



The Age of Exploration

Grade Level: Third Grade

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Length of unit: 3 weeks

I. UNIT SUMMARY

This unit covers the exploration of Florida, the American Southwest, and the search for a Northwest passage to Asia during the Age of Exploration. In-depth information on each explorer and relevant activities have been included to facilitate students understanding of concepts. Students are asked to consider and evaluate the actions of each explorer and the resulting consequences.

II. CONCEPTS

There are four main concepts that students should understand about the Age of Exploration.

A. Cultures are changed by discovery and exploration. The cultures of Europe changed with knowledge about the world that explorations uncovered. The native cultures were changed by their experience with the explorers, too.

B. The study of history involves the imaginative reconstruction of the past. Ideally, the students should have a vivid sense of what it was like to live during the Age of Exploration. They should realize that events hung in the balance, and that the explorers did not know how their explorations would turn out. The student should gain insight into the explorers' hopes and fears.

C. This study of explorers also involves the students analyzing why things happened and possible consequences: that is, interpreting cause and effect. Students will realize that history does not offer "black and white" answers as to why events took place, because historical events have multiple causes and varied effects.

D. Students will develop geographical skills and understanding. To study the history of the Age of

Exploration, students must be able to use map and globe skills to determine location, measure distances between places, and interpret information available on a map legend. The students should also be able to judge the significance of relative location of a place. Students should understand the importance of a Northwest passage to the European explorers.

III. UNIT DESCRIPTION

This unit follows a timeline of explorers. In-depth information on each explorer and relevant activities have been included to facilitate the students' understanding of the overall concepts. The activities are many and varied, such as classifying, drawing conclusions, building models, map work, interpreting reading passages, dramatizing, writing, evaluating and creating class books. Attention was paid to developing deeper understanding about the historical period being studied as well as the specific explorers. Students are asked to consider and evaluate their actions and the resulting consequences.

IV. RESOURCES

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V. BACKGROUND INFORMATION

The participants in the Age of Exploration had two main goals. One was to find a shorter, safer route to Asia and the Spice Islands. The east had spices, silks and treasures that were in demand in Europe. Anyone who found this route would profit in both wealth and reputation.

The second main goal of the explorers was to establish a stronghold for their respective countries in the New World, and reap the riches and resources they found. Many explorers dreamed of finding the fabled cities of gold. Some explorers traded peacefully and respected the native cultures contact; others did not.

With a distorted perception of the world, the explorers began to search along the shores of the Americas trying to find a way to Asia. They explored rivers, straits, and bays looking for a passage. Slowly, they came to realize how large the barrier was. For three hundred years, the search continued until both continents were adequately explored and accurate maps completed.

Timeline of Heroes in Exploration

1492 Columbus' first voyage in search of a new route to China and the Indies. He landed in the Bahamas which he mistook for the Indies.

1497 John Cabot (England) was the first explorer to set foot on North America since the Vikings.

1499 Amerigo Vespucci sailed from Spain to South America with Alonso de Hojeda, one of Columbus' captains, retracing Columbus' third route.

1508 Juan Ponce de Leon establishes Caparra; the oldest settlement in Puerto Rico.

1513 While searching for the "Fountain of Youth," Ponce de Leon discovers and names Florida.

1519 Cortez and his men defeat the Aztecs in Mexico (see 1st grade **Core Knowledge Sequence**).

1524 Verrazano (France) explores the eastern coast of North America.

1531 Pizarro invades Peru and conquers the Incas (see 1st grade Core Sequence).

1531 Hernando de Soto assists the Pizarro in conquering the Incas, and returns to Spain with fortunes in gold.

1535 Cartier (France) discovers the St. Lawrence River and establishes the colony of Montreal.

1539 De Soto explores Florida.

1541 De Soto discovers the Mississippi River.

1541 Francisco Coronado and his men on horseback explore the U.S. Southwest.

1542 De Soto dies and is buried in the Mississippi River.

1565 Pedro Menendez de Avilles founded St. Augustine, Florida .

1608 Champlain (France) establishes the settlement of Quebec.

1609 Hudson (England) discovers the Hudson River.

1600- Spanish priests establish missions to teach the Southwest Indians.

1700

VI. ASSESSMENT

Assessment is interwoven throughout the unit. Each daily lesson could be ended with a journal writing activity called "Notes in a Bottle." The student would write a short narrative as if writing a letter from the ship of each explorer. These journals will provide the teacher with a tool for daily assessment. Additional options are suggested in each daily lesson.

VII. CLASSROOM MATERIALS NEEDED THROUGHOUT THE UNIT

- A. Timeline Have students help create an exploration time line. Post dates of important events on writing paper; have students illustrate. Hang timeline on string across classroom.
- B. Vocabulary Chart On a large chart tablet decorated with nautical motifs, record vocabulary words that students learn during unit. Choose words according to class needs and level.
- C. Explorer Research Form This is the form that students will use to complete their research on individual explorers in the library. Students will keep these forms to discuss their explorers. They can be used to create a class book. (Appendix B)
- D. Maps A large class world map is needed to record the voyages. It should show the Atlantic Ocean between Europe/Africa and America. Students will also need individual maps to complete similar tasks.
- E. KWL List what students already **Know** about explorers, what they **Want** to learn, and what they **Learned** on an enlarged copy of the included three-sail ship chart, or on butcher paper.
- F. Bottles Daily journal writing can be kept in screw top plastic soda bottles . You should have one bottle per student. These journal writings can be called "Notes in a Bottle." Put a rubber band around the notes so they can be removed from the bottle easily.

VIII. LESSONS

A. Lesson One: What Does It Take To Be An Explorer?

1. Concept Objective: The student will develop historical empathy by considering what it takes to be an explorer.

Skill Objective: The student will classify and rank qualities of an explorer.

2. Materials

- a. large world map for bulletin board
- b. yarn

- c. quarter-size pieces of lined paper (possibly copied on cardstock)
- d. "What Does It Take To Be An Explorer?" Activity (Appendix A)
- e. butcher paper for KWL chart, or enlarged reproduction of ship model

3. Background Knowledge

The central focus of this unit is explorers and exploration. Students should have an idea of the type of person it takes to be an explorer, and recognize some of those qualities within themselves. This lesson is designed to get students thinking about those qualities, and to begin to develop an appreciation of the Age of Exploration.

4. Procedures

- a. Create a bulletin board that shows where your students would like to explore. Hang the world map in the center, and have students choose where they would like to explore. On a quarter size piece of paper, students will write a paragraph describing where they want to go, how they would get there, and why they want to go there. Have them draw a picture to accompany the paragraph. The paragraphs and pictures will be posted around the edge of the map. Students use yarn to connect them to the place on the map.
- b. Begin a K-W-L chart. Enlarge a ship model, preferably with three sails, and mark each sail with K, W, and L. Record what students already Know about explorers and what they Want to know on the first two sails. Post in a conspicuous place for referral throughout the study.
- c. "What Does it Take to be an Explorer?" Activity Sheet

5. Evaluation Activity

- a. Written paragraph on where they want to explore.
- b. Cooperative group work on qualities of an explorer.

B. Lesson Two: Explorer Research

1. Concept Objective: The student will generate information on explorers with whom they will come in contact in this unit.

Skill Objective: The student will use resource materials to find information.

2. Materials

- a. "Explorer Research" Activity Sheet (Appendix B)
- b. resource materials
- c. research sheet copied on overhead transparency for modeling
- d. a book with information about Columbus for modeling
- e. chart with names of all the explorers in this unit (or use chalkboard)

3. Background Knowledge

This lesson provides students with an opportunity to satisfy their own curiosity about different explorers, as well as get them into the books and resources available. The research done this day will be saved and referred to throughout the unit, giving students a chance to be the "expert" on one particular explorer. Hopefully, the research will stimulate their interest and provide a "hook" onto which they can latch when information is presented. The research is not meant to be comprehensive, but rather a starting place from which to base further instruction.

4. Procedures

a. Display a chart with the names of all the explorers covered in this unit (Appendix C) or write the names on the chalkboard. Go over each name, explaining that these are explorers we will be studying, and give one or two brief facts about each one that may grab the student's attention (i.e., Verrazano was captured by cannibals).

b. Let students choose one explorer they would like to research with a partner. Try to cover all the explorers.

c. Explain that students will be doing research on their explorer either in the library or in your classroom if you have a good collection of books. Using Columbus as your explorer, model for the class how to gather information and record it on the Explorer Research sheet. You might read them a short book on Columbus and fill in the sheet on the overhead with their help.

4. Students then will look up their explorer with their partner and complete the Explorer Research sheet. Save these; make a class book for future use.

5. Evaluation Activity

Students can be graded on their research and their team effort. The information could also be rewritten in paragraph form for a grade.

C. Lesson Three: Juan Ponce De Leon

1. Concept Objective: Student will discuss why the Spanish conquistador Ponce de Leon explored searching for the "Fountain of Youth." What benefits would this "Fountain of Youth" allow Spaniards or you today?

Skill Objective: Map skills: locate Spain, Puerto Rico, and Florida on a world map. Trace Ponce de Leon's route from Puerto Rico.

2. Materials

a. wall map

b. individual student maps of wall map

c. map pencils or colored yarn

d. markers

e. selected reading materials about Ponce de Leon

f. Suggested reading: Fritz, **Around The World in a Hundred Years, From Henry the Navigator to Magellan.**

3. Background Knowledge

In 1513 Juan Ponce de Leon discovered Florida while searching for the mythical "Fountain of Youth." He is also known as the founder of the oldest settlement in Puerto Rico.

Born into a noble family, he was a page in the royal courts of Aragon. Ponce de Leon may have been part of Columbus' second voyage in 1493 to the New World. He was named provincial governor of the eastern part of Hispaniola. After hearing reports of gold to be found on Puerto Rico, Ponce de Leon explored and settled the islands and established the oldest settlement referred to as Caparra near what is now San Juan.

In 1513, Ponce de Leon set out on an expedition in search of the mythical "Fountain of Youth." His destination was the Island of Bimini located in the Bahamas. But instead of reaching the Island of Bimini, he landed on the coast of Florida after sailing through the Florida Keys. He named the area **La Florida** because his discovery took place during the Easter season (Pascua Florida, or "Flowering Easter") and because of Florida's naturally lush tropical lands and floral vegetation.

Upon returning to Cuba in 1521, Ponce de Leon died due to a Seminole Indian's arrow during an attack.

4. Procedures

a. Focus: Ask students: what is a conquistador?

b. Teacher could label bottled water "Fountain of Youth" and take a long thirst quenching drink in front of the class. Briefly excuse yourself and have a young child wearing similar clothes return to the class drinking from bottled water also labeled "Fountain of Youth." Ask the students what they think the "Fountain of Youth" was and what it was used for.

c. Tell students about the famous Spanish conquistador Ponce de Leon who searched in vain for the "Fountain of Youth."

d. With students, locate and label Ponce de Leon's route from Puerto Rico to and around the Florida Keys and back on the wall map.

e. Students will then demonstrate understanding of Ponce de Leon's route by labeling their own map.

f. Students will choose working individually, with a partner, or in a small group to design an advertisement for the "Fountain of Youth." The advertisement must show an understanding of what the "Fountain of Youth" was supposed to provide. The magic fountain made old people young and kept young people young if they drank from it. During oral presentation, students must persuade audience that their advertisement will achieve greater success in drawing people to the fountain.

5. Evaluation Activity

Advertisement will be assessed on neatness, accuracy, creativity, and approval.

D. Lesson Four: Hernando de Soto

1. Concept Objective: Students will discuss and recognize Hernando de Soto as a Spanish explorer who helped conquer Central America and Peru and later became the first European to discover the Mississippi River.

Skill Objective: The student will locate specific locations of de Soto's explorations on a map of eighteenth century Florida. The student will write a descriptive paper.

2. Materials

- a. wall map from Lesson 5
- b. student maps from Lesson 5
- c. art supplies for travel brochures
- d. samples of travel brochures from travel agent
- e. reading passage on Hernando de Soto (Smith, **The Explorers and Settlers**, Strohl, **Explorers Cooperative Learning Activities** or student copy of the background knowledge)

3. Background Knowledge

Hernando de Soto was a Spanish explorer and conquistador who participated in the conquest of Central America and Peru. While exploring what was to become the southeastern part of the United States, he discovered the mighty Mississippi River.

In 1514, due to his excellent horsemanship, de Soto was able to join an expedition to the West Indies. In Panama, he became known as a great trader. By 1520, he made considerable amounts of money through the slave trading in Nicaragua.

In 1530, he lent Francisco Pizarro two ships to investigate reports of gold located in North Western Columbia. Pizarro's expedition confirmed reports of gold, and de Soto had a new enterprise; it was gold. Pizarro named de Soto his chief lieutenant and the conquest of Peru began in 1532. These Spanish conquistadors defeated the Inca Empire at Atahualpa.

De Soto returned to Spain and married Isabell de Bobadillo, his step-sister. In 1537 he asked for permission to conquer Equador with special rights to the Amazon Basin, but instead the Spanish crown commissioned him to conquer what is now Florida. He was made governor of Cuba. In 1538, de Soto left port of San Lucar de Battameda in command of 10 ships and seven hundred men. They had a brief stop in Cuba, and then the expedition landed in May 1539 between modern day Tampa Bay and Charlotte Harbor. (Note: In 1539 all the land of the Southeast was called Florida by the Spaniards. This included Florida, Georgia, North Carolina, South Carolina, Tennessee, Alabama, and Mississippi.)

His Florida expedition took him through various Southeastern regions of North America. He abducted his native guides along the way. Although he did not find gold, he did collect a valuable

assortment of pearls at a place called Confitachequi in present day Georgia. Instead of rendezvousing with their ships, Louisiana, a confederation of Indians, attacked the Spaniards in October 1540. The natives were decimated, but de Soto's force was severely weakened, losing all their pearls and most of their equipment.

After resting for a month, de Soto turned North once again and headed inland in search of treasures. This would be a fatal decision. De Soto's party was attacked constantly by Indians as they traveled northwest through Alabama and west through Mississippi. On May 21, 1541, the Spaniards saw the Mississippi River for the first time. They crossed the river and continued on through Arkansas and Louisiana. Early in 1542, de Soto turned back to the river. De Soto died of fever in Louisiana, and his comrades buried his body in the Mississippi. De Soto had named Luis de Moscoso his successor. Moscoso led half of the original party down the Mississippi River on rafts, and they reached Mexico in 1543.

4. Procedures

- a. Focus - Ask students if they can spell Mississippi. Teach students to spell Mississippi by using chants and snapping fingers.
- b. Map skill - Show students where the routes of de Soto are located on the map. Students will demonstrate understanding by recording de Soto's routes on their own maps.
- c. Read passage on de Soto and discuss with students.
- d. In small groups, students share and examine travel brochures. Entice tourists to travel there. Focus student's attention on the brochure's photos, description of location, points of interest, and list of things to do there.
- e. Creating a travel brochure using Ponce de Leon's expedition to Florida. Key points to include are the search for gold, spices, and the Fountain of Youth.
- f. Students work individually, with a partner or in small groups to create a travel brochure about Hernando de Soto demonstrating their knowledge about his travels. Brochure must include pictures (drawn or taken from magazines), description of area, places and people, and list of things to do during de Soto's time.

5. Evaluation Activity

- a. Student travel brochures will be assessed according to the criteria in the brochure.
- b. Students will write a short narrative from the perspective of being on a ship with Hernando de Soto.

E. Lesson Five: Pedro Menendez de Avilles

1. Concept Objective: Students will comprehend the importance of a location in the development of a settlement.

Skill Objective: Building a model of a settlement.

2. Materials

- a. building materials:
- b. newspaper
- c. small milk cartons
- d. tempera paint
- e. popsicle/craft sticks
- f. cardboard and glue
- g. photographs of different settlements
- h. wall map and student maps

3. Background Knowledge

In 1513, Ponce de Leon landed in the northeastern part of Florida while searching for the legendary "Fountain of Youth." He took possession of the territory for Spain. In 1564, France established Fort Caroline near the mouth of the St. John River. A year later, to maintain Spain's sovereignty over Florida, Admiral Pedro Menendez de Avilles destroyed the French colony and founded St. Augustine. St. Augustine is the oldest continuous settlement in the United States and is located in northeastern Florida. For 265 years, St. Augustine was the northernmost outpost of the Spanish Colonial Empire. Since 1821 it has been part of the United States.

St. Augustine was as a refuge for loyalist troops during the American Revolution and as a prison for captured Seminole Indians during the Indian wars. It was occupied for three years by Union troops during the American Civil War. It is now a National Monument.

4. Procedures

- a. Focus: Show students pictures of early European settlement in America.
- b. Discuss materials that might have been available to settlers to use for building homes.
- c. Students will identify location of St. Augustine, Florida on the United States map.
- d. Teacher will provide students with passage about Menendez de Avilles.
- e. Students will construct model of settlement. They will work in pairs or small groups depending upon the set up of the classroom.

5. Evaluation Activity

- a. Proper identification of St. Augustine on individual student maps.
- b. Construction of settlement.

F. Lesson Six: Francisco Vasquez de Coronado

1. Concept Objective: Students will explain impact of Coronado's travels, his acquisition of land and the bringing of horses and cattle to North America's Southwest.

Skill Objectives: Map reading: locate Grand canyon; assess information; make inferences

2. Materials

- a. reading material about Coronado (Strohl, **Explorers**)
- b. map of the United States
- c. map pencils
- d. photographs of horses and cattle

3. Background Information

Francisco Vasquez de Coronado was a Spanish explorer known for discovering the Grand Canyon. He searched for the "Seven Golden Cities of Cibola", which were actually the Zuni Pueblos. The town streets were paved sunbaked clay, not gold, and the walls were covered with worthless stones, not jewels. Coronado continued his search and traveled through Texas, Oklahoma, and Kansas. His search had been useless. His exploration did give Spain a claim to Arizona, Oklahoma, Florida, and Kansas. It also strengthened her claim in Texas and New Mexico. Horses and cattle that were abandoned became the bases of herds that roamed the west.

4. Procedures

- a. Focus: Show photographs/pictures of horses and cattle. Ask students how these animals possibly arrived in this country.
- b. Map skills:
 - 1) Students will use a United States map to chart Coronado's travels across several southern states.
 - 2) Students will identify the location of the Grand Canyon.
 - 3) Students will identify direction of travel while tracing his route (north, east, northeast, etc.).
- c. Students will read information about Coronado from Strohl's **Explorer** or other materials that are available to the teacher.
- d. Students will trace route of Coronado by labeling the states he traveled through and noting the Grand Canyon.

5. Evaluation Activity

- a. Students will successfully label their individual student maps.

G. Lesson Seven: Introduction to Exploration of the Northwest Passage

(Note: This lesson may take more than one day.)

1. Concept Objective: The student will explain the cause and effect relationship between England and France's desire for a foothold in the New World and subsequent exploration.

Skill Objective: The student will create/illustrate a travel brochure; the student will locate Spain, France, and England and practice directional skills.

2. Materials

- a. class map h. **The Age of Exploration** (Blackwood)
- b. collection of spices i. **The Age of Exploration** (Lampros)
- c. several pieces of silk j. **Explorers** (Sterling--TCM)
- d. recording of Oriental music k. Calliope Magazine
- e. "gold" coins l. **The Voyages of Jacques Cartier**
- f. early maps of the world m. map pencils
- g. brochure format (Appendix C)

3. Background Knowledge

Students have realized that Spain was the ruling power of the day. She was the political, military and religious leader of Europe, and dominated explorations of the New World. At this point, you are shifting to a study of two other countries in Europe, France and England, who were eager to get a foothold in the New World. These two countries began eyeing a northwestern route to Asia for three reasons:

- 1. They had some experience in sailing these waters.
- 2. They had to avoid the deadly Spanish and Portuguese ships that guarded the waters to the south.
- 3. Any goods that they got from Asia cost a fortune because of all the middlemen. This led to a period of exploration called the "search for the Northwest Passage."

Unfortunately, maps from this time were inaccurate, although imaginative. It was widely believed that America was a narrow piece of land that could be crossed, or just a promontory of Asia. Explorers were confident that the barrier could be easily penetrated, making way for a route to the riches of Asia that they could control. Although explorers found out the hard way that such an easy route did not exist, they made important discoveries about North America along the way.

4. Procedures

a. WHY GO TO ASIA?

Have a display set up in your room on the riches believed to be found in Asia. Include pieces of silk, spices, and gold coins. If possible, play Oriental music in the background. Pass items around and discuss why people were so eager to go to this place.

*A possible extension to this activity on spices can be found in **Explorers** from Teacher Created Materials, pp. 55-6, called "A Spicy Affair."

b. HOW DO YOU GET TO ASIA?

Show examples of ancient world maps circa 1400-1500. These can be found in reference books, or there is a wonderful overhead in **The Age Of Exploration** (Lampris). Note how America is represented on these maps: nonexistent or very narrow. Give students an example of one of these maps and let them draw several possible routes from Europe to Asia. Wipe-off maps would work well for this activity as well.

c. WHO'S ALREADY BEEN TO ASIA?

Locate Spain on a world map and review background information on Spain's dominance. Explain that the most direct routes through the Mediterranean and around Africa have already been taken. Discuss what's left,

d. IS THERE ANOTHER WAY TO ASIA?

Review student ideas and see if anyone suggests a northwestern route. You can read from **The Age of Exploration** (Blackwood) or **The Voyages of Jacques Cartier** (Humble) about the search for the Northwest passage. Encourage a discussion about what this search might entail, what the explorers might find along the way; what difficulties they might encounter and what might be good about such a route. Calliope Magazine also has a short article on the Northwest passage (p. 35).

e. Activity: Create a brochure/tract to promote travel to Asia via the Northwest Passage. (Students will find out later that the route didn't exist, but the explorers didn't know that!) Use the attached guide, or students can create their own.

4. Evaluation Activity

a. Travel brochure; assess for creativity and accuracy.

H. Lesson Eight: John Cabot

1. Concept Objective: The student will recognize importance of Cabot's discoveries giving England a foothold in the New World.

Skill Objective: The student will identify main idea and supporting details.

2. Materials

a. class map

b. reading passage on Cabot

c. "Important Page" Activity Sheet (Appendix E)

d. **The Important Book** by Brown

e. **John Cabot and Sons** by Goodnough

f. Calliope Magazine, p.35-36

3. Background Knowledge

John Cabot was born in Italy in 1450 and moved to England in 1495. Cabot developed the same idea as Columbus of finding a route to Asia by sailing west.

Columbus' successful voyage for Spain spurred England to initiate a similar expedition. On March 5, 1496, King Henry VII gave Cabot and his sons permission to voyage in search of unknown lands. It is interesting to note that King Henry had refused Columbus this same request only five years earlier.

Cabot sailed across the Atlantic with only 18 sailors in one small ship. They landed in Newfoundland, making him the first explorer since the Vikings to land on the mainland of North America. Cabot planted both the British and Venetian flags and claimed the land for England.

With the mistaken idea that he had reached the northeast coast of Asia, Cabot came back to England in 1497 feeling triumphant. He reported that the land was excellent with a pleasant temperature and enough fish to end England's dependence on Ireland's fish.

Cabot planned to return to his landing place and then continue to Japan to trade for spices and gems. He set sail with five ships and 200 men. One ship was damaged and forced to land in Ireland. No one is sure what happened to the rest. They may have gone to America or been lost at sea. Either way, they never returned to England.

4. Procedures

a. Review with students the previous day's lesson on why people were searching for a northwestern route to Asia.

b. Tell students about Cabot's journeys using background information or the suggested biography. Emphasize that he was the first explorer to sail for England, giving them a claim in the New World. (This is the "main idea" of the lesson!).

c. Map Cabot's route on the wall map and share explorer reports from Day 4 research.

d. Activity:

1) Read to class **The Important Book**, by Brown. Encourage them to see the pattern on each page.

2) Student will write an "Important Page" (Appendix E) on John Cabot. The main thing about his journeys will go on the first and last lines; details about the journeys will fill in the middle. These pages, once completed, could be compiled into a class book.

EXAMPLE:

The important thing about John Cabot is that he gave the English a claim to New World:

*He traveled with his sons.

*King Henry gave him permission to sail.

*Cabot thought he had found Asia.

5. Evaluation Activity

- a. "Important Page" Activity Sheet.
- b. Letter in a bottle.

I. Lesson Nine: Giovanni da Verrazano

1. Concept Objectives: The student will understand importance of Verrazano's geographical observations; explain why France sent Verrazano to the New World.

Skill Objectives: Locate New York Harbor, Hudson River, Narragansett Bay; Map Verrazano's route. Create a before and after world view map

2. Materials

- a. class world map
- b. early maps of the world circa 1400
- c. explorer reports

3. Background Knowledge

Giovanni de Verrazano was born in Tuscany, Italy and received an upperclass education in Florence. He then moved to France where he entered the maritime service. At this point, France had not entered the race for the Northwest Passage and was eager to seek their share. In 1523, Verrazano was commissioned by King Francis I to discover a westward passage to Asia. It was hoped that by finding such a route the Oriental trade could be controlled by the discovering country. With two ships, Verrazano set sail in 1524. Arriving in the Carolinas in March, Verrazano then sailed up and down the coast, exploring and mapping his findings. His discoveries include the present-day sites of New York Harbor, Narragansett Bay, and the Hudson River. He was the first European explorer to name newly discovered places after people and places in the Old World.

Verrazano returned to France in July. He had not discovered the passage to Asia, but he had made important geographical observations about the New World. He went on two subsequent voyages further south; on the second, he was killed and eaten by cannibals on one of the islands of the lesser Antilles.

Verrazano should be given credit for two major accomplishments. First, his explorations enabled France to get a piece of the American pie, which they before had been lacking. Second, his observations made a significant contribution to the geographic knowledge of the day. Filling in the gap between Spanish exploration to the south and other ventures to the North, his records of the Eastern coast of America dispelled previous notions that America itself was Asia, or a promontory of Asia. Although some of his information was incorrect, he helped to prove that America formed one continuous land mass and was, in fact, a separate continent.

4. Procedures

- a. Review from Lesson 7 the world view of Verrazano's time. Include maps that show America as a small piece of land that could be traversed, not as a huge land mass. Discuss how explorers thought that America could be easily crossed on the way to Asia.

- b. State objective: Today you will learn about an explorer named Giovanni da Verrazano, who helped change people's minds about the way America looked.
- c. Put on a crown and cloak and pretend to be the King of France, Francis I. In a French accent, explain why you want to send an explorer to the New World (because Spain and England have already gone; because you want to find a northwest route to Asia so you can have access to gold and spices.) Say that you have chosen Verrazano to sail for you.
- d. Using background information and class map, tell students about Verrazano's journey. He landed near the coast of N. Carolina, then sailed up and down the coast, mapping as he went. He was the first white man to see the Hudson River and New York Harbor. He continued north as far as Newfoundland. His maps, although sometimes inaccurate, covered over 2000 miles of the Atlantic coast. His survey helped convince Europeans that America was not Asia or a small piece extended off of Asia, but was, in fact, one continuous land mass. In Verrazano's words in a letter to the king, "All this land or New World which we have described above is joined together, but is not linked with Asia or Africa (we know this for certain.)"
- e. Share research done on Verrazano from Lesson 5.
- f. Activity: Mapping. Students will create two world maps depicting the view of America before and after Verrazano's observations.

5. Evaluation Activity

Map work and/or letter in bottle.

J. Lesson Ten : Jacques Cartier

1. Concept Objectives: The student will categorize Cartier's deeds and evaluate: **Is he a hero or not?**

Skill Objectives: Locate: Canada, St. Lawrence River, Gulf of St. Lawrence, Quebec, Montreal. Map Cartier's route.

2. Materials

- a. yellow and blue pieces of construction paper
- b. large sheet of yellow and blue butcher paper
- c. class map
- d. reading selection on Cartier
- e. **Explorers-Cooperative Learning** p. 37
- f. **The Voyages of Jacques Cartier** by Humble

3. Background Knowledge

France, having had her appetite whet by the voyages of Verrazano, was eager to continue her

explorations into the New World. In 1534, Jacques Cartier was commissioned by the French King Francis I to discover gold, spices, and a passage to Asia. He was given one ship and 61 men, and he embarked with high hopes of furthering the accomplishments of Verrazano.

Arriving in North America, he explored the gulf of St. Lawrence. He anchored at Cape Gaspe, where he made friends with the Indians. He could have pressed further inland, but decided to return to France because of impending winter.

He returned in 1535 to the same place and continued up the St. Lawrence River. Cartier is credited for the discovery of this river, which he named because he found it on the feast day of St. Lawrence. Once inland, he established a base at Quebec.

Still anxious to go further inland, he sailed on to the Indian island village of Hochelaga. He named the highest point of the island Mont Real, the present day site of Montreal, Canada. Indians there treated Cartier as a god and hoped that he could heal their sick. This "missionary" aspect of Cartier's journey differentiated the French explorations from those of the English.

Although Cartier had heard that the river continued on and of a fabled city of riches called the Kingdom of Saguenay, he opted to return to Quebec to spend the winter. Unfortunately, 25 of his men died of scurvy and problems with the Iroquois dampened relations previously established. When he returned to France in May, he could only report that a "great river" possibly led to Asia.

War in France delayed an immediate return, but in 1541, the king sent a man named Jean-Francois de la Roque de Roberval to establish a colony in the lands discovered by Cartier. Cartier went back as well, but the two of them were more ineffective than not. Cartier returned to France with what he hoped was gold and diamonds, only to be disappointed. Frustrated, France lost interest in the New World for half a century to come.

In his favor, it should be remembered that Cartier's friendly dealings with the Indians set the stage for an important alliance with the French, as well as establishing the fur trade which would prove very profitable for France. In addition, his inland explorations in Canada fortified France's claim in the New World. Unfortunately, his accomplishments are somewhat overshadowed by his failure to proceed further inland when he could have, as well as his later shady dealings with the Iroquois.

4. Procedures

a. Focus: Holding a large cross, march up to the front of the room saying "Long live the king of France!" Plant the cross at the front of the room. Discuss with the class why an explorer might plant a cross on land discovered. (This opens the "missionary" idea that factored into Cartier's explorations. Explorers traveled in the name of their king and of God.) Cartier planted a cross with these words on it when he landed in the New World.

b. Teach about Cartier's journeys, using the background information or suggested biographies. Emphasize his friendly dealings with the Indians as he traveled into Canada and the missionary quality of his encounters. An excellent source is **The Voyages of Jacques Cartier** by Richard Humble.

c. Map his route on your class map; share any explorer reports done from Lesson 5.

d. Activity: "Cartier: Hero or Not?"

1) With a partner, hand out 3 yellow cards and 3 blue cards to each pair. Partners should list one positive quality of Cartier's on each yellow card and a negative one on each blue card. (**Example:** + He was friendly to Indians; - He gave up too soon)

2) Record answers on large blue and yellow butcher paper.

3) Students write a persuasive paragraph: "Cartier was/was not a hero because. . ."

5. Evaluation Activity

a. Persuasive paragraph.

b. Letter in a bottle.

K. Lesson Eleven: Samuel de Champlain

1. Concept Objectives: The student will create navigational devices like those used by Champlain on his expeditions.

Skill Objective: The student will follow the scientific process when making the navigational devices (question, hypothesis, materials, procedures, results, evaluation) The student will locate the routes followed by Champlain and the settlement of Quebec founded by Champlain.

2. Materials

a. reading passage on Champlain (Strohl **Explorers** pg.41; Dagliesh, **America Begins**, pp. 60-61, or student copies of background information)

b. compass materials: large needle, cork or foam packing material, saucer, water, magnet

c. navigational quadrant supplies: 4" x 6" piece of cardboard, 15" length of yarn, strong tape, protractor, pencil, small heavy rock

d. class map and individual student maps

e. Notes in a Bottle supplies

3. Background knowledge

Champlain became known as a fine navigator when he led a two year voyage to Mexico and the West Indies. King Henry IV of France was so impressed that he made him the Royal Geographer. Champlain also suggested building a canal across Panama to connect the Atlantic and Pacific Oceans.

When King Henry IV decided to establish French settlements in Canada, he turned to Champlain to lead the expedition as geographer. To pay for these new colonies, King Henry chose a patron to pay for the expedition in return for the sole rights to trade fur with the new colonies.

So, Champlain went and found a location he thought would be good in Canada. He came back to France and brought colonists with him to live in this new colony. This colony was located on the Dorchet Island near the mouth of the St. Croix River in New Brunswick. The winter was very rough

for these colonist, and Champlain stayed in the colony to keep it on its feet. After the difficult winter, the colonists moved to a different location in Nova Scotia, however, this new move did not make life much better. No supplies came from France so, the colonists abandoned the colony in 1607. Out of the 32 colonists, only 8 survived.

Champlain did not abandon his exploration of Canada. In 1608, he was given permission to lead another expedition to Canada. Champlain founded Quebec and made friends with the Huron Indians. Champlain even fought with the Huron Indians against the Iroquois Indians. After that battle, the Iroquois were bitter enemies of the French.

Champlain made several other expeditions when he was in Canada. In 1615, he reached Georgian Bay and Lake Huron. In 1616, Champlain went back to Quebec, the colony he had helped establish, as its leader.

In 1629 the English captured the colony of Quebec and Champlain was taken to prison until 1632. Once released from prison, Champlain returned to Quebec where he died on December 25, 1635.

4. Procedures

a. Map skills - locate Quebec on a map while students do the same on their maps. Locate and identify the routes taken by Champlain.

b. Read passage on Champlain. Discuss.

c. Add to class chart on explorers - Champlain.

d. What did an explorer need to find their way ? Discuss and brainstorm.

e. Make compass:

1) Partially fill saucer with water.

2) Slide magnet along needle in the same direction 20 times. (This process is called magnetizing and will turn the needle into a magnet.)

3) Place the needle on the cork or foam and float it on the water in the saucer.

4) Watch the needle settle into a North - South position.

STUDENTS WILL FOLLOW THE SCIENTIFIC PROCESS.

f. Make a navigational quadrant:

1) Draw a star in the top right corner of the cardboard and an eye in the top left corner.

2) Center the protractor in the star corner with the 0 line even with the right side and the 90 line even with the top edge. Trace an arc along the outside edge of the protractor. Then mark off points every five degrees from 0 to 90. Label every other point 0 to 90 .

3) Tie a rock to one end of the yarn. Tape the other end of the yarn to the star corner.

4) To use quadrant:

- a) Find the North Star in the sky.
- b) Look at the star, aligning your eye and the star alongside the top edge of the quadrant.
- c) Let the yarn hang down until it stops moving. Hold it in place and read the degree measurement where it crosses the arc. That measurement is your approximate latitude.
- d) Compare your results with a map.

STUDENTS WILL USE THE SCIENTIFIC METHOD

5. Evaluation Activity

- a. Student science project write ups will be one form of assessment.
- b. Students write Notes in a Bottle narratives like they are on board a ship with Champlain.

M. Lesson Thirteen: Henry Hudson

1. Content Objective: The student will point out the reasons the crew of the **Discovery** mutinied against Henry Hudson.

Skill Objectives: The student will locate on a map the geographical features named after Hudson (Hudson River, Hudson Bay, Hudson Strait). The student will sequence the events of Hudson's life.

2. Materials

- a. reading passage on Hudson (Schaffer, **Explorers**, pp. 54- 56, excerpts from Weiner, **Henry Hudson Master Explorer** or student copies of background knowledge)
- b. wall map and student maps

3. Background Knowledge

Henry Hudson came from a home that was familiar with Arctic exploration. In 1585, a voyage by the British explorer John Davis was planned in his home with his father, John Hudson, while Henry Hudson listened.

Hudson's first voyage in search of the Northwest Passage was in 1607, sponsored by the Muscovy Company. Hudson, his son and 10 others set sail believing that they would find ice-free waters around the North Pole and a short cut to Japan. He sailed to Greenland but could not sail through the ice barrier. In 1608, Hudson again tried to find the Northwest Passage. This time he reached some islands near Russia before ice barriers forced him to turn back.

Hudson's third voyage was to the Dutch East India Company. Hudson heard of two possible channels to the Pacific across North America. One channel was said to be at 62 degrees North, and was documented by British Captain Weymouth. The other channel was said to be at 40 degrees North documented by British Captain John Smith. Since the Dutch company was paying for the trip, Hudson agreed to return the ship should his journey be unsuccessful.

In 1609, Hudson and his crew set out in a ship called the **Half-Moon**. High winds and storms forced

Hudson to abandon his original plan. He had made an agreement to return the ship if his journey was unsuccessful, but Henry Hudson had ideas of his own. He took the ship and its crew in search of the Northwest Passage. Hudson wanted to follow the route suggested to him by John Smith. He put in at what is now called Hudson River and sailed as far as present day New York. He sailed down the river for about 150 miles and then concluded that the river did not lead to the Pacific Ocean. Hudson returned to England and he was ordered never to work for another country again.

Hudson tried Smith's suggestion and now made plans for a fourth voyage to try the channel suggested by Weymouth. Again, the Muscovy Company and the British East India Company paid for the voyage. Sailing from London in 1610 on the ship **Discovery**, Hudson stopped briefly in Iceland and proceeded to what it now Hudson Strait. He sailed into Hudson Bay, but found no hope for passage to the Orient and sailed aimlessly until winter overtook him.

Given the crew's current condition, it is no wonder that fights broke out during the long winter. Hudson angered one crew member by giving him a warm coat and then taking it back. Some of the crew also thought that Hudson was hiding some of the scarce supplies of food in his sea chest.

Because he was unfair to his crew and because of the poor living conditions on the ship, the crew mutinied against Hudson in 1611. They put Henry Hudson, his son, and seven others in an open boat and left them in the bay. Ironically, the ringleaders of the mutiny never reached England because they were killed by Eskimos on the way home.

Although Hudson never succeeded in finding the Northwest Passage, his four voyages added greatly to the knowledge of the Arctic and North America.

4. Procedures

- a. Focus: How would you like to have a river named after you? Today, we are going to discuss Henry Hudson, who has a river, bay and strait named after him.
- b. Map Skills: Define "strait" and add to word list. Map out the voyages taken by Hudson and class map and student maps.
- c. Read passage on Henry Hudson. Discuss the passage emphasizing why the crew mutinied and what kind of hero Hudson was.
- d. Have students work in small groups and sequence six events in the life of Hudson. Discuss results.
- e. Have the small groups role play the life and times of Henry Hudson. Share skits with class. Discuss.

5. Evaluation Activity

- a. Collect sequencing papers.
- b. Complete Class Chart on Hudson.
- c. Have students write Notes in a Bottle narratives about being on board the **Discovery** with Hudson.

d. Homework or extension - Crossword puzzle and map.

M. Lesson Thirteen: Exploration Celebration!

This day is time for you to finish any projects and wrap up the unit. These are some suggestions to celebrate the end of the unit:

1. Hero Sandwiches

Let each student choose an explorer whom they believe to be a hero. Use construction paper for parts of a sandwich (bread, lettuce, tomato, meat, etc.). Students could write the person's name on the bread and his accomplishments on the sandwich ingredients. This would work well as a mobile. To further extend the idea, make real hero sandwiches for lunch!

2. Student Research

As a final assessment project, students could present a project on a particular explorer. Presentations could be in the form of map diagrams, skits, dioramas, essays, or whatever students choose. (This would have to have been discussed earlier in the unit.) Presentations could be videotaped.

3. Political Brochures

To demonstrate understanding an explorer's accomplishments, students could create political brochures encouraging other students to "vote" for the best explorer.

4. Field Trips

- Visit a travel agency to discuss how we get from place to place nowadays
- Visit a naval recruiting base to discuss sea travel
- To complement the political brochure activity, visit an advertising agency.

APPENDIX A

WHAT DOES IT TAKE TO BE AN EXPLORER?

Men and women have explored faraway lands for hundreds of years. Some explorers are looking for riches. Some want to make a fresh start. Others are looking for freedom. Journeys to distant lands sometimes bring danger or even death. Explorers often have no idea what they might find when they reach their destination. What do you think it takes to be an explorer?

1. Look at the list below. Choose the qualities you think are important in an explorer by putting a check on that line.

A good explorer should be:

___adventurous ___intelligent

___physically strong/healthy ___popular

___courageous ___independent

___reckless ___rich

___able to make decisions ___careful

___curious ___looking for fame

2. Now go back to the qualities you checked. Put them in order from most important to least important. (Give a number "1" to the most important, "2" to the next most important, etc.)

3. Share your choices with your group. Why did you feel your number one choice was the most important quality for an explorer? Did your group disagree on any qualities?

4. Take a class vote. Which three qualities does your class think are the most important?

1.

2.

3.

ADAPTED FROM: **Explorers**, Creative Teaching Press

APPENDIX B

EXPLORER RESEARCH

NAMES: _____

1. Explorer's name: _____

2. Explorer's country or city of origin birth): _____

3. What country did he/she explore? _____

4. On what bodies of water did he/she travel? _____

5. What did he/she discover? Or, what was he/she looking for? _____

6. When was it discovered? _____

7. On what continent was the discovery made?

8. Draw a picture of your explorer:

APPENDIX C

Juan Ponce de Leon

Hernando de Soto

Pedro Menendez de Avilles
Francisco Vazquez de Coronado
Introduction to the Northwest Passage Explorers

John Cabot

Giovanni da Verrazano

Jacques Cartier

Samuel de Champlain

Henry Hudson

APPENDIX D

Sample of Travel Brochure (8 pages)

ASIA You'll love ASIA because...

or bust!!

Brought to you by _____'s

Travel Company

**Sure, you could go this way... But we recommend
the beautiful**

NORTHWEST PASSAGE!

You'll travel first class in... On you way, you'll see...

So...

APPENDIX E

Important Page about John Cabot

Name: _____

The important thing about John Cabot is

*

*

*

*

*

*

But, the important thing about John Cabot is

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