

## Early Explorers

**Grade Level:** First Grade

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**Length of Unit:** Nine lessons

### I. ABSTRACT

- A. This unit provides students with knowledge of early explorers, their purposes for exploring, and the impact their discoveries had on the world. It provides practice in using basic map skills by having the students trace each explorer's route on a world map. A timeline offers a visual awareness of the sequence of events throughout this unit. Lessons include songs to reinforce key facts about each topic in the unit.

### II. OVERVIEW

- A. Concept Objectives
1. Recognize the impact that exploration has on our lives.
  2. Develop an understanding of why people explore and settle in new lands.
  3. Understand the significance of the locations important to the early explorers.
- B. Core Knowledge Content
1. The search for gold and silver.
  2. Hernan Cortes and the Aztecs
  3. Francisco Pizarro and the Incas
  4. Diseases devastate Native American population
  5. The story of the Lost Colony
  6. Sir Walter Raleigh
  7. Virginia Dare
  8. Virginia
  9. Jamestown
  10. Captain John Smith
  11. Pocahontas and Powhatan
  12. Slavery: plantations in Southern colonies
  13. Massachusetts
  14. Pilgrims, Mayflower; Thanksgiving Day
  15. Massachusetts Bay Colony: the Puritans
- C. Skills will be addressed in individual lesson plans.

### III. BACKGROUND KNOWLEDGE

- A. Resources for Background Information
- (1) Chrisp, P. (1993). *The Spanish Conquests in the New World*. New York: Thomas Learning. ISBN 1-56847-123-8
  - (2) Hirsch, E.D. Jr. (1991). *What Your First Grader Needs To Know*. New York: Doubleday. ISBN 0-385-41115-4
  - (3) Tolhurst, M. (1998). *The Explorer's Handbook*. New York: Dutton Children's Books. ISBN 0-525-65262-0
- B. Background Knowledge for Students
- (1) The students will have some general knowledge about maps and globes from Kindergarten. They will have identified the seven continents and located the major oceans. Through reading aloud and activities, students will have learned some information about Christopher Columbus, Pilgrims, and Thanksgiving.

#### IV. RESOURCES

- A. Carpenter, E. (1992). *Young Christopher Columbus: Discovers the New Worlds*. New York: Troll. ISBN 0-816-72527-6
- B. Marzollo, J. (1991). *In 1492*. New York Scholastic. ISBN 0-590-44413-1
- C. Chrisp, P. (1993). *The Spanish Conquests in the New World*. New York Thomson Learning. ISBN 1-56847-123-8
- D. Hirsch, E.D. Jr. (1991). *What Your First Grader Needs To Know*. New York: Doubleday. ISBN 0-385-31987-8
- E. Bosco, P.I.(1992). *Roanoke: The Story of the Lost Colony*. Connecticut: The Millbrook Press. ISBN 1-56294-111-9
- F. Knight, E. (1982). *Jamestown: New World Adventure*. New York: Troll. ISBN 0-8167-4554-4
- G. Benjamin, A. (1992). *Young Pocahontas: Indian Princess*. New York: Troll. ISBN 0-816-72535-7
- H. Lester, J.(1968). *To Be A Slave*. New York: Dial Press. ISBN 0-8037-8955-6
- I. San Souci, R. (1991). *N. C. Wythes Pilgrims*. San Francisco: Chronicle Books. ISBN 3-3456-00052208-1
- J. Borden, L.(1997). *Thanksgiving Is*. New York: Scholastic. ISBN 0-590-33128-0

#### V. LESSONS

- A. Lesson One: What is an explorer?
  - 1. Daily Objectives
    - a. Lesson Content
      - (1) Columbus
      - (2) What is an explorer?
      - (3) Why do people explore?
    - b. Concept Objective(s)
      - (1) Recognize the impact of exploration on our lives.
      - (2) Develop an understanding of why people explore and settle in new lands.
      - (3) Understand the significance of the locations important to the early explorers.
    - c. Skill Objective(s)
      - (1) Engage in discussion with others
      - (2) Communicate thoughts and needs in complete sentences
      - (3) Sequence events
      - (4) Identify ordinal positions
      - (5) Extend vocabulary
      - (6) Predicting
      - (7) Letter writing
      - (8) Map skills
      - (9) Sing unaccompanied and in unison
  - 2. Materials
    - a. KWL Chart
    - b. Student and class world map (See Appendix A)
    - c. Teacher created timeline
    - d. Book: *The Young Christopher Columbus* by Eric Carpenter
    - e. Book: *In 1492* by Jean Marzollo
    - f. Chart: What is an explorer?
    - g. Song: *Explorers* (See Appendix B)
  - 3. Key Vocabulary
    - a. explorers
    - b. voyage
  - 4. Procedures

- a. Pose question to students: “ What is an explorer?”
  - b. Have each student sign his name under the appropriate column on the chart (a person, a place, a thing).
  - c. Assess student’s prior knowledge by using a KWL chart.
  - d. Discuss student responses and define an explorer as a person who searches for new places, people, and things.
  - e. Pose question to students “ Why do people explore?”
  - f. Brainstorm and discuss student responses.
  - g. Teach and sing the song *Explorers*. (See Appendix B.)
  - h. Briefly review Columbus by reading *The Young Christopher Columbus*.
  - i. Discuss and define voyage.
  - j. Trace the route Columbus took from Spain to the Bahamas, on map. (See Appendix A.)
  - k. Create a timeline providing the following topics: Columbus, Cortes, Pizarro, Lost Colony, Jamestown, Slavery, Pilgrims and Puritans. Leave the year blank for students to fill in. Begin timeline by adding 1492 as the year of Columbus’ voyage.
  - l. Review basic map skills: locating oceans, continents, directions, and legends.
5. Extended Activities
- a. Journal topic “I would like to explore...”
  - b. Brainstorm and chart supplies that an explorer would need on a journey.
  - c. Draw a picture or use art supplies to create something you think you would find on an exploration of your own. Write about how it would affect the world.
6. Evaluation/Assessment
- a. Produce a class letter written by Columbus, or a story that tells about his voyage.

**B. Lesson Two: Cortes**

1. Daily Objective(s)
  - a. Lesson Content
    - (1) Identify Cortes as an explorer.
    - (2) Purpose and route of his voyage.
  - b. Concept Objective(s)
    - (1) Recognize the impact of exploration on our lives.
    - (2) Develop an understanding of why people explore and settle in new lands
    - (3) Understand the significance of the locations important to the early explorers.
  - c. Skill Objective(s)
    - (1) Engage in discussion with others
    - (2) Communicate thoughts and needs in complete sentences
    - (3) Sequence events
    - (4) Identify ordinal positions
    - (5) Extend vocabulary
    - (6) Predicting
    - (7) Map skills
    - (8) Sign unaccompanied and in unison.
2. Materials
  - a. Student and class maps/timelines (See Appendix A.)
  - b. Chart paper/ markers
  - c. Book: *The Spanish Conquests in the New World* by Peter Chrisp
  - d. Song: *Cortes* (See Appendix B)
3. Key Vocabulary
  - a. Conquistador
  - b. Aztec
  - c. Fleet
4. Procedures

- a. Pose the question to students: “What is a conquistador?”
  - b. Have each student record his/her response on a chart under the appropriate heading of his/her choice: a person, a food, an animal.
  - c. Tell students that a conquistador is a Spanish explorer who conquered the Native Americans.
  - d. Introduce Hernan Cortes as a Spanish conquistador who sailed from Spain to Mexico.
  - e. Trace Cortes’s route from Spain to Mexico on student and class maps. Review basic map skills and add the year 1519 to timeline.
  - f. Read excerpts from *The Spanish Conquest in the New World*, p. 9, and discuss key facts found in text.
  - g. Discuss methods used in conquering the Aztecs
    - (1) Burned ships to force outnumbered crew to fight the Aztecs.
    - (2) Spanish soldiers used guns, cannons, and swords against the Aztec’s spears and arrows.
    - (3) Cortes brought horses to the New World.
    - (4) Cortes introduced small pox to the New World.
5. Extended Activities
- a. Journal topic “How would it feel to see a horse for the first time?”
  - b. Compare and contrast the way early explorers used horses and the way horses are used today.
  - c. Make an Aztec mask using paper mache and mosaic squares made of construction paper.
6. Evaluation/Assessment
- a. Teach and sing the song *Cortes*. (See Appendix B.)

### C. Lesson Three: Pizarro

1. Daily Objective(s)
  - a. Lesson Content
    - (1) Identify Pizarro as an explorer.
    - (2) Purpose and route of his voyage.
  - b. Concept Objective(s)
    - (1) Recognize the impact of exploration on our lives.
    - (2) Develop an understanding of why people explore and settle in new lands
    - (3) Understand the significance of the locations important to the early explorers.
  - c. Skill Objective(s)
    - (1) Engage in discussion with others
    - (2) Communicate thoughts and needs in complete sentences
    - (3) Sequence events
    - (4) Identify ordinal positions
    - (5) Extend vocabulary
    - (6) Predicting
    - (7) Map skills
    - (8) Sing unaccompanied and in unison
    - (9) Compare and contrast
2. Materials
  - a. Student and class map/timelines (See Appendix A)
  - b. Song: *Conquistador* (See Appendix C)
  - c. Book: *The Spanish Conquests in the New World* by Peter Chrisp
3. Key Vocabulary
  - a. Incas
4. Procedures
  - a. Review term “conquistador” from Lesson 2.

- b. Pose question to students “ What would it feel like to be a conquistador?”
  - c. Record student responses on board.
  - d. Introduce Pizarro by reading the book *The Spanish Conquests in the New World*, p. 32-33. Discuss key concepts.
  - e. Add Pizarro’s route from Cuba to Peru to map. Add the year 1532 to the timeline.
  - f. Teach and sing the song *Conquistador*. (See Appendix C)
5. Extended Activities
- a. Trivia fact: Pizarro held the Inca prince Atahualpa prisoner. The Incas offered to give Pizarro a room full of gold in exchange for the prince. Pizarro grew tired of waiting and Atahualpa was killed (adapted from *Questions and Answers about Explorers* by Christopher Maynard.)
  - b. Show pictures of Inca mask (suggested photo in *The Spanish Conquests in the New World* by Peter Chrisp, p. 41). Make Inca masks using poster board, construction paper, and gold glitter.
6. Evaluation/Assessment
- a. Compare and contrast Pizarro and Cortes using a Venn Diagram.

**D. Lesson Four: Mid-unit review**

1. Daily Objective(s)
  - a. Lesson Content
    - (1) Early explorers, Spanish conquistadors
  - b. Concept Objective(s)
    - (4) Recognize the impact of exploration on our lives.
    - (5) Develop an understanding of why people explore and settle in new lands
    - (6) Understand the significance of the locations important to the early explorers.
  - c. Skill Objective(s)
    - (1)Engage in discussion with others
    - (2)Communicate thoughts and needs in complete sentences
    - (3) Sequence events
    - (4)Extend vocabulary
    - (5) Map skills
    - (6) Sing unaccompanied and in unison
2. Materials
  - a. Word catcher squares (See Appendix D)
  - b. Pocket chart
  - c. Chart paper
  - d. Sentence strips
  - e. Songs used in previous lessons (Appendix B, C)
3. Key Vocabulary
  - a. explorer
  - b. conquistador
  - c. Aztec
  - d. voyage
  - e. conquer
  - f. Incas
4. Procedures
  - a. Sing songs learned in lessons one through three. Discuss key facts about each topic.
  - b. Generate a semantic map by brainstorming facts learned about exploration. Possible categories: People, Places, Purposes, Results.
  - c. Review key vocabulary using a pocket chart and sentence strips. Match each term to the appropriate definition.
5. Extended Activities

- a. Discuss that explorers used compasses and the sky to guide them on their voyages.
  - (1) Finding East and West: On a sunny day, poke a stick 12 inches into the ground. Mark the tip of it's shadow with a rock. A half-hour later, mark the new shadow with another rock. The path between the rocks will be an east/west line. The first rock is west, the second rock is east. A north/south line can then be drawn.
  - (2) Homemade compass: Stroke a needle along one end of a bar magnet several times. Tie a thread around the needle and allow it to swing freely. When it stops, it will point north/south.
  - (3) Use a real compass to explore the school and playground. Suggested questions: "What direction is the swing?" "Which direction is the cafeteria?" Discuss that directions depend on where you are located, but north is always north, etc.
  - (4) Label the classroom north, south, east and west. Play a similar direction game as mentioned above. Suggested questions: "Whose desk is north of Melissa's?" "Which direction is the door from the teachers desk?" "What poster is east of the chalkboard?"
  - (5) Discuss that the explorers searched for valuable spices. Let students examine different spices. Make Spice Island Cookies. (See Appendix E.)
6. Evaluation/Assessment
  - a. Have each student complete a word catcher square on explorers. (See Appendix D.) The student should state and illustrate a fact under each flap.

#### **E. Lesson Five: The Lost Colony**

1. Daily Objective(s)
  - a. Lesson Content
    - (1) Identify the Lost Colony as an unsuccessful colony established by Sir Walter Raleigh.
    - (2) Identify the route taken by the colonists as well as the purpose for establishing the colony.
  - b. Concept Objective(s)

Recognize the impact of exploration on our lives.

    - (3) Develop an understanding of why people explore and settle in new lands
    - (4) Understand the significance of the locations important to the early explorers.
  - c. Skill Objective(s)
    - (5) Engage in discussion with others
    - (6) Communicate thoughts and needs in complete sentences
    - (7) Sequence events
    - (8) Identify ordinal positions
    - (9) Extend vocabulary
    - (10) Predicting
    - (11) Map skills
    - (12) Sign unaccompanied and in unison.
2. Materials
  - a. Student and class maps/timelines (See Appendix A)
  - b. Song: *Lost Colony* (See Appendix F)
  - c. Book: *What your First Grader Needs to Know* by E.D. Hirsch
  - d. Book: *Roanoke, The Story of the Lost Colony* by Peter Bosco
  - e. Chart paper/ markers
3. Key Vocabulary
  - a. colony
4. Procedures
  - a. Create a sign-in chart with the following statement: " A colony is a place ruled by people living in another part of the world."

- b. Have students respond true or false to the statement by signing their name under the appropriate heading of their choice. Discuss reasons for their responses.
  - c. Explain that a colony is a place ruled by people living in another part of the world.
  - d. Relate the colony concept to students by using an example relative to their lives. For example, their classroom is a colony, and the motherland is a nearby establishment such as the grocery store.
  - f. Introduce Sir Walter Raleigh as an explorer sent by the queen to establish a colony in search of treasures. Show portrait on p. 17-18 of the book, *Roanoke, The Story of the Lost Colony* by Peter Bosco.
  - g. Discuss that Sir Walter Raleigh was a friend to the queen. He was very mannerly. Read excerpt on p. 151 of *What your First Grader Needs to Know* by E.D. Hirsch.
  - h. Trace Sir Walter Raleigh's route from England to what is now known as North Carolina to the map. Add the year 1584 to the timeline.
  - i. Introduce Virginia Dare as being the first baby born in the colony. Pose the following questions to students: "Did she like living in the colony?" "What was her life like?" Let several students respond before explaining that we will never know very much about the colony because it was lost.
  - j. Read excerpt on p. 151 of *What your First Grader Needs to Know* by E.D. Hirsch. Discuss.
  - k. Teach and sing the song *The Lost Colony*. (See Appendix F)
  - l. Discuss key facts.
5. Extended Activities
- a. Role-play the Lost Colony event.
  - b. Ask another class to participate in being a colony or motherland for a day. Have students "rule" their colony.
6. Evaluation/Assessment
- a. Creative Writing: Have students respond to question "What do you think happened to the Lost Colony?" by illustrating and writing their response on paper. Combine into a class book.

**F. Lesson Six: Jamestown**

1. Daily Objectives
  - a. Lesson Content
    - (1) Jamestown
  - b. Concept Objective(s)
    - (1) Recognize the impact of exploration on our lives.
    - (2) Develop an understanding of why people explore and settle in new lands.
    - (3) Understand the significance of the locations important to the early explorers.
  - c. Skill Objective(s)
    - (1) Engage in discussion with others
    - (2) Communicate thoughts and needs in complete sentences
    - (3) Sequence events
    - (4) Identify ordinal positions
    - (5) Extend Vocabulary
    - (6) Predicting
    - (7) Map skills
    - (10) Sing unaccompanied and in unison
    - (9) Recognize fractions as part of a whole
2. Materials
  - a. Student and class map/timeline (See Appendix A)
  - b. Song: *Jamestown Chant* (See Appendix G)
  - c. Book: *Adventures in Colonial America Jamestown* by James E. Knight

- d. Book: *Young Pocahontas: Indian Princess* by Anne Benjamin
- e. Teacher created five-part pie graph handout
- a. *What your First Grader Needs to Know* by E.D. Hirsch.
- 3. Key Vocabulary
  - a. settlement
  - b. fort
- 4. Procedures
  - b. Explain to students that another group led by Captain John Smith attempted to establish a colony in the New World, after the unsuccessful attempt by Sir Walter Raleigh.
  - c. Trace the route taken by the Jamestown settlers from England to America on map. Add the year 1607 to the timeline.
  - d. Explain that the settlers built a fort to live in. Read excerpt and show picture found on p. 152 of *What Your First Grader Needs to Know* by E.D. Hirsch. Discuss.
  - e. Read: *The Young Pocahontas* and identify her contributions in aiding the settlers.
  - f. Identify the hardships overcome by reading excerpts from *Adventures in Colonial America Jamestown* (June 7, p.9, July 5, p.12, January 1, p.16, February 28, p.17, November 16, p. 28, February 25, p.29.)
  - g. Summarize the hardships overcome and the methods used to aid in survival. Discuss the small percentage of survivors.
  - h. Teach and chant *Jamestown Chant*. (See Appendix G)
  - i. Discuss key points.
- 5. Extended Activities
  - a. Journal topic: "How was Pocahontas a friend?"
  - b. List the hardships the settlers endured. Brainstorm and chart possible solutions.
  - c. Build a miniature fort using milk cartons.
  - d. Complete a five senses chart listing what the settlers would have seen, heard, tasted, touched and smelled. Compare to what our senses experience today.
- 6. Evaluation/Assessment
  - a. Review key facts about the Jamestown settlers and how only a small percentage of settlers survived. Demonstrate this concept by having students complete a five-part pie graph showing the percentage of survivors. Students will shade in 1/5 of the graph. Discuss results.

## **G. Lesson Seven: Slavery**

- 1. Daily Objectives
  - a. Lesson Content
    - (1) Students will comprehend why slavery began and the impact it had on our lives.
  - b. Concept Objective(s)
    - (1) Recognize the impact of exploration on our lives.
    - (2) Develop an understanding of why people explore and settle in new lands.
    - (3) Understand the significance of the locations important to the early explorers.
  - c. Skill Objective(s)
    - (1) Engage in discussion with others
    - (2) Communicate thoughts and needs in complete sentences
    - (3) Sequence events
    - (4) Identify ordinal positions
    - (5) Extend vocabulary
    - (6) Predicting
    - (7) Map skills
    - (8) Sing unaccompanied and in unison
    - (9) Creative writing
- 2. Materials

- a. Student and class map/timeline (See Appendix A)
- b. Book: *To Be a Slave* by Julius Lester
- c. Creative writing: "What Freedom Means to Me" handout or blank paper
- d. Song : *Slavery* (See Appendix H)
- e. Slave letter (See Appendix I)
- f. Chart paper, markers
- a. *What your First Grader Needs to Know* by E.D. Hirsch
3. Key Vocabulary
  - a. slavery
  - b. freedom
4. Procedures
  - b. Read aloud or paraphrase p. 28 in *To Be a Slave*. Discuss that the author was a slave.
  - c. Define a slave as a person forced to labor for others, against his will.
  - d. Define freedom as we know it today by creating a three-part chart "Freedoms We Have." Brainstorm freedoms for the following categories: at home, at school, at recess.
  - e. Discuss what life would be like with no freedom. Read excerpt on slavery p. 153 in *What Your First Grader Needs to Know* by E.D. Hirsch.
  - f. Discuss the slaves voyage across the ocean. Role-play by having students lie close together on the floor for several minutes. Discuss their feelings.
  - g. Teach and sing the song *Slavery*. (See Appendix H)
5. Extended Activities
  - a. Journal topic: "How would you feel if you were not allowed to go to school?"
  - b. Read letter to a friend. (Appendix I) Discuss content and parts of a letter. Complete student activity page.
  - c. Language experience chart: "Why is slavery wrong?"
6. Evaluation/Assessment
  - a. Have students use creative writing skills to respond to the statement "What freedom means to me." Provide a teacher made handout or blank paper for students to write on. Collect for a class book.

#### **H. Lesson Eight: Pilgrims and Puritans**

1. Daily Objectives
  - a. Lesson Content
    - (1) Students will identify the route and purpose for the Pilgrims and Puritans voyage to America.
  - b. Concept Objective(s)
    - (1) Recognize the impact of exploration on our lives.
    - (2) Develop an understanding of why people explore and settle in new lands.
    - (3) Understand the significance of the locations important to the early explorers.
  - c. Skill Objective(s)
    - (1) Engage in discussion with others
    - (2) Communicate thoughts and needs in complete sentences
    - (3) Sequence events
    - (4) Identify ordinal positions
    - (5) Extend Vocabulary
    - (6) Predicting
    - (7) Map skills
    - (11) Sing unaccompanied and in unison
    - (12) Problem solving and reasoning
    - (13) Scarcity concept
2. Materials
  - a. Student and class map/timeline (See Appendix A)

- b. Book: *N.C. Wyeth's Pilgrims* by Robert San Souci
  - c. Book: *What Your First Grader Needs to Know* by E.D. Hirsch
  - d. Book: *Thanksgiving* by Louise Borden
  - e. Song: *Mayflower* (See Appendix J)
  - f. 1 shoe box per student
  - g. Various art supplies
3. Key Vocabulary
- a. Pilgrims
  - b. Puritans
4. Procedures
- a. Complete a web to assess student's prior knowledge about Pilgrims and Puritans.
  - b. Define Pilgrims and discuss their purpose for coming to America.
  - c. Trace the route of the Pilgrims from England to Holland and Holland to Plymouth, Mass. Add the year 1620 to the timeline.
  - d. Read *Thanksgiving*.
  - e. Teach and sing the song *Mayflower*. (See Appendix K.)
  - f. Define Puritans and their purpose for leaving England.
  - g. Trace their route from England to Boston, MA on map.
  - h. Discuss concept and history of Thanksgiving.
  - h. Recite or sing the poem *Thanksgiving*. (found in *What Your First Grader Needs to Know* by E.D. Hirsch, p. 32)
5. Extended Activities
- a. Journal topic: "The Pilgrim children had chores and I do too."
  - b. Make a class book of ABC rhymes based on *The New England Primer* style. (*What Your First Grader Needs to Know* by E.D. Hirsch, p. 156-7.)
  - c. Discuss that 102 Pilgrims came to America on the Mayflower. Discuss limited space (approximately ½ size of a classroom) and try to fit 102 people in that amount of space.
  - d. Have a Thanksgiving feast. Invite parents to join.
6. Evaluation/Assessment
- a. Have students make treasure chests using a shoebox. Discuss that space was scarce on the voyage and people were only allowed to bring a few things. Discuss what items the students would have brought, and why. Take chest home to fill with their selections. Return the following day to share.
  - b. Bring in a large box, approximately the size of a trunk, and various items for a trip. Have students decide what are the most needed items to bring on the journey, and what can be left behind. Pack the trunk and use the experience for a writing opportunity,

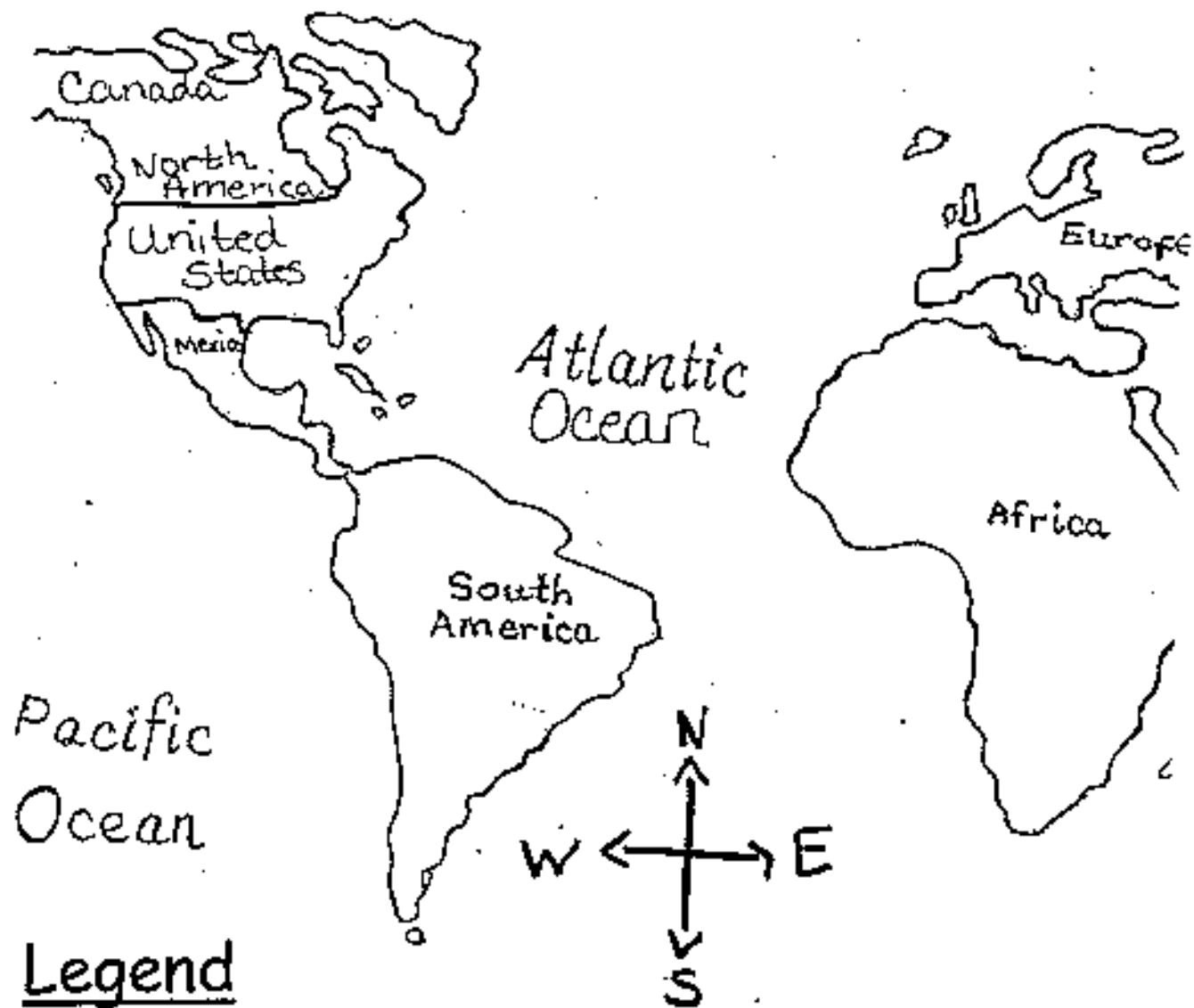
**I. Lesson Nine: Unit Review**

1. Daily Objectives
- a. Lesson Content
    - (1) Students will review facts learned about early explorers.
  - b. Concept Objective(s)
    - (1) Recognize the impact of exploration on our lives.
    - (2) Develop an understanding of why people explore and settle in new lands.
    - (3) Understand the significance of the locations important to the early explorers.
  - c. Skill Objective(s)
    - (1) Engage in discussion with others
    - (2) Communicate thoughts and needs in complete sentences
    - (3) Sequence events
    - (4) Identify ordinal positions
    - (5) Extend Vocabulary
    - (6) Predicting

- (7) Map skills
- (8) Sing unaccompanied and in unison
- (9) Problem solving and reasoning
2. Materials
  - a. Student and class map/timeline (See Appendix A)
  - b. Songs from previous lessons (See Appendices B, C, F, G, H, I, J)
  - c. Crossword puzzle (See Appendix K)
3. Key Vocabulary
  - a. Key vocabulary from lessons 1-8.
4. Procedures
  - a. Review early explorers and the differences in their purposes for exploring by using the map, timeline, and songs. Use problem solving skills to complete a vertical timeline with dates already provided. Allow students to plug in explorers in the correct sequence. Complete learned portion of KWL.
  - b. Use timelines to answer the following possible questions: “What is an event that occurred before slavery?” “What conquistador explored the Americas before Pizarro?” “What event happened after the Lost Colony and before the Pilgrims?”
5. Extended Activities
  - a. Journal topic: “My favorite explorer is ...
  - b. Share facts learned by playing “I used to think..., but now I know...” (Example: I used to think the Pilgrims were the first people that came to America, but now I know they weren’t.)
  - c. Review early explorers and settlers, their purposes, and the effect they had on the world by creating a Who, What, Where, Result chart.
  - d. Discuss exploration today. Brainstorm and chart ways we explore today.
6. Evaluation/Assessment
  - a. Complete crossword puzzle reviewing key vocabulary. (See Appendix K)
7. Culminating Activity
  - a. Teach and sing the song *My Curiosity*. (See Appendix J)
  - b. Make a class ABC book on exploration. Have students illustrate pages.
  - c. Complete student evaluation. (See Appendix L)
  - d. Complete unit test. (See Appendix M)
8. Bibliography
  - a. Anderson, J. (1984). *The First Thanksgiving Feast*. New York: Clarion Books. ISBN 0-89919-287-4
  - b. Benjamin, A. (1992). *Young Pocahontas: Indian Princess*. New York: Troll. ISBN 0-816-72535-7.
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# Early Exploration Map



## Legend

Columbus

Cortes

Pizarro

The Lost Colony

Jamestown

Pilgrims

Puritans

## Appendix B

### Explorers

(Tune: My Bonnie Lies Over the Ocean)

Explorers they search and discover,  
Find places, new people and things.  
They have to be brave and determined,  
Or else they will fail not succeed.

Explorers, explorers,  
They search and discover new things, new things.  
Explorers, explorers,  
New knowledge and riches they bring.

Written by: Leigh Ann Watkins  
Pea Ridge Elementary  
Pea Ridge, Arkansas

### Cortes

(Tune: Reuben, Rueben)

There's an explorer whose name is Cortes,  
He is known as a conquistador.  
He sailed to Mexico with Spanish soldiers,  
Willing to fight to fight for riches and gold.

With eleven ships and a great big crew,  
He conquered the Aztecs as conquistadors do.  
He burned his ships and sank his fleet,  
Just so his men would fight not flea.

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Melanie Bowman  
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## Appendix C

Conquistador  
(Tune: O Christmas Tree)

Conquistador, conquistador,  
Your name is Pizarro.  
Conquistador, conquistador  
Your name is Pizarro.

You sailed from Cuba to Peru,  
You had three ships and what a crew.

Conquistador, conquistador,  
Your name is Pizarro.  
Conquistador, conquistador,  
Your name is Pizarro.

You sailed from Cuba to Peru,  
Conquering Incas, that was you.

Conquistador, conquistador,  
Your name is Pizarro.  
Conquistador, conquistador,  
Your name is Pizarro.

Written by: Leigh Ann Watkins  
Pea Ridge Elementary  
Pea Ridge, Arkansas

Directions: Cut the square out, and fold corners back on dotted lines. Write a fact you learned about each person under the appropriate flap.

Columbus

Explorer

Cortes

Pizarro

## Appendix E

### Spice Island Cookies

#### Ingredients:

12 oz. white flour  
½ tsp. baking soda  
1 tsp. ground cinnamon  
A pinch of cloves  
4 oz. butter  
6 oz. soft brown sugar  
3 tbs. corn syrup  
1 egg, beaten  
Tubes of colored icing  
*\*Double recipe for class*

#### Directions:

1. Sift flour, spices, and soda in large bowl. Cut butter in small chunks and rub into mixture using fingertips. When mixture looks like breadcrumbs, add sugar.
2. Pour syrup into mixture and add egg. Stir until mixture forms a dough.
3. Knead dough until smooth. Roll out on lightly floured surface to about ¼ inch thickness.
4. Cut out fish shapes and place on greased cookie sheet. Bake at 375 for about 12 minutes, or until golden brown.
5. Let cool and decorate with colored icing.

*Note: These cookies are made with the same spices that early explorers journeyed across the world to find. Discuss why the explorers found these spices so valuable.*

## Appendix F

Lost Colony  
(Tune: Love and Marriage)

I'm a lost colony  
Where'd I go?  
The answer to that  
Nobody knows.

Sir Walter Raleigh  
Founded me,  
Roanoke Island  
Is the colony.

The ship sailed to England  
For more supplies,  
When they returned  
Couldn't believe their eyes.

There was no colony  
To be found,  
Even when  
They looked around!

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Melanie Bowman  
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## Appendix G

Jamestown Chant  
(Tune: We Will Rock You)

Jamestown, Jamestown, succeeded... succeeded.  
Jamestown, Jamestown, was founded... by John Smith.  
The settlers, settlers had a hard time... hard time.

John Smith was captured  
But he was saved.  
Pocahontas helped him  
And he escaped.  
The settlers and natives  
Learned to get along.  
They traded food  
So they could get strong.

Jamestown, Jamestown, succeeded... succeeded.  
Jamestown, Jamestown, was founded... by John Smith.  
The settlers, settlers had a hard time... hard time.

John Smith was injured  
And he went home.  
Things got tough  
With the settlers alone.  
Even though things  
Were real bad,  
The settlers worked  
To keep what they had.

Jamestown, Jamestown, succeeded... succeeded.  
Jamestown, Jamestown, was founded... by John Smith.  
The settlers, settlers had a hard time... hard time.

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## Appendix H

Slavery  
(Tune: On Top of Old Smokey)

Some people used slavery  
To get their work done.  
They took people's freedom  
And left them with none.

They treated them poorly  
Wouldn't leave them alone.  
They bought them and sold them  
And took them from home.

Today there's no slavery  
And I'm really glad.  
To take someone's freedom  
Makes me very MAD!

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## Appendix I

Name \_\_\_\_\_ Date \_\_\_\_\_

Read the letter. Circle all the capitalization/punctuation errors. Correct the mistake above the error. Add any missing punctuation.

dear friend

i am a slave that lives on a cotton plantation. i am so tired today My master made me work all day? i had to pick cotton from dawn to dusk. it was so hot outside and we barely got to rest We were all very thirsty, but slaves are not given much water to drink. i wish i were free to live the way i would choose. This is a horrible way to live.

sincerely  
toby

\*Note to teacher: Create an overhead or copy on chart paper for whole group lesson. Have students correct errors on their own copy.

## Appendix J

### Mayflower

(Tune: She'll be Comin' Around the Mountain)

Verse 1: She'll be sailing on the Atlantic when she comes,  
She'll be sailing on the Atlantic when she comes,  
She'll be sailing on the Atlantic, she'll be sailing on the Atlantic, she'll be  
sailing on the Atlantic when she comes.

Verse 2: She'll be carrying lots of Pilgrims when she comes...

Verse 3: She'll land on Plymouth Rock when she comes ...

Verse 4: She'll be called the Mayflower when she comes ...

Written by: Leigh Ann Watkins  
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Pea Ridge, Arkansas

### My Curiosity

(Tune: This Little Light of Mine)

Verse 1: My curiosity, it's gonna take me far.  
My curiosity, it's gonna take me far.  
My curiosity, it's gonna take me far, take me far, take me far, take me far.

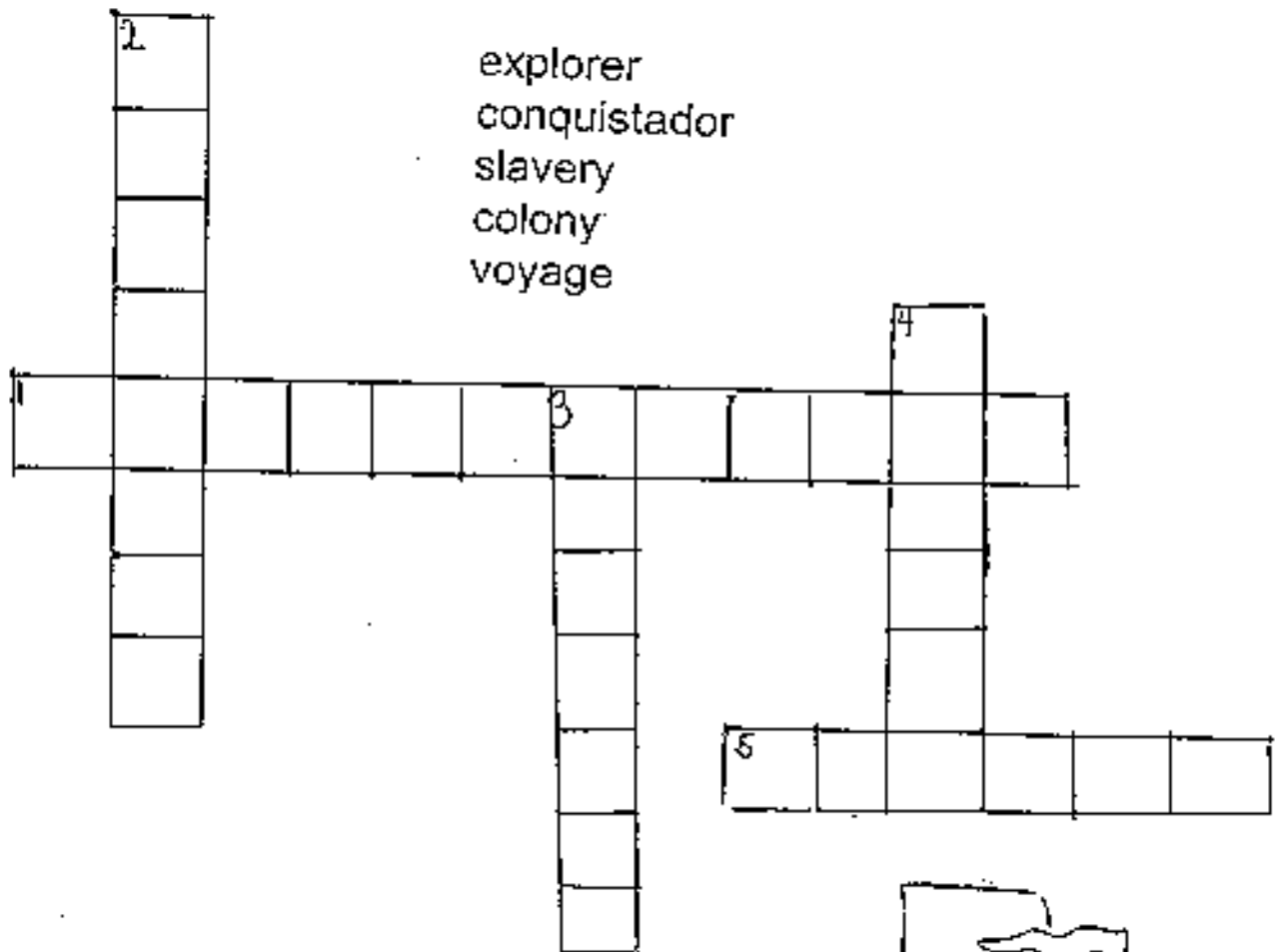
Verse 2: I'll explore the world, I'm gonna learn new things...

Verse 3: I will never give up, I'm gonna keep learning...

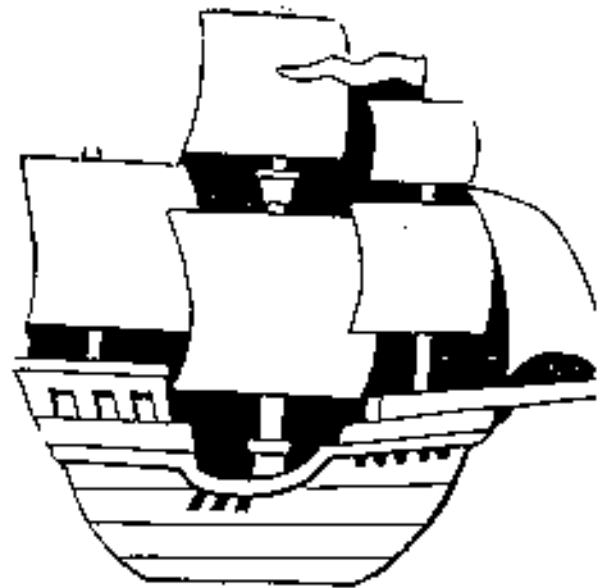
Written by: Leigh Ann Watkins  
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Pea Ridge, Arkansas

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the word bank to answer the clues and complete the crossword puzzle.


















1. Cortes and Pizarro
2. Christopher Columbus
3. made to work
4. a place
5. a trip



Appendix L

Name \_\_\_\_\_ Date \_\_\_\_\_

This unit was about \_\_\_\_\_.

1. I liked this unit.   
2. This unit was fun.   
3. I learned many things.   
4. I worked well with other students.   
5. I would like to learn more about this topic.   

Write a sentence about your favorite fact you learned.

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Write a sentence about your favorite activity. Draw a picture of it.

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## Appendix M

### Early Explorer Unit Test

*Note to teacher: Create a unit test with the following questions.*

*True or False:*

1. People were exploring our world long ago.
2. Columbus went in search of different animals.
3. Pizarro was a conquistador.
4. The Jamestown settlers had a very hard life.
5. Cortes drove a car to Mexico.
6. The Pilgrims left England so they could worship the way they wanted.
7. Slaves were free to go where they wanted.
8. Sir Walter Raleigh founded the Lost Colony.
9. Pizarro conquered the Incas.
10. A colony is a long journey.
11. A voyage is a place where people live.
12. Pocahontas was a friend to the settlers.
13. People still explore new places, people, and things today.
14. Early explorers went in search of spices, gold, silver and other riches.
15. The Mayflower landed on Plymouth Rock.

*Answer the following:*

16. Name 2 explorers.
17. Name 2 things that the early explorers went searching for in the new lands.
18. Name 2 of the cardinal directions.

*\*Bonus- Which explorer could not read or write.*