedition was to trade with the native people in the area of “New France” and return home with beaver pelts and other furs that could be sold in France. [Have students try to identify some of the pelts on flip book image 9A-2. Answers may vary and may include fox, beaver, rabbit, wolf, raccoon, deer, bear, etc.]
2. What are other words you could use for pelts? (furs, skins, hides, coats, fleeces, leather.) Why do you think beaver pelts and other furs were “sold in France?” (To stay warm and dry, people in Europe wore hats and coats made of various types of animal pelts.) What part of speech is the word *pelts* in this case? (noun)
3. See if you can make up sentences using the word *pelts* that means furs, or skins. [Have a few students volunteer to share their sentences.]
4. *Pelts* also has other meanings. The word *pelts* can also be used as a verb, and in these variations: pelts, pelt, pelted, or pelting. As a verb, *pelts* means to throw something smallish against something else, or to beat against something.
5. Here are a few examples of using the word *pelts* as a verb.
  - As a joke, my brother pelts me with popcorn.
  - My friend lightly pelts my window with pebbles to get my attention.
  - The hard rain pelts loudly against the tin roof of our house.
6. It is also possible to use the verb *pelts* figuratively meaning to overwhelm someone with words. Here are a few more examples of how you can use the word *pelts*—and other forms of the word—as a verb.
  - My teacher pelted me with lots of questions about my reading last night.
  - My little brother continuously pelts me with requests to play with him.
  - My friend keeps pelting me with all the details of the movie she wants me to see.

7. [Show students flip book image 9A-2 .] With your neighbor, talk about a sentence you can make up that uses the word *pelts* to mean what you see in this image. I will call on a few of you to share your response. Remember to be as descriptive as possible and use complete sentences. (1. My winter coat is made of fluffy, fox pelts and keeps me super warm. 2. Some people feel that wearing fake fur instead of real fur pelts is a better thing to do to help preserve the animals.) [Call on three to four students to share their sentences.]
8. With your neighbor, talk about how you can use the word *pelts*, or other forms of the word, as a verb to mean literally hitting someone or something with some sort of smallish object, or figuratively hitting with words. Remember to be as descriptive as possible and use complete sentences. (1. My sister pelts the bride and groom with rice as they leave the wedding. 2. The lawyer pelted the defendant with questions about his whereabouts on the night of the crime.) [Call on three to four students to share their sentences.]

### Key Vocabulary Brainstorming

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#### **Materials: Chart paper, chalkboard, or whiteboard**

Give students a key domain concept or vocabulary word such as *Northwest Passage*. Have them brainstorm everything that comes to mind when they hear the words, such as *Cabot*, *Hudson*, *Champlain*, *mutiny*, *fur trade*, etc. Record students' responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.

### 10 Riddles for Core Content

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Ask students riddles such as the following to review core content:

- When conquistador exploration came to an end, we started settling new territories in places called missions. Who are we? (missionaries)
- I am the oldest continuously inhabited city in North America settled by the Europeans. (St. Augustine)
- I am a merchant, born in Genoa, Italy, where Christopher Columbus was from. My big idea was based on geometry—that the farther north you sail, the shorter the distance will be around the earth. Who am I? (John Cabot)



- I was willing to risk sailing into icy seas, because I knew that the sun never set during the summer months close to the North Pole, and I took a chance that the ice would be melted. Who am I? (Henry Hudson)
- My crew mutinied and forced me, my son, and a few others loyal to me onto a smaller boat, and sailed away so we could not return to England. Who am I? (Henry Hudson)
- I am the shortcut both John Cabot and Henry Hudson were trying to find in the north that didn't really exist. What am I? (the Northwest Passage)
- I am a French explorer who decided that the best place for a French colony was along the St. Lawrence River. Who am I? (Samuel de Champlain)
- I am the imaginary lines drawn horizontally on the globe that helped explorers stay on course, or continue in the direction they wanted to sail. What am I? (latitude)
- I am the imaginary long lines that run north to south around the globe that also helped explorers stay on course. What am I? (longitude)
- I established a fur trade in the area now known as Canada, but at the time, it was known as "New France." Who am I? (Samuel de Champlain)



### **Class Book: European Exploration of North America**

#### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to add to the class book started previously to help them remember what they have learned in this domain. Have students brainstorm important information about the Europeans and their explorations of North America, who was already here when they arrived, how the two cultures interacted, how settlements were formed, and which expeditions were successes or failures and why. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

## Writing Prompts

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Students may be given an additional writing prompt such as the following:

- The most interesting thing I've learned thus far is \_\_\_\_\_ because . . .
- European exploration of North America is important because . . .
- If I were an explorer, I would like to explore \_\_\_\_\_, because . . .
- Imagine what North America would be like today if Christopher Columbus had actually found what he was looking for, the East Indies.
- ✍ Imagine how exploration might have been different if the printing press had not been invented until five hundred years later.
- ✍ Pretend you are one of the explorers we've read about, and write a convincing paragraph about why you should get the credit for the "discovery" of North America.
- ✍ Pretend you are a Native American, and write a convincing paragraph about why you were the first to discover America.
- ✍ Pretend you are a Viking, and write a convincing paragraph about why you were the first European to discover America.



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of the core content targeted in *European Exploration of North America*.

## 10 Domain Assessment

**Note:** You may wish to have some students do the three parts of this assessment in two or three sittings. Some students may need help reading the questions. You may wish to allow some students to respond orally.

### *Part I (Instructional Master DA-1)*

Directions: Read each statement about an explorer. Use the names in the box to write the correct explorer on the line beside the descriptive statement.

1. This explorer took Chief Vitachuco and the Lady of Cofitachequi prisoner. He was also the conquistador who found a member of the Narváez expedition named Juan Ortiz. (Hernando de Soto)
2. This explorer was one of the first Europeans to lead an expedition to find a Northwest Passage; he explored an area that today is Newfoundland and Labrador, Canada. (John Cabot)
3. This explorer traveled through the Southwest, came across a Zuni village, and was the first known European to see the Grand Canyon. (Francisco Vasquez de Coronado)
4. This explorer was searching for a Northwest Passage and explored the area that is today the state of New York. (Henry Hudson)
5. Legend has it that this explorer may have searched for a Fountain of Youth; he explored the Florida peninsula, as well as the Gulf Stream—the strong current of warm water that flows out of the Gulf of Mexico, around Florida, and up the coast of the Southeast United States. (Juan Ponce de León)
6. This explorer set sail in 1492, a year that changed the world. (Christopher Columbus)

7. This French explorer mapped the area he called “New France” in present-day Canada and made alliances, or agreements, with native tribes to help defend both the natives and the European settlers.  
(Samuel de Champlain)

**Part II (Instructional Master DA-2)**

Directions: Listen to the questions as I read them. Each question is followed by four choices. Circle the choice that best answers each question.

1. Which of the following explorers was sponsored by King Ferdinand and Queen Isabella of Spain? (A)
2. Which of the following cities is the oldest continuously-inhabited city in North America settled by Europeans? (C)
3. Which of the following words means “conqueror” and describes someone who traveled to North, Central, and South America to look for wealth, conquer the native peoples, and take over land? (D)
4. Which explorer wrote about his friendly contact with native people as he traveled upstream by river in search of a Northwest Passage? (C)
5. Which European explored the areas that today are Florida, Georgia, South Carolina, and Alabama, and killed more than two thousand Mississippians? (C)
6. Which explorer took a native chief, Vitachuco, prisoner? (C)
7. Which of the following words means “the process of taking control of an area and sending people to the newly controlled land to develop a settlement there”? (B)
8. Which of the following words means “unfamiliar”? (A)

**Part III (Instructional Master DA-3)**

**Note:** You may wish to have some students write more sentences or have some students focus only on responding to one or two questions or statements.

Directions: Read along as I read each question or statement. Write two or three complete sentences to respond to each question or statement.

1. Why is 1492 called “the year that changed the world?” (It was the year that Christopher Columbus set sail, heading west, to find a westerly passage to the East Indies. It started the age of European explorers traveling to North America and eventually setting up settlements or colonies.)

2. Describe the way Christopher Columbus and his crew members treated the Taino. (They treated them unfairly. They raided the Taino villages and took some of the people as slaves. Columbus and his crew also had some very unfair rules about the Taino people helping them find gold.)
3. Why did the Spanish set up missions in Florida and in other parts of southern and western North America? Describe what life was like on a mission. (They were set up to convert the natives to Christianity, or to change their religion and way of life. Answers may vary, but may include a description of a church made of stone or adobe—sun-dried clay bricks—with missionaries living in one building, and converted Native Americans living in their own houses within the mission. Most missions included farms and orchards; natives were taught to grow crops like corn, wheat, and barley using European farming techniques; some natives were also taught crafts, such as carpentry, woodworking, weaving, soap-making, and candle-making. Depending on the area, some missions also raised livestock, including cattle and sheep, on ranches located just outside the mission. Most missions had a bakery, craft shops, and storerooms for the crops grown on the farms and orchards. Many missions also had tailors, carpenters, and blacksmiths.)
4. Why did Juan Ponce de León leave the island of Hispaniola and explore nearby areas? (He was searching for gold. Legend has it that he may have heard a story about a Fountain of Youth, and he may have also been searching for that.)
5. Why were some explorers searching for a Northwest Passage, and who were some of those explorers? (They thought that it would be faster and cheaper to travel farther north across the Atlantic Ocean than Columbus had done. They knew that the farther north you were away from the circumference of the equator, the shorter the distance was around the earth; some explorers were John Cabot, Henry Hudson, and Samuel de Champlain.)



**For Teacher Reference Only:**  
*Copies of Tell It Again! Workbook*







Name: \_\_\_\_\_



## Dear Family Member,

Over the next couple of weeks, your child will be learning about the European explorers of North America. S/he will be learning about what motivated the first European explorers to strike out for the New World.

Below are some suggestions for activities that you may do at home to highlight what your child is learning about the European explorers of North America.

### 1. Sing a Song: “1492”

Listen to and then sing the song “1492” together. If a computer and Internet access is available to you, visit the website <http://www.sisterschoice.com/1492.mp3>. Discuss the song lyrics with your child. Have your child share what they know about some of the Native American groups referenced in the song. You may also wish to have your child share why the year 1492 is such an important date in world history.

### 2. The Transatlantic Journey: Geography

On a world map or globe, have your child locate Asia, Europe, North America, and the Atlantic Ocean. Once your child shows s/he can identify these larger geographic areas, ask your child to locate Spain, Italy, and England in Europe; India in Asia; and the Bahamas and other islands in the Caribbean Sea. Ask your child who Christopher Columbus was, in which country he was born, and who funded his expedition. Ask why Christopher Columbus thought he would find the East Indies if he sailed west across the Atlantic Ocean. Ask your child what motivated kings and queens to sponsor transatlantic voyages, and what motivated explorers to make uncharted journeys to the “New World.”

### 3. Discussion Topics

Ask your child, “If you were an explorer, where in the world would you want to explore?” Have your child pick a place on the globe. Ask your child to envision what life must have been like there five hundred years ago without electricity, indoor plumbing, central heating or cooling, advanced medical care, air travel, etc. Ask the following questions: “How would you prepare for the journey? What would you have to bring? How would you get to your destination? What kinds of jobs would people accompanying you on the journey have to be able to do to make the journey possible?” Ask your child how s/he would feel about arriving in an unfamiliar land with a foreign landscape, seeing unfamiliar people who look different from those from his/her culture, who speak an unfamiliar language. Ask, “How would you survive in the new land? How would you communicate with the inhabitants? How would you figure out where to go in an uncharted land? How would you feed yourself? Would you stay and make a new home, or try to find a way back home?”

Now ask your child to imagine that s/he was a Native American seeing Europeans arrive in his or her homeland. Ask, “What would you think? How would you feel? How would you decide whether or not to become friends with the newcomers?”

#### 4. Sayings and Phrases: Last Straw

Discuss with your child what the saying “the last straw” means. This saying comes from the longer phrase, “it was the last straw that broke the camel’s back.” Explain how this saying reflects the concept of how small burdens can accumulate so much that, in the end, it’s almost as if just one piece of straw (a dried, hollow part of a plant stem) could cause the camel to collapse. In reality, the camel is collapsing under the weight of all the accumulated burden, e.g., the hundreds of pounds of luggage already on its back. Come up with an example that uses the phrase “the last straw” in a sentence that has relevance to your child.

#### 5. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child if possible. Otherwise, make up a sentence that uses these words.

- *propose*—I propose we order out for dinner tonight instead of cooking.
- *conquistadors*—The Spanish conquistadors were more interested in finding gold in the New World than they were in the possibilities of creating Spanish settlements.
- *colonization*—The British colonization of the New World resulted in the original Thirteen Colonies.
- *disastrous*—Oil spills and other types of human pollution have disastrous effects on ecosystems in the affected areas and far beyond.
- *investigative*—The scientist’s investigative research helped solve the mystery behind the existence of microscopic organisms called bacteria.

#### 6. Read Aloud Each Day

It is very important that you read with your child every day. Set aside time to read to your child and to listen to your child read to you. I have included a list of recommended trade books related to the European Exploration of North America that may be found at the library, as well as a list of informational websites.

Be sure to praise your child whenever s/he shares what has been learned at school.



## ***Recommended Resources for European Exploration of North America***

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### **Trade Book List**

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It is highly recommend that students spend a minimum of twenty minutes each night reading independently or aloud to family members, or listening as family members read to them. You may suggest that they choose titles from this trade book list. These titles may also be put into the classroom book tub for various reading levels.

1. *Around the World in a Hundred Years: From Henry the Navigator to Magellan*, by Jean Fritz (PaperStar, 1994) ISBN 0698116380
2. *Beyond the Sea of Ice: The Voyages of Henry Hudson*, by Joan Elizabeth Goodman (Miyaka Press, 1999) ISBN 0965049388
3. *Champlain*, by Christopher Moore (Tundra Books, 2004) ISBN 0887766579
4. *The Discovery of the Americas*, by Betsy and Giulio Maestro (HarperCollins Publishers, 1991) ISBN 0688115128
5. *Early Explorations: The 1500s (Hispanic America)*, by Roger E. Hernandez (Marshall Cavendish Corporation, 1992) ISBN 9780761429371
6. *Exploration and Conquest: The Americas After Columbus*, by Betsy Maestro (HarperCollins Publishers, 1994) ISBN 0688154743
7. *Explorers Who Got Lost*, by Diane Sansevere-Dreher (Tor Books, 2005) ISBN 9780812520385
8. *Exploring the Americas (Chester the Crab's Comix with Content)*, by Bentley Boyd (The Daily Press, Inc., 2007) ISBN 9780972961639
9. *First Voyage to America: From the Log of the "Santa Maria"*, by Christopher Columbus (Dover Publications, 1991) ISBN 9780486268446
10. *Francisco Vasquez de Coronado*, by Kristin Petrie (Abdo ConsultingGroup, Inc., 2004) ISBN 1591975972
11. *Henry Hudson*, by Kristin Petrie (Abdo Consulting Group, Inc., 2007) ISBN 9781596797413
12. *Henry Hudson: Seeking the Northwest Passage*, by Carrie Gleason (Crabtree Publishing Company, 2005) ISBN 0778724441
13. *Henry Hudson (What's so Great About . . .?)*, by Carol Parenzan Smalley (Mitchell Lane Publishers, 2007) ISBN 1584154799

14. *Hudson: Henry Hudson Searches for a Passage to Asia (Exploring the World)*, by Robin S. Doak (Compass Point Books, 2003) ISBN 9780756511449
15. *Hudson: The Story of a River*, by Robert C. Baron and Thomas Locker (Fulcrum Publishing, 2004) ISBN 1555915124
16. *John Cabot*, by Kristin Petrie (Abdo Consulting Group, Inc., 2004) ISBN 159197593X
17. *The Life and Times of John Cabot*, by Earle Rice, Jr. (Mitchell Lane Publishers, Inc., 2007) ISBN 1584154519
18. *Life in a California Mission*, by Sally Senzell Isaacs (Reed Educational & Professional Publishing, 2002) ISBN 9781588104141
19. *The Picture History of Great Explorers*, by Gillian Clements (Frances Lincoln Children's Books, 2004) ISBN 1845074645
20. *Ponce de León: Exploring Florida and Puerto Rico*, by Rachel Eagen (Crabtree Publishing Company, 2006) ISBN 9780778724483
21. *River of Dreams: The Story of the Hudson River*, by Hudson Talbot (G. P. Putnam's Sons, 2009) ISBN 9780399245213
22. *Samuel de Champlain*, by Elizabeth MacLeod (Kids Can Press Ltd., 2008) ISBN 9781554530502
23. *Samuel de Champlain: From New France to Cape Cod*, by Adrianna Morganelli (Crabtree Publishing Company, 2006) ISBN 9780778724506
24. *The Settling of St. Augustine*, by Janet Riehecky (World Almanac Library, 2003) ISBN 0836854047 (Note: This book contains partial nudity on p. 13.)
25. *Spanish Missions (A True Book)*, by John Perritano (Scholastic Inc., 2010) ISBN 0531212386
26. *The Spanish Missions of California (A True Book)*, by Megan Gendell (Scholastic Inc., 2010) ISBN 0531212408
27. *The Spanish Missions of Florida (A True Book)*, by Eric Suben (Scholastic Inc., 2010) ISBN 9780531212417
28. *The Spanish Missions of New Mexico (A True Book)*, by Robin Lyon (Scholastic Inc., 2010) ISBN 9780531212424
29. *The Spanish Missions of Texas (A True Book)*, by Megan Gendell (Scholastic Inc., 2010) ISBN 0531212432
30. *St. Augustine (Places in American History)*, by Frances E. Ruffin (Weekly Reader Early Learning Library, 2006) ISBN 9780836864199

Name: \_\_\_\_\_

Take-Home  
Worksheet

31. *The Usborne Book of Explorers: From Columbus to Armstrong*, by Felicity Everett and Struan Reid (Usborne Publishing Ltd, 2007) ISBN 9780794515331
32. *When Cultures Meet (National Geographic Reading Expeditions)*, by John Perritano (National Geographic School Publishing, 2006) ISBN 0792254554

### Websites

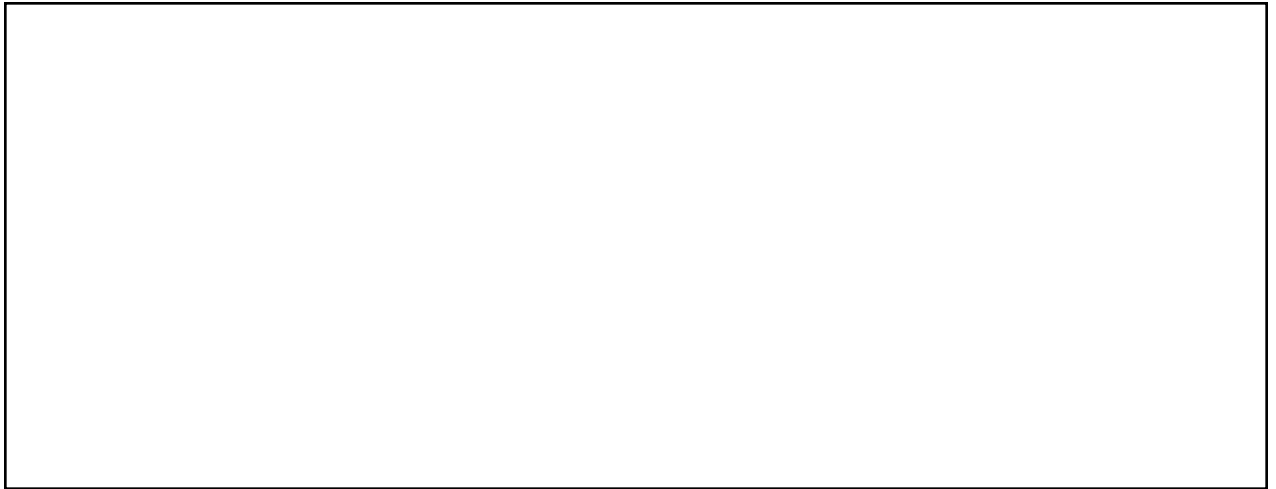
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1. “1492” Song  
<http://www.sisterschoice.com/1492.html>
2. Christopher Columbus  
<http://www.brainpop.com/socialstudies/famoushistoricalfigures/christophercolumbus/>
3. Conquistadors  
<http://www.pbs.org/opb/conquistadors/home.htm>
4. Explorer’s Timeline  
<http://www.mce.k12tn.net/explorers/explorers.htm>
5. Henry Hudson  
<http://pbskids.org/bigapplehistory/early/topic1.html>
6. Hernando de Soto  
[http://www.tnhistoryforkids.org/places/de\\_soto\\_memorial](http://www.tnhistoryforkids.org/places/de_soto_memorial)
7. History of Navigation  
<http://boatsafe.com/kids/navigation.htm>
8. Interactive Map of Early Exploration of North America  
[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u2/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html)
9. John Cabot  
<http://users.rcn.com/farrands/explorers.htm#Cabot>
10. Kids: Journey With Cabeza de Vaca  
<http://www.texasbeyondhistory.net/cabeza-cooking/kids.html>
11. National Maritime Museum  
<http://www.rmg.co.uk/TudorExploration/NMMFLASH/index.htm>
12. Samuel de Champlain  
<http://library.thinkquest.org/4034/champlain.html>



Name: \_\_\_\_\_

*Directions: Draw and/or write in sentences what you have learned about Christopher Columbus and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



1. Why did Columbus sail?

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2. For which country did Columbus sail?

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3. What area(s) did Columbus explore?

---

4. Describe the land, the people encountered, and the resources found.

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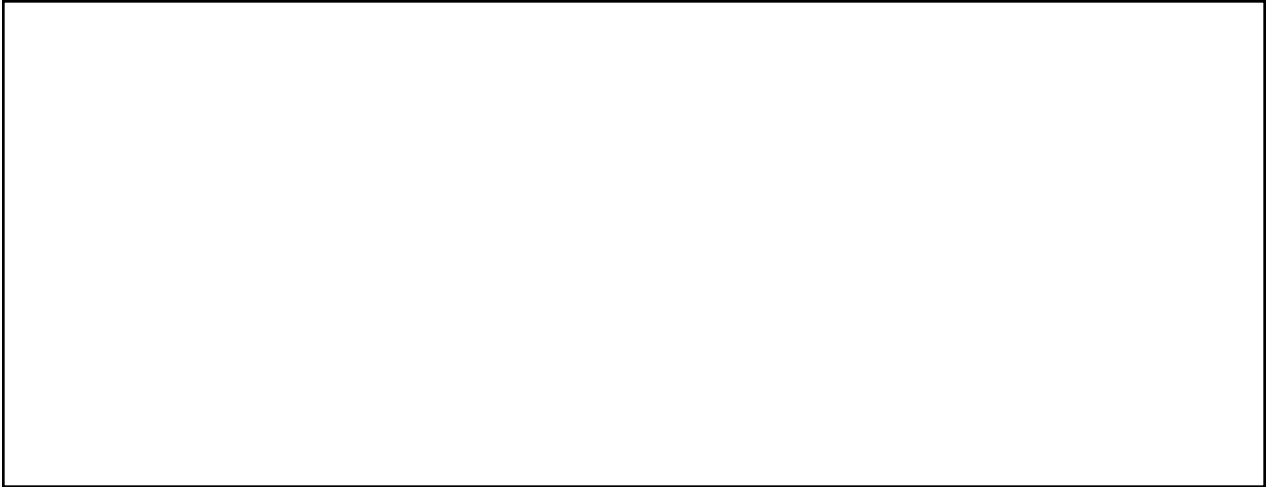
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Name: \_\_\_\_\_

*Directions: Draw and/or write information that you have learned about Juan Ponce de León and his expeditions. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



1. Why did Ponce de León sail?

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---

---

2. For which country did Ponce de León sail?

---

3. What area(s) did Ponce de León explore?

---

4. Describe the land, the people encountered, and the resources found.

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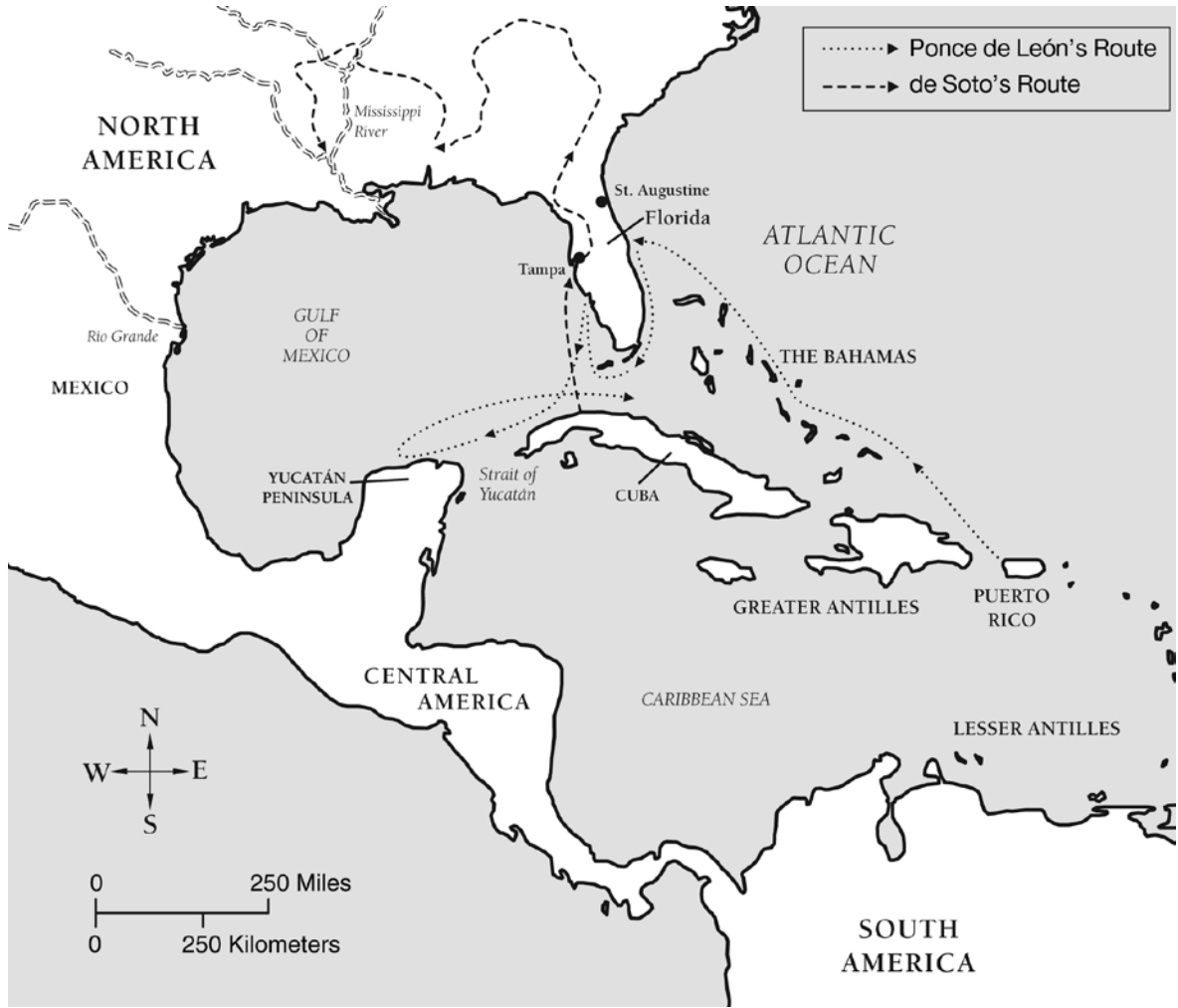
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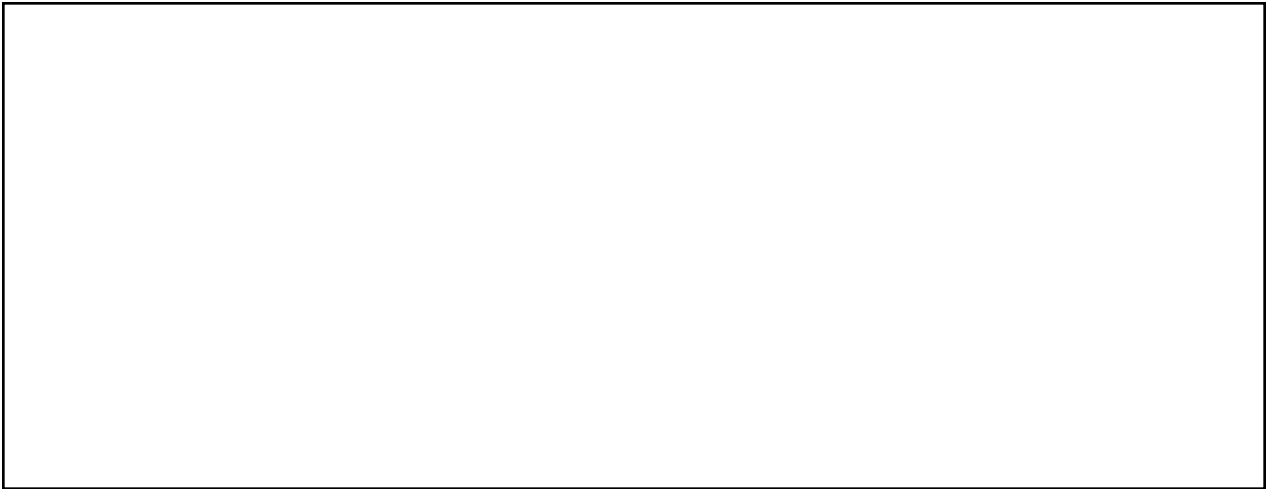


Name: \_\_\_\_\_

*Directions: Study this map of Ponce de León's and Hernando de Soto's explorations. Answer the questions using the map. After you are done, turn the page over and draw and/or write information that you have learned about Hernando de Soto and his expeditions. Remember to write complete sentences that begin with a capital letter and end with correct punctuation.*



1. This map shows the routes of two Spanish explorers. Who are they?  
\_\_\_\_\_
2. Which explorer traveled to Florida's east coast?  
\_\_\_\_\_
3. Which explorer reached the Mississippi River?  
\_\_\_\_\_



1. Why did Hernando de Soto sail?

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2. For which country did Hernando de Soto sail?

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3. What area(s) did Hernando de Soto explore?

---

4. Describe the land, the people encountered, and the resources found.

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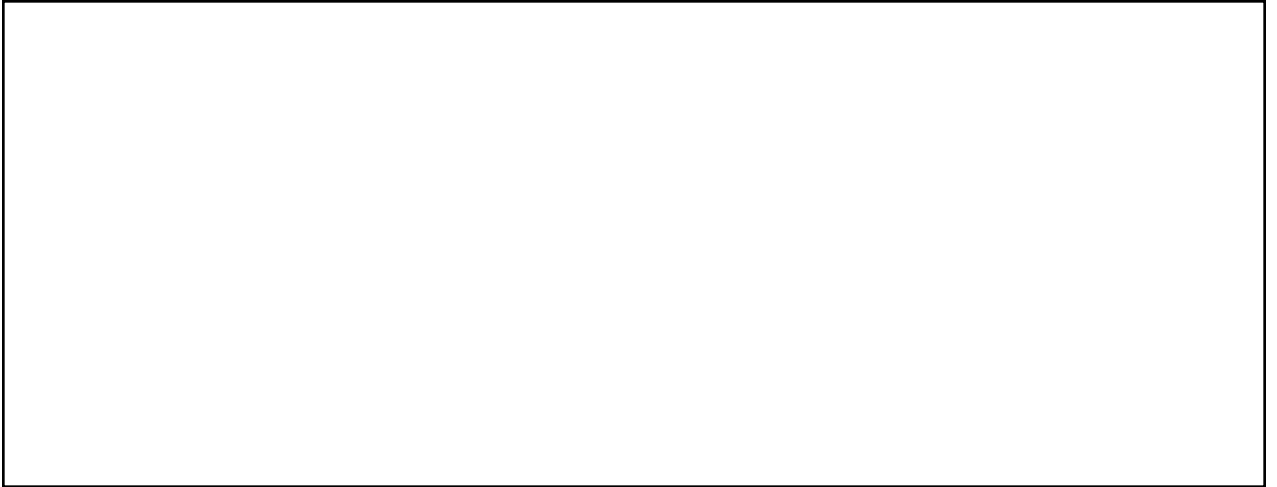
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Name: \_\_\_\_\_

*Directions: Study this map of explorations led by Francisco Vasquez de Coronado. Answer the questions using the map. After you are done, turn the page over and draw and/or write information that you have learned about Coronado and his expeditions. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



1. The broken line with arrows shows  
\_\_\_\_\_
  
2. Coronado and his men traveled through the states of what are now Texas, Kansas, Oklahoma, New Mexico, and  
\_\_\_\_\_
  
3. Some of Coronado's men traveled as far northwest as the  
\_\_\_\_\_



1. Why did Coronado explore?

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2. For which country did Coronado explore?

---

3. What area(s) did Coronado explore?

---

4. Describe the land, the people encountered, and the resources found.

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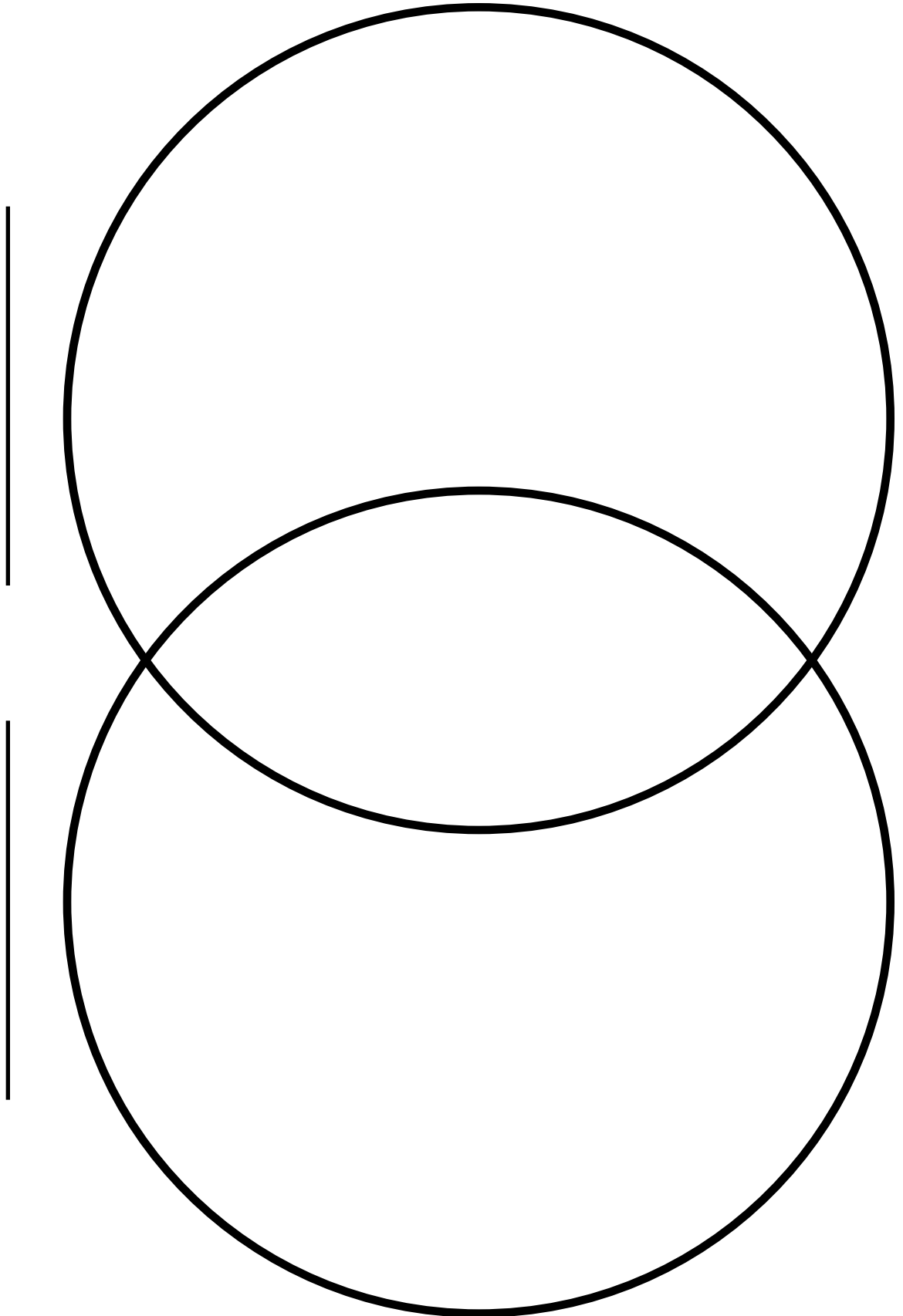
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Name: \_\_\_\_\_

*Directions: Choose two topics you learned about in this domain that you can compare and contrast. Write those topics on the lines above each circle. Write how your topics are alike in the overlapping part of the Venn diagram. Write how they are different in the nonoverlapping part of each circle for each topic.*

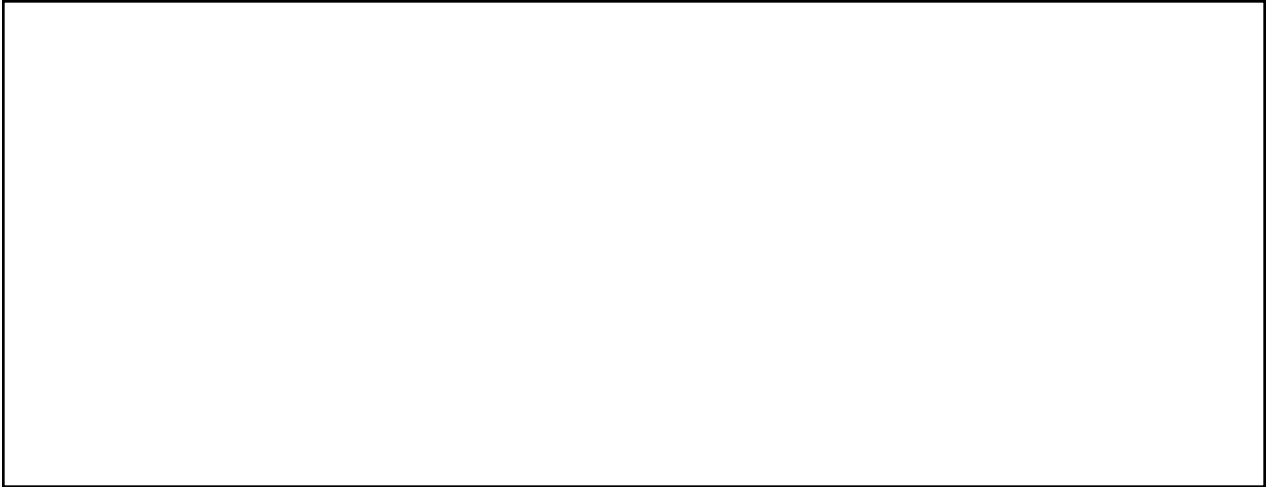






Name: \_\_\_\_\_

*Directions: Draw and/or write in sentences what you have learned about Spanish missions in North America. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



1. What is a mission, and why did the Spanish want to start missions in North America?

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2. In what area(s) of North America did the Spanish start missions?

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3. Describe what the missions looked like, what activities took place at the missions, and how different native people reacted to what the missionaries tried to do.

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Name: \_\_\_\_\_



## Dear Family Member,

We hope your child is enjoying learning about the European explorers of North America. We are now embarking on the second half of this domain. In these lessons, students will learn about the Spanish settlements in North America, including the first continuously inhabited European settlement of St. Augustine in present-day Florida. Your child also will learn about the expeditions of John Cabot, Henry Hudson, and Samuel de Champlain.

Below are some suggestions for activities that you may do at home to underscore what your child is learning about European explorers of North America.

### 1. Discussion and Geography

Ask your child to tell you what s/he has learned so far about the Spanish settlements in North America. Ask your child to describe how the objectives of the explorers changed over time from conquest to settlement. Ask your child to explain the differences between what conquistadors wanted versus what the later missionaries wanted in the New World. (In the beginning, the Spanish conquistadors were looking for riches. Over time the explorers and missionaries wanted to inhabit the land to “civilize” it and create allies for Spain.) Ask your child to locate on a map the present-day states where these Spanish settlements were. Guide your child in locating the states of Florida, Texas, Arizona, New Mexico, and California on a map.

### 2. Explorers

Over the next several days, ask your child to tell you what s/he knows about the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Ask her or him what countries they were from and which countries funded their expeditions. Ask your child to identify the areas of North America that these men explored on a world map or globe. Have your child describe the explorations of these Europeans.

### 3. Compass and Directions Activity

Go outside with your child, taking along a compass (or print and use the compass rose at [www.marinersmuseum.org](http://www.marinersmuseum.org) to make your own). Relative to your home, identify the directions of east, west, north, and south. Have your child draw an aerial view of your home and its surroundings and indicate these directions on her/his sketch. Remind your child that when s/he learned about the Vikings and the Native Americans earlier this year, s/he learned a mnemonic device to remember the cardinal directions: “Never Eat Soggy Waffles.” (Start at the top of the map and label it ‘N’ for north; then proceed clockwise to place the other cardinal directions on the map.) Think about the states that border your state. Ask your child in which direction s/he would have to go to get to those various states. Now ask about the countries of Canada and Mexico: which way would s/he have to travel to get to those countries? In which direction would he/she travel to get to the Atlantic Ocean or Pacific Ocean?

#### 4. Sayings and Phrases: Touch and Go

Discuss with your child what the saying “touch and go” means. The saying “touch and go” refers to a dangerous situation or precarious condition. The saying comes from a 19th-century British nautical term used to describe a ship that has almost run aground. If the ship touches bottom without getting stuck, it is able to float clear or go again. Think of a recent “near miss” you or your child experienced, and how this saying can be used to describe that incident.

#### 5. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *achievements*—The Noble Peace Prize winner’s many achievements were celebrated at the last award ceremony.
- *navigational*—The compass is a navigational tool because it always points north and helps you know where you are and where to go.
- *unfamiliar*—When Dorothy came out of her tornado-damaged house and saw the unfamiliar world of Munchkin Land, she knew she wasn’t in Kansas anymore.
- *envisioned*—Christopher Columbus envisioned a much smaller world than what he encountered in reality.

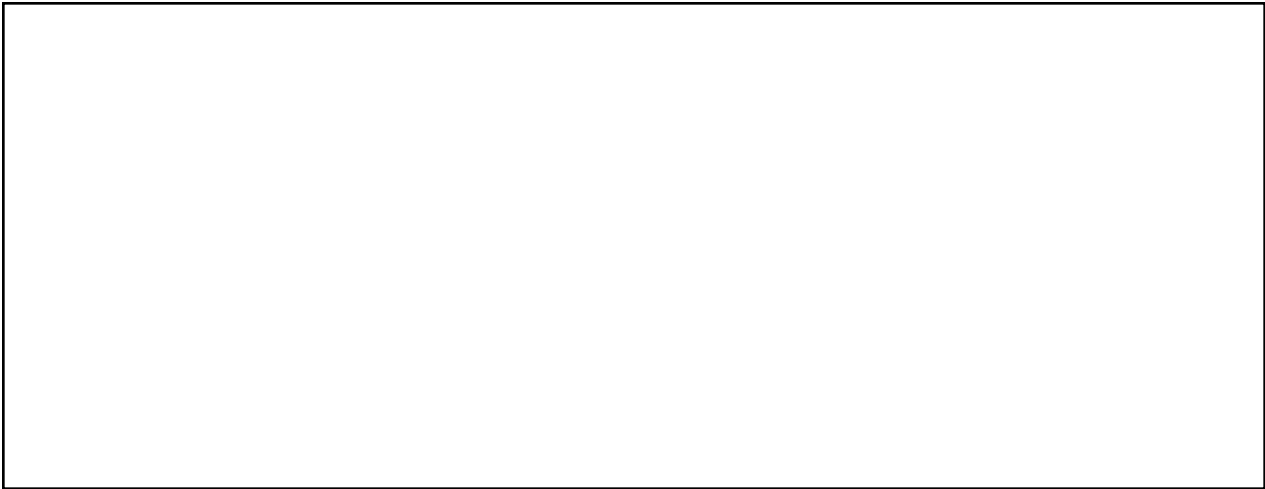
#### 6. Read Aloud Each Day

It is very important that you read with your child every day. Set aside time to read to your child and to listen to your child read to you. Please refer to the list sent home with the previous parent letter of recommended trade books related to the European exploration of North America that may be found at the library, as well as the list of informational websites.

Be sure to praise your child whenever s/he shares what has been learned at school.

Name: \_\_\_\_\_

*Directions: Draw and/or write information that you have learned about John Cabot and his expeditions. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*

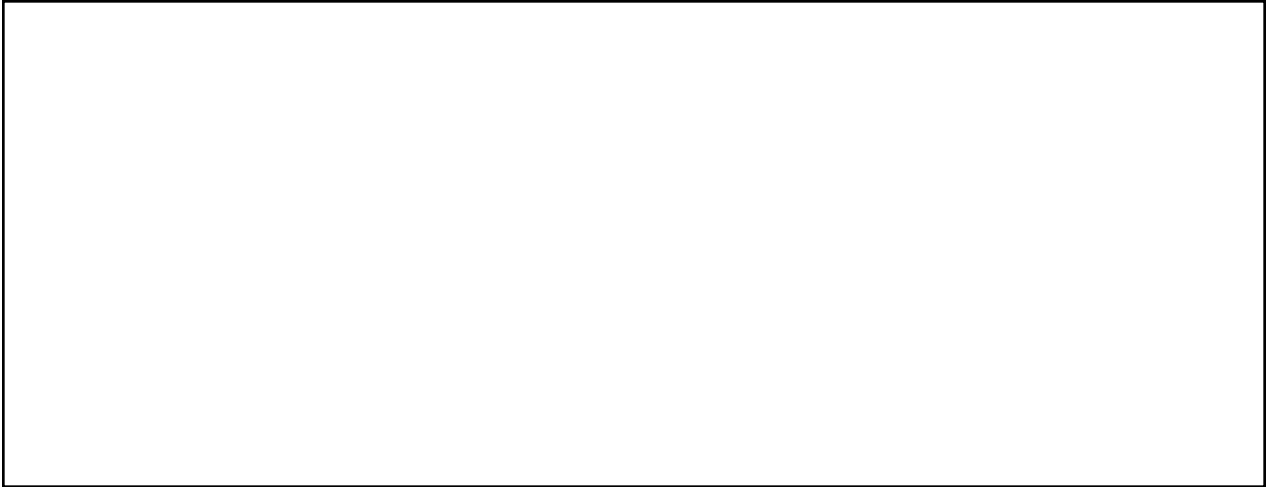


- 1. Why did John Cabot sail?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 2. For which country did John Cabot sail?  
\_\_\_\_\_
  
- 3. What area(s) did John Cabot explore?  
\_\_\_\_\_
  
- 4. Describe the land, the people encountered, and the resources found.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

*Directions: Draw and/or write information that you have learned about Henry Hudson and his expeditions. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



1. Why did Henry Hudson sail?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. For which country did Henry Hudson sail?

\_\_\_\_\_

3. What area(s) did Henry Hudson explore?

\_\_\_\_\_

4. Describe the land, the people encountered, and the resources found.

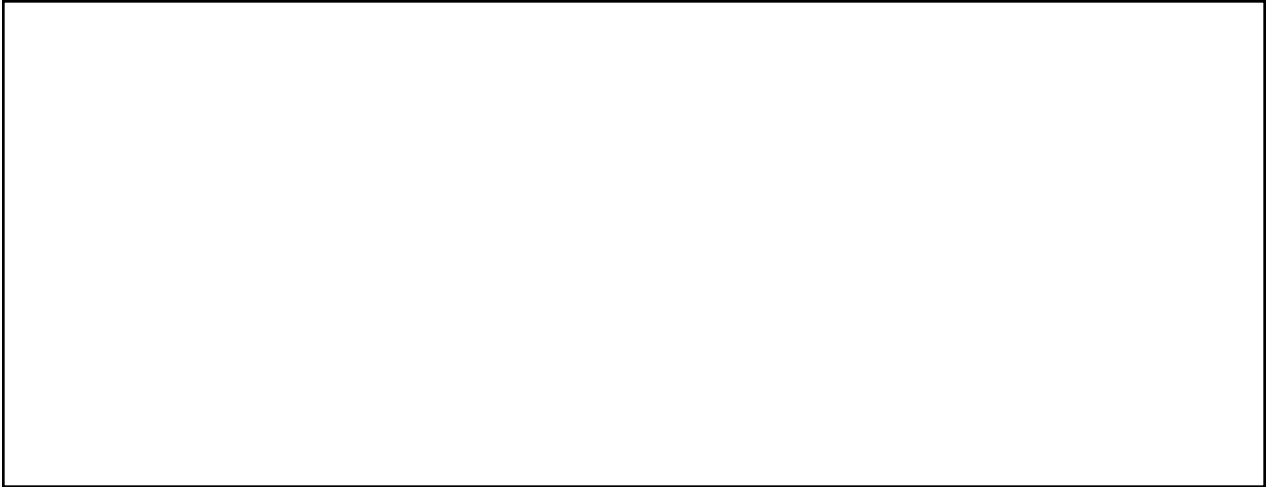
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





Name: \_\_\_\_\_

*Directions: Draw and/or write information that you have learned about Samuel de Champlain and his expeditions. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



1. Why did Samuel de Champlain sail?

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2. For which country did Samuel de Champlain sail?

---

3. What area(s) did Samuel de Champlain explore?

---

4. Describe the land, the people encountered, and the resources found.

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Name: \_\_\_\_\_

*Directions: For this activity, you will be acting as one of the European explorers who made voyages to North America. Your partner will be an investigative reporter who will ask you questions about you and your voyages. To prepare for this interview, review the information you have in your Expedition Log, and use this page to record information you will need to answer your partner's questions.*

I am \_\_\_\_\_.

(Write the name of the explorer your teacher assigned to you or that you chose to be for this activity)

I was born in the country of \_\_\_\_\_.

My voyages were sponsored by \_\_\_\_\_.

I made these voyages because

\_\_\_\_\_  
\_\_\_\_\_

When I got to the New World, I saw

\_\_\_\_\_  
\_\_\_\_\_

Some other things you should know about me and my voyages are

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

*Directions: To prepare for your interview of a European explorer, use this page to write the questions you would like to ask the explorer (such as where he was born, who sponsored his voyage, why he made the voyage, what he saw when he got to the New World, and anything else you would like to know). When you interview the explorer, record the answers to the questions on this sheet.*

I am interviewing \_\_\_\_\_.

(Write the name of the explorer you are interviewing.)

Question 1: \_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

Question 2: \_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

Question 3: \_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

Question 4: \_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

Question 5: \_\_\_\_\_

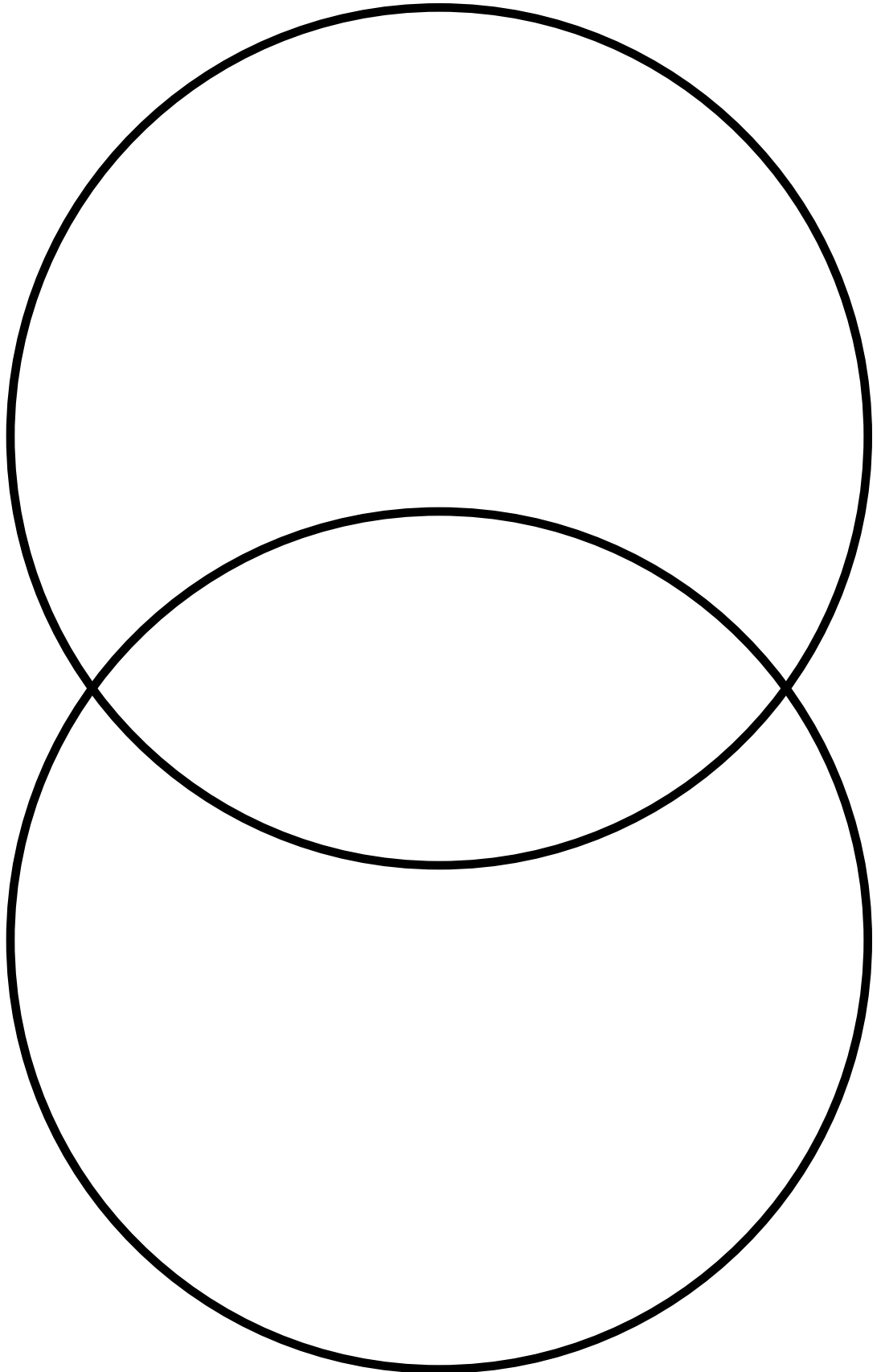
Answer: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

*Directions: Choose two topics you learned about in this domain that you can compare and contrast. Write those topics on the lines above each circle. Write how your topics are alike in the overlapping part of the Venn diagram. Write how they are different in the nonoverlapping part of each circle for each topic.*

\_\_\_\_\_







Name: \_\_\_\_\_

Christopher Columbus	Hernando de Soto	Francisco Vasquez de Coronado	John Cabot
Henry Hudson	Samuel de Champlain	Juan Ponce de León	

*Read each statement about an explorer. Use the names in the box to write the correct explorer on the line beside the descriptive statement.*

1. \_\_\_\_\_ This explorer took Chief Vitachuco and the Lady of Cofitachequi prisoner. He was also the conquistador who found a member of the Narváez expedition named Juan Ortiz.
2. \_\_\_\_\_ This explorer was one of the first Europeans to lead an expedition to find a Northwest Passage, and he explored an area that today is Newfoundland and Labrador, Canada.
3. \_\_\_\_\_ This explorer traveled through the Southwest, came across a Zuni village, and was the first known European to see the Grand Canyon.
4. \_\_\_\_\_ This explorer was searching for a Northwest Passage and explored the area that is today the state of New York.

5. \_\_\_\_\_ Legend has it that this explorer may have searched for a Fountain of Youth; he explored the Florida peninsula, as well as the Gulf Stream—the strong current of warm water that flows out of the Gulf of Mexico, around Florida, and up the coast of the southeast portion of the present-day United States.
6. \_\_\_\_\_ This explorer set sail in 1492, a year that changed the world.
7. \_\_\_\_\_ This French explorer mapped the area he called “New France” in present-day Canada and made alliances, or agreements, with native tribes to help defend both the natives and the European settlers.

Name: Answer Key

Christopher Columbus	Hernando de Soto	Francisco Vasquez de Coronado	John Cabot
Henry Hudson	Samuel de Champlain	Juan Ponce de León	

1. Hernando de Soto This explorer took Chief Vitachuco and the Lady of Cofitachequi prisoner. He was also the conquistador who found a member of the Narváez expedition named Juan Ortiz.
2. Francisco Vasquez de Coronado This explorer was one of the first Europeans to lead an expedition to find a Northwest Passage, and he explored an area that today is Newfoundland and Labrador, Canada.
3. John Cabot This explorer traveled through the Southwest, came across a Zuni village, and was the first known European to see the Grand Canyon.
4. Henry Hudson This explorer was searching for a Northwest Passage and explored the area that is today the state of New York.
5. Juan Ponce de León Legend has it that this explorer may have searched for a Fountain of Youth; he explored the Florida peninsula, as well as the Gulf Stream—the strong current of warm water that

*Read each statement about an explorer. Use the names in the box to write the correct explorer on the line beside the descriptive statement.*

flows out of the Gulf of Mexico, around Florida, and up the coast of the southeast portion of the present-day United States.

6. **Christopher Columbus** This explorer set sail in 1492, a year that changed the world.
  
7. **Samuel de Champlain** This French explorer mapped the area he called “New France” in present-day Canada and made alliances, or agreements, with native tribes to help defend both the natives and the European settlers.

Name: \_\_\_\_\_

*Directions: Listen to the questions as I read them. Each question is followed by four choices. Circle the choice that best answers each question.*

1. Which of the following explorers was sponsored by King Ferdinand and Queen Isabella of Spain?
  - A. Christopher Columbus
  - B. John Cabot
  - C. Henry Hudson
  - D. Hernando de Soto
  
2. Which of the following cities is the oldest continuously inhabited city in North America settled by Europeans?
  - A. Hispaniola
  - B. Cuba
  - C. St. Augustine
  - D. Manhattan
  
3. Which of the following words means “conqueror” and describes someone who traveled to North, Central, and South America to look for wealth, conquer the native peoples, and take over land?
  - A. friar
  - B. explorer
  - C. missionary
  - D. conquistador
  
4. Which explorer wrote about his friendly contact with native people as he traveled upstream by river in search of a Northwest Passage?
  - A. John Cabot
  - B. Christopher Columbus
  - C. Henry Hudson
  - D. Samuel de Champlain

5. Which European explored the areas that today are Florida, Georgia, South Carolina, and Alabama, and killed more than two thousand Mississippians?
  - A. Christopher Columbus
  - B. Juan Ponce de León
  - C. Hernando de Soto
  - D. Francisco Vasquez de Coronado
  
6. Which explorer took a native chief, Vitachuco, prisoner?
  - A. Christopher Columbus
  - B. Juan Ponce de León
  - C. Hernando de Soto
  - D. Francisco Vasquez de Coronado
  
7. Which of the following words means “the process of taking control of an area and sending people to the newly controlled land to develop a settlement there”?
  - A. converted
  - B. colonization
  - C. expedition
  - D. achievement
  
8. Which of the following words means “unfamiliar”?
  - A. uncharted
  - B. investigative
  - C. demoralized
  - D. disastrous

Directions: Listen to the questions as I read them. Each question is followed by four choices. Circle the choice that best answers each question.

1. Which of the following explorers was sponsored by King Ferdinand and Queen Isabella of Spain?  
 A. Christopher Columbus  
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  - C. Hernando de Soto
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  - C. expedition
  - D. achievement
8. Which of the following words means “unfamiliar”?
- A. uncharted
  - B. investigative
  - C. demoralized
  - D. disastrous



Name: \_\_\_\_\_

*Directions: Read along as your teacher reads each sentence. Think about the answer to the question or statement. Write two or three complete sentences to answer each question or statement.*

1. Why is 1492 called “the year that changed the world”?

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2. Describe the way Christopher Columbus and his crew members treated the Taino.

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3. Why did the Spanish set up missions in Florida and in other parts of southern and western North America? Describe what life was like on a mission.

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4. Why did Juan Ponce de León leave the island of Hispaniola and explore nearby areas?

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5. Why were some explorers searching for a Northwest Passage, and who are some of those explorers?

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# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

# Tens Conversion Chart

## Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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## ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

### CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

### SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



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