



Inuit girl



# Exploration of North America

## Teacher Guide

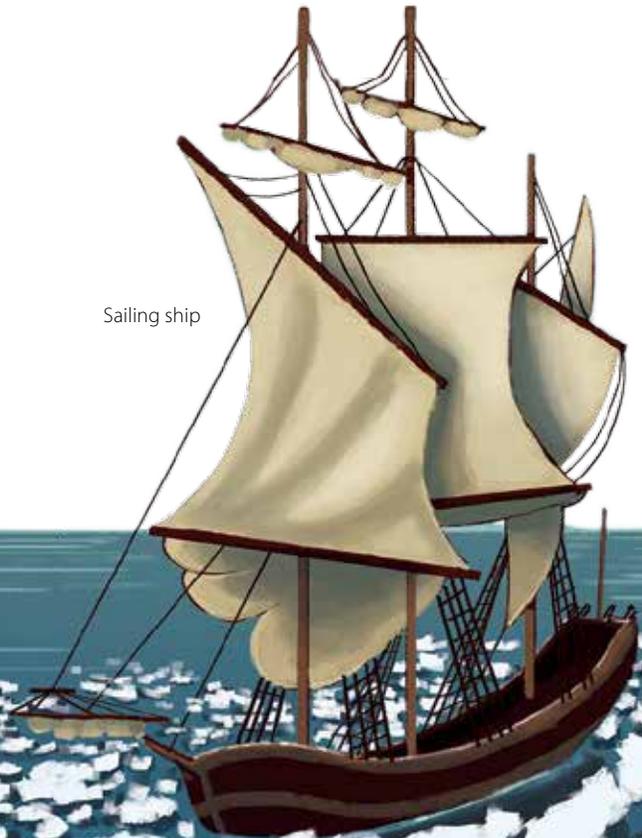
Spanish conquistador



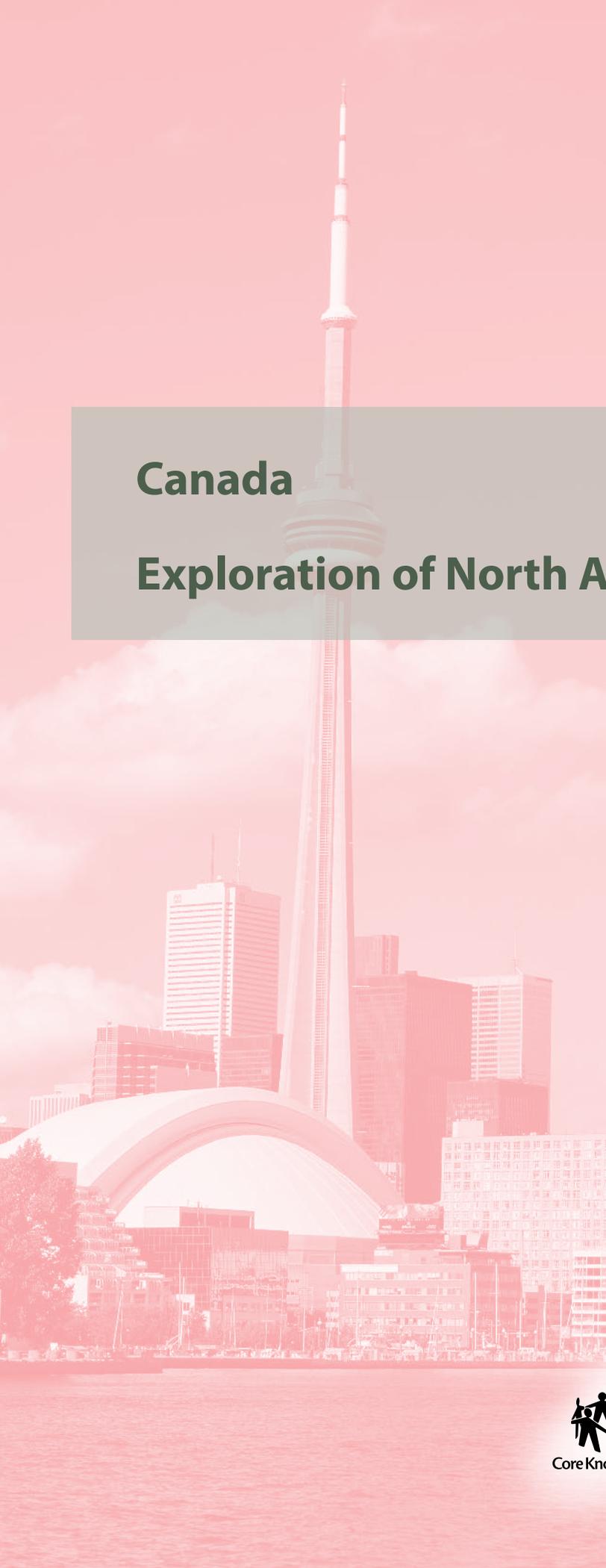
Totem poles



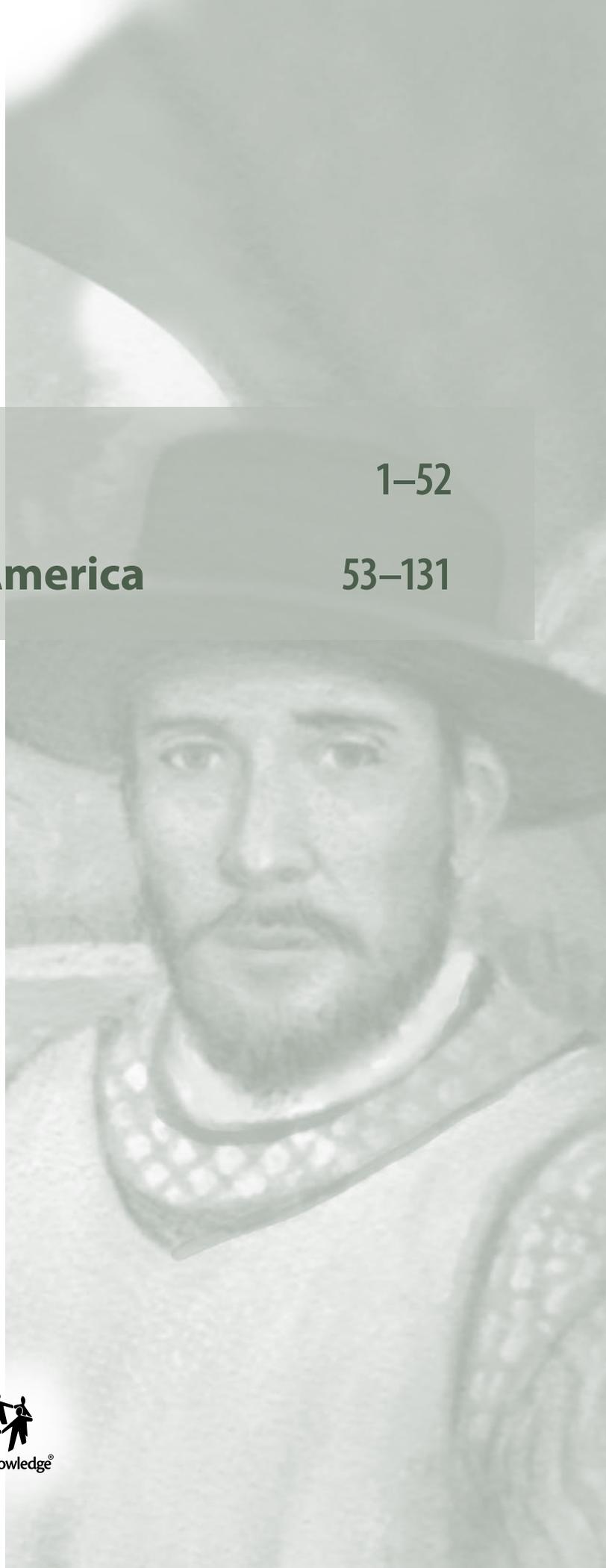
Sailing ship







**Canada**



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**Exploration of North America**

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# Canada

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**Canada**  
**Teacher Guide**

Core Knowledge History and Geography™ 3

# Introduction

**ABOUT THIS UNIT****The Big Idea**

Canada is an important neighbor to the United States.

Canada is larger in area than the United States, yet the United States has almost nine times as many people. Most of Canada's population lives close to the U.S. border. Superficially, many parts of Canada seem so much like many parts of the United States that an American visitor can forget that he or she is in another country. In many parts of Canada, English is the dominant language. Styles of architecture, clothing, and food may be very similar or even identical to those found in the United States.

A closer look reveals that Canada is not only a separate country, but a different culture. The French language is widely used, and the influence of French culture is strong, especially in Quebec. Canada's history and relationship with Britain are different from those of the United States. Canada's vast wilderness has a strong effect on the economies of different regions, as well as on its history and culture.

## What Students Should Already Know

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Students in Core Knowledge schools should be familiar with:

- what maps and globes represent and how to use them
- what rivers, lakes, and mountains are and how they are represented on maps and globes
- the location of the Atlantic, Pacific, Indian, and Arctic oceans, the North and South Poles, and the seven continents
- the name and location of their continent, country, state, and community
- the use of map keys and symbols, and directions (east, west, north, south) on a map
- the location of Mexico and Central America; the countries of Northern America (Canada and the United States); the equator; Northern and Southern Hemispheres; and the North and South poles
- the meaning of *peninsula, harbor, bay, island, coast, valley, prairie, desert, oasis, boundary, channel, delta, isthmus, plateau, reservoir, and strait*
- the use of scale, an atlas, and online resources
- important rivers of the world (terms including *source, mouth, tributary, and drainage basin*; Asia's Ob, Yellow or Huang He, Yangzi, Ganges, Indus, Tigris, and Euphrates rivers; Africa's Nile, Niger, and Congo rivers; South America's Amazon, Paraná, and Orinoco rivers; North America's Mississippi, Mackenzie, and Yukon rivers; Australia's Murray and Darling rivers; and Europe's Volga, Danube, and Rhine rivers)

## What Students Need to Learn

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- Canada
  - French and British heritage
  - French-speaking Quebec
  - Rocky Mountains, Hudson Bay, St. Lawrence River, and the Yukon River
  - division into provinces and territories
  - major cities including Montreal, Quebec City, and Toronto

## AT A GLANCE

The most important ideas in Unit 5 are:

- Students should be able to locate Canada on a map.
- Students should understand that Canada was initially inhabited by, and continues to be home to, indigenous people.
- Students should understand that Canada has a French and British heritage.
- Students should understand that Canada is divided into provinces.

## WHAT TEACHERS NEED TO KNOW

### Geographic Location

Canada is the largest country on the continent of North America. It is located next to the United States and is surrounded by three oceans: the Pacific Ocean to the west, the Atlantic Ocean to the east, and the Arctic Ocean to the north.

The Hudson Bay, located in the middle of Canada, was discovered by English explorer Henry Hudson. It connects the Atlantic and Arctic oceans and forms a partial boundary between the provinces of Quebec and Ontario.

The St. Lawrence River separates part of Canada from the United States. It forms a natural border from New York to the Great Lakes. The valley of the St. Lawrence River was home to many of Canada's first settlements. Today, the majority of Canadians live in southern Canada within two hundred miles of the United States. Another major river in Canada is the Yukon River. It flows from the province of British Columbia, crosses into Alaska, and empties into the Bering Sea.

The Great Plains make up most of central Canada. The Rocky Mountains run north to south in western Canada, and in eastern Canada, the Appalachian Mountains run in the same direction.

Ottawa is Canada's capital city. The country is divided into ten provinces and three territories. From east to west, the provinces are: Newfoundland, Prince Edward Island, Nova Scotia (meaning New Scotland), New Brunswick, Quebec, Ontario, Manitoba, Saskatchewan, Alberta, and British Columbia.

The northwestern portion of Canada is made up of three territories: Nunavut, Northwest Territories, and Yukon Territories. Nunavut was created in 1999 when the Northwest Territories were divided into two. Nunavut is the eastern section and means "our land" in Inuktitut, the native Inuit's official language. This territory is home to nearly 85 percent of Canada's Inuit population and is the country's largest territory.

## **Native, French, and British Heritage**

French and English are Canada's two official languages. Before Canada's colonization by the French and English, the country was populated by native peoples such as the Inuit in the north, the Blackfoot on the Plains, the Tlingit in the Pacific Northwest, and the Ottawa and Iroquois in the southeast.

The French established a settlement at Quebec in 1608, but not many people came from France to settle in Quebec. The English established colonies in Canada, but most English settlers decided to live in one of the thirteen colonies further south, in what would become the United States. French fur traders came to Canada to work with the First Peoples, but in 1763, the French lost control of Canada to the British during the French and Indian War.

The British ruled Canada until 1867, when the Dominion of Canada was established under the North America Act. In 1931, Canada became an independent country and a member of the British Commonwealth of Nations. Although the British monarch is the symbolic ruler of Canada, power rests in the hands of Canada's parliament and a prime minister elected by the people.

French influence in Canada remained even after the French lost the French and Indian War. The province of Quebec is home to many French-Canadians called Québécois (/kay\*bay\*kwah/) who are very proud of their dual heritage. In 1764, the British passed the Quebec Act. The territory south to the Ohio River and west to the Mississippi was added to Quebec. French colonists were allowed to keep their laws and their Roman Catholic religion, but remained under British rule.

The United States and Canada share a rich and diverse cultural heritage. Both countries were first inhabited by indigenous peoples, then were settled by colonists from Europe. As different groups of immigrants settled the United States, a "melting pot" was created, made from a blend of different customs and cultural influences. The beliefs, characteristics, and ideas of these different peoples formed something uniquely American. In Canada, there are some areas of the country in which a dominant ethnic group prevails. However, in most of Canada, ethnic and racial groups have blended together.

## **Major Cities: Montreal, Quebec City, and Toronto**

French became the province of Quebec's official language in 1974. Some English-speaking companies left as a result, which hurt Quebec's economy. However, Quebec developed a thriving tourist industry, and Quebec City, located on the St. Lawrence River, became the province's capital as well as an important international shipping hub.

The largest city in Quebec is Montreal, which is also the second largest city in Canada. It was built as a mission for the First Peoples at the junction of the Ottawa and St. Lawrence rivers. Montreal's economy is strong thanks to its oil, meatpacking, publishing, and plastics industries.

The city of Toronto is the capital of the province of Ontario and the largest city in Canada. Built on the north shore of Lake Ontario, Toronto has a bustling port and is a leading cultural and commercial center with meatpacking, publishing, food processing, and clothing industries.

To learn more about specific topics in the unit, download the CKHG Online Resource “About Canada”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## UNIT RESOURCES

### Student Component

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*Canada* Student Reader—three chapters

### Teacher Components

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*Canada* Teacher Guide—three chapters. This includes lessons aligned to each chapter of the *Canada* Student Reader with a daily Check for Understanding and Additional Activities designed to reinforce the chapter content. A Unit Assessment, Performance Assessment, and Activity Pages are included in Teacher Resources, beginning on page 34.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

## USING THE TEACHER GUIDE

### Pacing Guide

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The *Canada* unit is one of seven history and geography units in the Grade 3 *Core Knowledge Curriculum Series™*. A total of eight days has been allocated to the *Canada* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 3 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

## Reading Aloud

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In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

## Turn and Talk

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In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

## Big Questions

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At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	What are some similarities and differences between Canada and the United States today?
2	What kinds of things do Canada and the United States share in their histories?
3	How might people take advantage of the resources found in the places where they live?

## Core Vocabulary

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Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
1	province, territory, colony, culture, head of state, republic, “elected representative,” prime minister, multicultural, indigenous, symbol
2	settle, Arctic, Inuit, resource, igloo, totem pole, tepee, longhouse
3	climate, capital, industry, lumber, caribou

## Activity Pages

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### Activity Pages



AP 1.1  
AP 1.2  
AP 2.1  
AP 3.1  
AP 3.2

The following activity pages can be found in Teacher Resources, pages 44–50. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 1—Planning a Trip to Canada (AP 1.2)
- Chapter 2—The Story of Canada (AP 2.1)
- Chapter 3—Map of Canada (AP 3.1)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.2)

## Additional Activities and Website Links

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An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter. You may choose from among the varied activities when conducting lessons. Many of the activities include website links, and you should check the links prior to using them in class.

## Books

Bowers, Vivien. *Wow Canada! Exploring This Land from Coast to Coast to Coast*. Toronto: Owl Communications, 2000.

Greenwood, Barbara. *The Kids Book of Canada*. Illus. Jock MacRae. Toronto: Kids Can Press, 2007.

Hirsch, Rebecca. *North America* (Rookie Read-About Geography). New York: Children’s Press, 2012.

McLeod, Elizabeth. *Canada Year by Year*. Illus. Sydney Smith. Toronto: Kids Can Press, 2016.

# CANADA SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page

## Week 1

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

### Canada

<p>"Visiting Canada, Part 1" Core Lesson (TG &amp; SR, Chapter 1; AP 1.1)</p>	<p>"Visiting Canada, Part 2" Core Lesson and "Compare &amp; Contrast" (TG &amp; SR, Chapter 1, AP 1.1; Additional Activities)</p>	<p>"The Story of Canada" Core Lesson (TG &amp; SR, Chapter 2; AP 1.1)</p>	<p>"Compare &amp; Contrast" and "Planning a Trip to Canada" (TG &amp; SR, Chapters 1–2; Additional Activities, AP 1.2)</p>	<p>"The Story of Canada" (TG &amp; SR, Chapter 2; AP 2.1, Additional Activities)</p>
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### CKLA

"Astronomy"	"Astronomy"	"Astronomy"	"Astronomy"	"Astronomy"
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## Week 2

**Day 6**

**Day 7**

**Day 8**

### Canada

<p>"Places in Canada" Core Lesson &amp; "Compare and Contrast" (TG &amp; SR, Chapter 3, Additional Activities)</p>	<p>"Visiting Canada Virtual Field Trip" (TG, Chapter 3, Additional Activities)</p>	<p>Unit Assessment</p>
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### CKLA

"Astronomy"	"Astronomy"	"Astronomy"
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# CANADA PACING GUIDE

\_\_\_\_\_’s Class

(A total of eight days has been allocated to the *Canada* unit in order to complete all Grade 3 history and geography units in the Core Knowledge curriculum.)

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*Canada*

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## Week 2

Day 6

Day 7

Day 8

*Canada*

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## CHAPTER 1

# Visiting Canada

**The Big Question:** What are some similarities and differences between Canada and the United States today?

### Primary Focus Objectives

- ✓ Use a map to locate Canada in relation to the United States. (RI.3.7)
- ✓ Describe the organization of Canada into provinces and territories. (RI.3.1)
- ✓ Locate Toronto and Ontario on a map. (RI.3.7)
- ✓ Compare present-day Canada to the United States. (RI.3.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *province, territory, colony, culture, head of state, republic, prime minister, multicultural, indigenous, symbol*; and of the phrase “elected representative.” (RI.3.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About Canada”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display and individual student copies of World Map (AP 1.1)
- Board space or chart paper for Compare and Contrast activity
- Individual student copies of Planning a Trip to Canada (AP 1.2)

### Core Vocabulary (Student Reader page numbers listed below)

**province, n.** a political area or region in Canada, similar to a state (2)

*Example:* The country of Canada is divided into a number of provinces.

*Variation(s):* provinces

**territory, n.** an area of land governed in part by the Canadian parliament (4)

*Example:* Canada rules over three large territories in northern Canada.

*Variation(s):* territories

**colony, n.** an area, region, or country that is controlled and settled by people from another country (5)

*Example:* Canada was home to French and English colonies.

*Variation(s):* colonies, colonize (verb)

**culture, n.** the language, religion, customs, traditions, and material possessions of a group of people (5)

*Example:* Canada is made up of different groups of people, all with their own unique cultures.

*Variation(s):* cultures

**head of state, n.** a country's leader (5)

*Example:* Canada's head of state is still the British monarch, even though Canada is an independent country.

*Variation(s):* heads of state

**republic, n.** a kind of government where people elect representatives to rule for them (6)

*Example:* France, the United States, and Canada are examples of republics in which citizens have the power to choose the people they want to rule over them.

*Variation(s):* republics

**“elected representative,” (phrase)** a person who is chosen, by vote, by the people to speak or act for them (6)

*Example:* People living in a free country are given the opportunity to vote for an elected representative who represents their interests.

*Variation(s):* elected representatives

**prime minister, n.** the person at the head of government in some countries (6)

*Example:* The prime minister holds the same power as the president or the king in some countries.

*Variation(s):* prime ministers

**multicultural, adj.** including many different cultures (8)

*Example:* Multicultural countries like Canada are known for their ethnic diversity.

**indigenous, adj.** native to a particular area or environment (8)

*Example:* Indigenous peoples have lived in this area for thousands of years.

**symbol, n.** a picture or object that is a sign for something; for example: the American flag is a symbol of the United States (9)

*Example:* Each star on the American flag is a symbol representing each of the fifty states.

*Variation(s):* symbols

## Introduce the *Canada Student Reader*

5 MIN

Activity Page



AP 1.1

 Display the World Map (AP 1.1). Have students locate North America and then the United States. Point to Canada and ask students to describe Canada's location relative to the United States. (*Students might describe Canada's location as being above the United States, north of the United States, or next to the United States.*) Tell students that the border between the United States mainland and Canada is 5,514 miles long. It is the longest unfortified border in the world. Explain that *unfortified* means that there are no soldiers posted along the border to defend the countries against each other. Ask students what they think that says about the relationship between the United States and Canada. (*It is generally good.*) Explain that in this unit, students will learn more about the United States's northern neighbor.

Distribute copies of the *Canada Student Reader*. Encourage students to take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the reader. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations. Record this information in a list on the board or on chart paper. Students will likely mention maps, caribou, totem poles, Canadian money, and Mounties.

## Introduce "Visiting Canada"

5 MIN

Tell students to imagine that they are going on a trip to a different country. What would it mean to go to a different country? What would students need to think about to get ready for such a trip? (*Answers may include the climate and what clothes to take; what kind of money is used there; what language people speak; what the local customs are; and what food will be available.*)

Tell students that in this unit they will read letters from an American boy who visits Canada. He wonders about some of the same things students suggested. Explain that the boy is a fictional character created by the writer, but the city he visits and the facts he learns are real. Direct students to the Big Question, and encourage them to look for comparisons and contrasts between the United States and Canada as they read.

## Guided Reading Supports for "Visiting Canada"

15 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

**Note:** Given the length of this chapter, we recommend that you divide reading and discussing it over two class periods. During the first class period, you may want to have students read to the end of the first paragraph on page 6. On the second day, you may want to review what students have already read, before having them finish reading the chapter, pages 6–9.

## “A Letter from Sam,” Pages 2–9

**Scaffold understanding as follows:**

**Read aloud the first two paragraphs of “A Letter from Sam” on page 2.**

**SUPPORT**—Point out the photograph of Toronto on page 3. Explain that this is the city Sam is visiting. Read aloud the caption, and explain the Core Vocabulary term *province*.

**Invite a volunteer to read aloud the next two paragraphs on pages 2–4, stopping at the map of Canada on page 4.**

**SUPPORT**—Direct students to the map on page 4. Have students locate Canada and the United States. Remind students that Sam is visiting the city of Toronto. Have them find Toronto on the map and identify the province it is in (*Ontario*). Read aloud the caption and explain the Core Vocabulary term *territory*. Explain that the main differences between a province and a territory are where their governments get their power and how much power their governments have.

**Read aloud from the paragraph under the map on page 4 to the end of the first paragraph on page 6, which ends, “We call the one-dollar coin a loonie.”** Pause to review the Core Vocabulary terms as you encounter them.

**CORE VOCABULARY**—Call students’ attention to the Core Vocabulary term *colony*. Explain that when a country controls many colonies, it has an empire. Core Knowledge students may recall the term *empire* from their study of *Ancient Rome*.

**CORE VOCABULARY**—Define the Core Vocabulary term *culture*. Explain to students that every country has its own culture (set of beliefs, customs, language, religion, etc.). For example, a belief in freedom is part of the culture of the United States. When a country establishes a colony, it imposes its culture on that place too.

**Chapter 1**  
**Visiting Canada**

**A Letter from Sam** Dear Mom and Dad, I'm having a great time here in Toronto, Ontario. Aunt Susie and Uncle Rick are taking good care of me. Cousin Joe is fun to play with, and Cousin Margaret is really smart and tells me lots of neat stuff.

**The Big Question**  
What are some similarities and differences between Canada and the United States today?

I have to admit I was a little nervous when I came here last week. You said I'd have a great time visiting our Canadian relatives. You showed me on a map that Canada is the country just north of the United States. It was then that I saw that Toronto is very far away from our house in Liberal, Kansas. When the plane I was traveling on arrived at the airport in Toronto, I thought to myself, "I really am a long way from Kansas!"

I was afraid that when I got here, people would be wearing different clothes and speaking a language I don't understand. And what about the food? I worried that Canadians might eat the food is it day here,

**Vocabulary**  
*province*, a political area or region in Canada similar to a state

**Page 2**



**Page 3**

I ate pancakes for breakfast and pizza for lunch. I had chocolate ice cream, too!

In many ways it's just like home here! People speak English in Toronto. The neighborhood even looks like our neighborhood back home. Best of all, they have some of my favorite TV shows, too!

**Canada's Provinces and Territories**



**As you can see, Canada is a large country. It's made up of ten provinces and three territories. Can you find Toronto, Aunt Susie's house, and Uncle Rick's house?**

On my second day here, Aunt Susie took me to the grocery store. At the checkout counter the clerk said, "That'll be thirty dollars and eighty-two cents, please."

**Vocabulary**  
*territory*, an area of land governed in part by the Canadian parliament

I thought, "Wow! Even the money here is just like the money back home—dollars and cents." I was starting to wonder if I'd ever left home at all.

**Page 4**

But then I noticed some things are different. As we were leaving the grocery store, Aunt Susie said, "Sam, would you like to see some Canadian money?" She handed me some paper money. I saw right away that it wasn't like American money. On the front of a twenty-dollar bill was a picture of a woman I'd never seen before. "That's the British queen," Aunt Susie said. I asked why the British queen was on Canadian money.

Aunt Susie said, "I know you study American history at school. You know that hundreds of years ago, the United States began as thirteen English colonies. However, the English settled in Canada, too. I am sure you know that in the 1700s, the Americans fought a revolution to free themselves. Of course, by the time the American Revolution happened, England had become Great Britain and you were fighting the British. The thirteen colonies became the United States of America. But Canada stayed as a British colony. Today we're an independent country, but we're still proud of our British culture. In fact, we say that the British monarch is Canada's 'head of state.'"

"I asked her what I should charge?" I asked.

**Page 5**

**Vocabulary**  
*colony*, in an area, region, or country that is controlled and settled by people from another country  
*culture*, a language, religion, customs, traditions, and material possessions of a group of people  
*head of state*, a country's leader

**Note:** Students may recall the terms *republic* and *representative* from their study of *Ancient Rome*.

**SUPPORT**—Point out that the Core Vocabulary terms *head of state*, *republic*, "elected representative," and *prime minister* may be a little confusing, but that they all relate to a country's government. Explain that the difference between a *head of state* and a *prime minister* in Canada is that the former is simply a figurehead, while the latter holds power. The British monarch is Canada's head of state, but the British king or queen lives in England, not in Canada.

**If you are dividing this chapter across two class periods, stop here on the first day, and continue with what follows on the second day.**

**Read aloud from the second paragraph on page 6 to the end of page 7.**

**Activity Page**



AP 1.1

**SUPPORT**—Call attention to the term *Europe* on page 7. Display the World Map (AP 1.1) and have students find Europe. Refer to the map and remind students that England is part of Europe.

**CORE VOCABULARY**—Read aloud the remaining paragraphs of the chapter on pages 8–9, pausing to explain the Core Vocabulary terms *multicultural*, *indigenous*, and *symbol* as they are encountered.

Explain that both Canada and the United States are multicultural. They are countries with people who have immigrated from all over the world.

**SUPPORT**—Display the World Map (AP 1.1) and have students find Asia.

**CORE VOCABULARY**—Point out the Core Vocabulary term *indigenous* and explain its meaning. Tell students that there were already people living in Canada for centuries before people from Europe and Asia arrived. These people are referred to as *indigenous* people but are also known as First Nations, or First Peoples.

**SUPPORT**—Call students' attention to the photograph of the Canadian flag on page 9. Review the meaning of the Core Vocabulary word *symbol*. Explain that just as the American flag is a symbol of the United States, the maple leaf flag is a symbol of Canada. Ask students whether they see any similarities between the American flag and the Canadian flag. (*Students might note that both flags use the colors red and white and that both have stripes.*)

**After you read the text, ask the following questions:**

**LITERAL**—How many provinces and territories does Canada have?

» Canada has ten provinces and three territories.

**LITERAL**—What two European countries established colonies in Canada?

» England and France.

"No, not at all," Aunt Susie said. "Like the United States, Canada is a **republic**. The people rule through their **elected representatives**. Our top official is called the **prime minister**. He has about the same power as your president. Look, here's a one-dollar coin. It has the queen's picture on it, too." I looked at the gold-colored coin she handed me. On one side was a picture of the queen. On the other side was a picture of a bird that looked sort of like a duck. "That bird is a loon," Aunt Susie said. "We call the one-dollar coin a loonie."

I laughed and said it sounded like a funny name for money. She laughed, too. "I guess you're right," she said. "But that picture shows something important about Canada. You know, Canada is a large country, even larger than the United States. But compared to the United States, it has far fewer people. Much of Canada is wilderness—wild country where no people live. The wilderness is full of animals, including the loon. Like a duck, it lives on lakes. Look, here's another Canadian animal. Do you know what it is?"

She handed me a five-cent coin. I saw a picture of a furry animal with a wide, flat tail, but I couldn't tell what it was. Aunt Susie said it was a beaver. "You know, beavers are amazing animals. They can gnaw down trees with their teeth. They were very important in Canadian history. In the days when Canada was a colony, some people came from Europe because of them."

**Page 6**

**Vocabulary**  
*republic*, a kind of government where people elect representatives to rule for them  
*elected representative*, a person who is chosen by vote, by the people to speak or act for them  
*prime minister*, the person who is the head of government in some countries

The Canadian wilderness is home to several coins on the loon and the beaver. These animals are shown on one side of Canadian coins.

"Why? Did they want to see beavers chop down trees with their teeth?" I asked.

Aunt Susie laughed. She said, "No. It was because in Europe in those days, the most popular kind of hat was made from beaver fur. People could make a lot of money selling the fur, so they came here to trap the beavers."

It doesn't sound like a lot of fun being made into a hat.

When we got back to Aunt Susie's house, Cousin Margaret was watching TV. The people on the TV were speaking, but I couldn't understand what they were saying.

Margaret saw that I was puzzled. She said, "They're speaking French. In fact, on this TV channel, all the shows are in French."

Margaret told me that in Canada, there are two main languages. She explained that most of the people in Ontario speak English as their main language. In some other parts of Canada, the people speak French as their main language. But all Canadians study both English and French in school.

**Page 7**

Margaret turned off the TV and asked, "What do you know about the people of Canada?"

"Not much," I said.

"Well, how about we fix that," she said.

"Did you know that Canada is a **multicultural** country? The largest group of Canadians is made up of people whose ancestors were settlers from England. The second largest group are the people whose ancestors were from France. But lots of other groups settled here, too. On the west coast of Canada, there are many people whose families came from countries in Asia, such as China. Many of them speak an Asian language as well as English or French.

"However, the people who have been here the longest are the **Indigenous** people. They were here long, long before the English



**Page 8**

and the French came to Canada. For years most people called them Indians, but now many Canadian Indigenous groups prefer to be called either First Nations or First Peoples.



The maple leaf shown here on the Canadian flag is Canada's national symbol.

The things Margaret told me are very interesting. There is one other thing I have noticed since being here: Canadians seem to know a lot about ice and snow. Cousin Joe says that even here in southern Canada, it's freezing cold most of the winter. Joe likes the snow and ice because winter is hockey season. He's got his own hockey stick, skates, and pads, and there are pictures of hockey players all over his bedroom walls. Canadians seem to be as crazy about hockey as Americans are about baseball and football.

So, Mom and Dad, don't worry about me. I'm having fun and learning a lot about Canada. I'm still glad that the food's not too different, though. In fact, do you know what the national symbol of Canada is? It's the leaf from the maple tree—the tree whose sap is used to make syrup for pancakes. And you know how much I love maple syrup. Every time I see a Canadian flag with a maple leaf on it, I get a little hungry!

**Page 9**

## CHALLENGE—How is the government of Canada similar to that of the United States? How is it different?

- » Both countries are republics with elected representatives. Unlike the United States, Canada has a prime minister instead of a president. Also, the British monarch is considered Canada's head of state, which is not the case in the United States.

## LITERAL—What people lived in Canada before the arrival of the Europeans?

- » Students may identify these people as indigenous people, First Nations, or First Peoples.

## LITERAL—What are at least two examples of Canada's culture?

- » Students may name the use of English and French languages, the love of hockey, the maple leaf symbol, and the food that is similar to food in the United States.

## SUPPORT—Remind students that culture refers to the language, religion, customs, traditions, and material possessions of a group of people.



## CHECK FOR UNDERSTANDING 5 MIN

### Ask students to do one of the following:

- Turn and Talk—Tell a partner the answer to the Big Question, "What are some similarities and differences between Canada and the United States today?"
  - » Key points students should cite in their answers include: the food is very similar; the money is similar (dollars and cents), but the images on the bills and coins are different; both countries are republics; both are multicultural; both were colonized in part by the English; Canada has two main languages: French and English, but the United States's main language is English; Canada's population is smaller than that of the United States; Canada is larger in area than the United States; Canadians love sports just as much as Americans do, but in Canada, hockey is more popular than baseball or football.

**Note:** If time permits, incorporate the Compare and Contrast activity on page 16 as part of Turn and Talk.

- Choose one of the Core Vocabulary words (*province, territory, colony, culture, head of state, republic, prime minister, multicultural, indigenous, symbol*) or the phrase "elected representative," and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### Compare and Contrast (RI.3.1, RI.3.8)

15 MIN

**Materials Needed:** Dedicated board space for the duration of this unit or chart paper

Draw a giant Venn diagram on the board or chart paper. Label one circle *United States*, the other circle *Canada*, and the overlap *Both*. Ask students to review Sam’s letter, looking for things he mentions that are the same in the United States and Canada. Then, ask them to read it once again, looking for things that are different. As students offer answers, list them in the Venn diagram in the appropriate location. Are there more similarities or more differences?

Continue adding to the Venn diagram after reading Chapters 2 and 3 to get a better overall picture of the countries’ similarities and differences.

### Planning a Trip to Canada (RI.3.5, RI.3.8)

15 MIN

Activity Page



AP 1.2

**Materials Needed:** Sufficient copies of Planning a Trip to Canada (AP 1.2)

Distribute Planning a Trip to Canada (AP 1.2). Have students work with a partner to complete the activity. If there is not sufficient time, ask students to complete the remainder of AP 1.2 for homework

Tell them to use their Student Readers to determine whether each statement is right or wrong, then to cross out any wrong statements.

As a challenge, you might have students rewrite the wrong statements to make them true.

# The Story of Canada

**The Big Question:** What kinds of things do Canada and the United States share in their histories?

## Primary Focus Objectives

- ✓ Describe the cultures of Canada’s indigenous peoples. **(RI.3.2)**
- ✓ Summarize the history of Europeans in Canada, including its French/British heritage and that the language spoken in Quebec is French. **(RI.3.2)**
- ✓ Locate the St. Lawrence River, Montreal, and Quebec City on a map. **(RI.3.7)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *settle*, *Arctic*, *Inuit*, *resource*, *igloo*, *totem pole*, *tepee*, and *longhouse*. **(RI.3.4)**

## Materials Needed

Activity Pages



AP 1.1  
AP 2.1

- Display and individual student copies of World Map (AP 1.1)
- Venn diagram from Compare and Contrast activity in Chapter 1
- Individual student copies of The Story of Canada (AP 2.1)

## Core Vocabulary (Student Reader page numbers listed below)

**settle, v.** to move to a new place and make it home **(10)**

*Example:* Many people came from Europe and Asia to settle in Canada.

*Variation(s):* settles, settled, settlers (noun)

**Arctic, n.** the region of the Arctic Ocean, including the land in and around it **(10)**

*Example:* The Arctic is one of the coldest places on the planet.

*Variation:* Arctic (adjective)

**Inuit, n.** a group of indigenous people from northern Canada, formerly known as Eskimo **(10)**

*Example:* The Inuit have lived in Canada for many thousands of years.

**resource, n.** something that people can use **(10)**

*Example:* Rivers are an important resource that provide water, fish, and transportation routes.

*Variation:* resources

**igloo, n.** a dome-shaped, temporary shelter made from snow blocks (12)

*Example:* The igloo protected the Inuit family against the harsh winter weather.

*Variation(s):* igloos

**totem pole, n.** a tall, wooden pole with carvings of people and animals used by the people of western Canada for religious purposes (12)

*Example:* The totem pole was carved from a cedar log and painted.

*Variation(s):* totem poles

**tepee, n.** a cone-shaped tent used by people who lived on the plains of central Canada (13)

*Example:* When he reached the buffaloes' new territory, the hunter set up his tepee.

*Variation(s):* tepees, tipi, teepee

**longhouse, n.** a large rectangular dwelling with doors located at each end and places for fires inside (13)

*Example:* The longhouse was big enough for two families to live in.

*Variation(s):* longhouses

## THE CORE LESSON 25 MIN

### Introduce "The Story of Canada"

5 MIN

Ask students to briefly recall what they learned from Sam's visit to Canada in Chapter 1.

- » Students should remember that the United States and Canada share many similarities but are also very different. They also learned that the English and the French colonized Canada but that indigenous peoples already lived there. Both the United States and Canada are multicultural nations with similar types of government.

Call attention to the Big Question. Explain that in Chapter 1, students compared Canada and the United States as they are today. As they read this chapter, they should look for details about the *histories* of the two countries.

### Guided Reading Supports for "The Story of Canada"

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “Two Languages” and “First Peoples,” Pages 10–13

Scaffold understanding as follows:

Read aloud the first paragraph of the section “Two Languages” on page 10.

**CORE VOCABULARY**—Point out the Core Vocabulary term *settle* when it is encountered in the text and explain its meaning.

**CORE VOCABULARY**—Read aloud the last two paragraphs in the section on page 10. Draw students’ attention to the Core Vocabulary words *Arctic*, *Inuit*, and *resource*, and explain the meaning of each word. Have students pronounce the word *Inuit* as a class (/in\*yo\*it/). Remind students that they learned about Canada’s First Nations in Chapter 1. Explain that the Inuit are one of these First Nations or First Peoples.

**Note:** Core Knowledge students may recall the Inuit from *The Earliest Americans*.

**SUPPORT**—Review the meaning of *resource*. Explain that a resource can be something from nature, such as water or a tree, but it can also be something made by people, such as money or a car. Time can also be a resource. For example, to do homework, a student needs resources such as the assignment, a pen or pencil to write with, a place to work, and the time to complete the work.

**CORE VOCABULARY**—Read aloud the section “First Peoples” on pages 12–13. Call attention to the Core Vocabulary terms *igloo*, *totem pole*, *tepee*, and *longhouse* when they are encountered in the text, and explain the meanings of the words.

**Note:** Students may recall the terms *igloo* and *longhouse* from their study of the Inuit and the Eastern Woodlands people in *The Earliest Americans*.

**SUPPORT**—Use the illustration on page 12 to support students’ understanding of the term *totem pole*.

**SUPPORT**—To help students visualize the differences among an igloo, a tepee, and a longhouse, draw simple images of each on the board or chart paper. Explain how each type of dwelling was suited to the lifestyle or culture of the people who used it.

After you read the section, ask the following questions:

**LITERAL**—Describe how the different indigenous groups in Canada lived before the arrival of Europeans.

- » The Inuit in the north hunted sea animals, traveled on sleds, and built igloos for shelter. The people of western Canada built wood houses and carved totem poles as part of their religion. The people of central Canada were hunters who followed herds of buffalo and used tepees for shelter. In the east, indigenous people were hunters and farmers who lived in one place and built longhouses for shelter.

**Chapter 1**  
**Visiting Canada**

**A Letter from Sam** Dear Mom and Dad, I'm having a great time here in Toronto, Ontario. Aunt Susie and Uncle Rick are taking good care of me. Cousin Joe is fun to play with, and Cousin Margaret is really smart and tells me lots of neat stuff.

**The Big Question**  
What are some similarities and differences between Canada and the United States today?

I have to admit I was a little nervous when I came here last week. You said I'd have a great time visiting our Canadian relatives. You showed me on a map that Canada is the country just north of the United States. It was then that I saw that Toronto is very far away from our house in Liberal, Kansas. When the plane I was traveling on arrived at the airport in Toronto, I thought to myself, "I really am a long way from Kansas!"

I was afraid that when I got here, people would be wearing different clothes and speaking a language I don't understand. And what about the food? I worried that Canadians might eat

**Vocabulary**  
*province*, a political area or region in Canada similar to a state

**Page 10**



**Page 11**

**First Peoples**

For hundreds of years, the Inuit hunted whales, walrus, seals, and polar bears. When the sea was frozen, they fished in it by cutting holes in the ice.

The Inuit traveled across the snow on sleds pulled by dogs. When they were far from home, they made shelters out of blocks of snow. These snow houses were called igloos. Today, life for the Inuit people has changed a lot.

The western coast of the country isn't as cold and snowy. Unlike the north, it is covered with trees. The people who lived there made their houses out of wood. They also used wood to make many other items. One important item was a totem pole.

A totem pole is a tall post with carved designs of animals and people. Totem poles are part of the

**Vocabulary**  
*igloo*, a dome-shaped temporary shelter made from snow blocks  
*totem pole*, a tall wooden pole with carvings of people and animals used by the people of western Canada for religious purposes



**Page 12**

**CHALLENGE**—Which groups that you studied during *The Earliest Americans* unit are similar to the indigenous peoples of Canada?

- » The Inuit are the same in both units. The hunters of the Canadian plains are similar to the Plains Indians of America. The people of the eastern coast are similar to the people of the Eastern Woodlands in the United States, called the Haudenosaunee.

**“Europeans Come to Canada,” Pages 13–14**

**Scaffold understanding as follows:**

**Read aloud the first paragraph of “Europeans Come to Canada” on page 13.**

**Activity Page**



AP 1.1

In the center of Canada are wide open plains. The people in this area survived by hunting buffalo. The people of the plains were always moving, following the buffalo herds. So they invented a kind of house that they could pick up and take with them. This was a cone-shaped tent called a **tepee**.

The eastern coast of Canada was home to people who lived by hunting and farming. Unlike the people of the plains, the people of the eastern coast of Canada settled in one place. They lived in big homes called **longhouses**. These were the people the European explorers and settlers met when they sailed across the Atlantic in the late 1400s and early 1500s.

**Europeans Come to Canada**

Before the 1400s, the Vikings reached the coastal areas of northeastern Canada, and in particular northern Newfoundland. Then in the late 1400s, explorers trying to get to Asia bumped into the huge continents of North and South America. These European explorers hoped to find a way to Asia by sailing across the Atlantic Ocean. Asia had valuable things that Europeans wanted—gold, jewels, and spices. Instead of Asia, they found North and South America—and therefore Canada. First English and then French explorers came to Canada.

**Vocabulary**

**tepee**, n. A cone-shaped tent used by people who lived on the plains of central Canada.

**longhouses**, n. A large rectangular dwelling with others located at each end and places for fires inside.

**Page 13**

At first the English and the French were disappointed not to find gold and jewels. But soon they found that Canada had other things to offer, such as fish and beaver fur. Fish and beaver fur don't sound as exciting as gold and jewels. Still, they were valuable. The Atlantic Ocean off the coast of Canada was full of fish that could be dried and sent back to Europe for people to eat. Rich Europeans were willing to pay a lot of money for hats made from beaver fur.

The English and the French settled in different places. The English settled mainly on the Atlantic Coast. The French settled the area along the St. Lawrence River. On the banks of the St. Lawrence, they built two cities, Montreal and Quebec (/kwuh\*bek/). They called their part of this land **New France**.



**Page 14**

 **SUPPORT**—Display the World Map (AP 1.1). Use it to review the meaning of the term *continent* and to have students identify the seven continents on Earth.

**Have students read the last two paragraphs of “Europeans Come to Canada” on page 14 with a partner or to themselves.**

 **SUPPORT**—Have students turn to the map on page 4. Explain that the French and English settled in different geographic locations in Canada. The English settled along the Atlantic Ocean and the French along the St. Lawrence River. Have students locate these two bodies of water on the map. Tell students that the French built two cities along the St. Lawrence River: Quebec City and Montreal. Have students find these two cities on the map and identify the province in which they are located (*Quebec*). Have the class pronounce the word *Quebec* (/kwuh\*bek/).

**After students read the text, ask the following questions:**

**LITERAL**—Who were the first Europeans to reach Canada?

- » the Vikings

**EVALUATIVE**—Why might it be said that Europeans found Canada by accident in the 1400s?

- » Europeans were looking for a way to get to Asia by crossing the Atlantic. They found North and South America instead.

**LITERAL**—What resources did the French and English find in Canada?

- » They found fish and beaver fur.

**LITERAL**—Where did the French and English first settle in Canada?

- » The French settled along the St. Lawrence River. The English settled along the Atlantic Coast.

## “War in Canada” and “Rebellion,” Page 15

### War in Canada

Then, in the 1700s, war broke out between the British and the French. At first they fought only in Europe. Eventually, British and French armies were fighting in Canada, too. In 1759, the British attacked Quebec, the main city of New France—the name given to the French settled area at this time. The French soldiers had a strong position, on top of a tall cliff. But the British had a plan! They sailed up the river at night and climbed the cliffs. The fighting left many soldiers dead. In fact, both the British general and the French general were killed. The British won the battle and took control of all of New France.

Now all of Canada was ruled by the British, even though many French people still lived there. The British promised that the French people could keep their culture, including their language. And that is what they did!

### Rebellion

As you know, people in the British colonies to the south of Canada rebelled in 1776. They declared that they were then a new country called the United States of America.

However, not all of the American colonists wanted to break away from Britain. Thousands of these colonists moved north to Canada. There, they could stay under British rule. These people became known as Tories or Loyalists. The Americans thought these people were traitors. The Canadians thought they were being true to their king.

Page 15

15

### Scaffold understanding as follows:

### Invite volunteers to read aloud the sections “War in Canada” and “Rebellion.”

**SUPPORT**—Note that the Student Reader uses the terms *English* and *British*, but not interchangeably. *British* refers to the country of Great Britain, of which England is one part. At the time of European exploration and colonization of Canada, *English* is the correct term. However, from 1707 onward, when England, Wales, and Scotland united to form Great Britain, *British* is the correct term.

### After volunteers read the text, ask the following questions:

**LITERAL**—Who fought in the war that started in Europe and spread to Canada?

» the British and the French

**LITERAL**—Who won the war?

» the British

**LITERAL**—What promise did the British make after they won the war?

» They promised that the French people could keep their culture.

**EVALUATIVE**—Why did some American colonists come to Canada after 1776?

» They did not want to break away from Britain. They wanted to stay under British rule.

## “Canada Expands West” and “Independence for Canada,” Pages 16–17

### Canada Expands West

In the 1800s, Canada spread westward, all the way to the Pacific Ocean. (The United States was spreading westward at the same time.) European Canadians settled areas where only indigenous peoples had lived before. They often treated these people badly, pushing them off their land. But one group of Canadians became known for treating the indigenous peoples with respect. This group was the Royal Canadian Mounted Police, or Mounties.



The Royal Canadian Mounted Police, or Mounties, were organized in the late 1800s.

In the late 1800s, western Canada was like the Wild West in the United States. It was a violent place, where people often broke the law because there was no one to stop them. The Mounties were set up to bring law and order to the area and to help protect the people. Wearing bright red uniforms, the Mounties were easy to spot. They were so brave and so

Page 16

### Scaffold understanding as follows:

### Read aloud the section “Canada Expands West” on pages 16–17.

**SUPPORT**—Draw students’ attention to the image of the Royal Canadian Mounted Police on page 16. Read aloud the caption. Explain that the word *mounted* means to get on top of something, in this case a horse. Tell students that Mounties can be identified by their red uniforms and tan-colored hats.

good at catching criminals that they became heroes to people all over the country.

#### Independence for Canada

Over time, Canada, like the United States, broke away from Britain. But it did so without a revolution. In the late 1800s and early 1900s, the British government gave Canadians more say in running their country. Today Canada is an independent country like the United States.

Page 17

## Invite a volunteer to read aloud the section “Independence for Canada” on page 17.

**SUPPORT**—Tell students that Canada and the United States both broke away from Great Britain but did so on different terms. Canada broke away peacefully, but the United States fought a war with Great Britain for its independence. Today, both countries are independent, meaning they are no longer under British rule. Canada, however, still acknowledges the British monarch as a figurehead.

### After the volunteer reads the text, ask the following questions:

**EVALUATIVE**—What caused the lawlessness in western Canada in the 1800s? What was the response to it?

- » The lawlessness came from European Canadians treating the indigenous people poorly. There was no one to stop them and make them behave properly. The Royal Canadian Mounted Police, or Mounties, were set up to establish law and order and protect indigenous people.



## CHECK FOR UNDERSTANDING 5 MIN

### Ask students to do one of the following:

- Turn and Talk—Have students tell a partner the answer to the Big Question, “What kinds of things do Canada and the United States share in their histories?”
  - » Key points students should cite, based on the text in this chapter, include: English is spoken in both countries; indigenous peoples lived there before the arrival of foreign settlers. Students in Core Knowledge schools may also add the following information from their studies of earlier units: both countries were colonized in part by the English; both countries gained their independence from Great Britain; both countries experienced war: both were in the French and Indian War, and the United States gained its independence by fighting the Revolutionary War.
- Choose one of the Core Vocabulary words (*settle, Arctic, Inuit, resource, igloo, totem pole, tepee, or longhouse*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### Compare and Contrast (RI.3.1, RI.3.8)

15 MIN

**Materials Needed:** Venn diagram started in Chapter 1

Return to the Venn diagram you created in Chapter 1, and review the similarities and differences that were recorded previously. Elicit ideas from this chapter to add to the chart. Allow students to refer to “The Story of Canada” as needed.

### The Story of Canada (RI.3.1, RI.3.7, RI.3.8)

30 MIN

Activity Page



AP 2.1

**Materials Needed:** Sufficient copies of The Story of Canada (AP 2.1)

Distribute copies of The Story of Canada (AP 2.1) to students. Review the directions. Instruct students to work independently or with partners to complete the activity.



### Totem Poles (RI.3.7)

30 MIN

**Material Needed:** drawing paper and crayons, colored markers, or colored pencils



**Background for Teachers:** This activity is based on the creation and use of totem poles, so it would be helpful to gain an understanding of totem poles before beginning the activity. Use this link to download the CKHG Online Resources for this unit, where the specific links to websites about totem poles may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Begin by explaining that totem poles were sometimes used in religious ceremonies. However, totem poles also depicted legends, stories, and important events in a tribe’s history. The stories told by the totem poles were often passed down from generation to generation.

Tell students that totem poles were carved by tribes living in the western parts of Canada and the United States where wood was abundant. Totem poles were carefully carved out of cedar wood, as cedar trees were abundant in the northwest.

Totem poles can include representations not only of animals, but of people as well. Many non-indigenous people once believed that the most important

figure of a totem pole was found at the top, but this is not the case. There is no order of importance. In fact, since people viewing a totem pole are usually standing on the ground, the most beautiful and intricate carvings are often those on the bottom of the pole rather than on the top.

Next, discuss the symbolism of the different figures often carved into totem poles. Dozens of animals held meaning to indigenous peoples and could be carved into a totem pole. The following are some of the most popular:

- Bear: symbolized strength, protection, and leadership.
- Wolf: symbolized the teaching of wisdom, new ideas, and cooperation; loyal.
- Eagle: symbolized courage, freedom, and wisdom.
- Coyote: symbolized the possibility of unpleasant things to come; trickster.
- Elk: symbolized power, freedom, and strength.
- Crane: symbolized independence, and solitude.
- Deer: symbolized speed, patience, and family protection.

Have students design and color their own totem poles made up of four or five different animals. The figures they choose should be reflections of their personalities. Ask students to take a moment to think about who they are and what animals would best represent them. Ask students to share their totem pole drawings, explaining which animals they chose and what each animal symbolizes.

### Uncharted Territory (RI.3.7)

ACTIVITY LENGTH FLEXIBLE

**Materials Needed:** Internet access; questions, enumerated below, written on the board or chart paper

**Note to Teachers:** Time allotted for this activity should cover two class periods as the video lasts for one hour. Divide the video into two segments (one for each class period): Segment 1—from the beginning to 28:35; Segment 2—from 28:36 to the end.

 **Background for Teachers:** Before sharing the video with students, preview the clip and note where each segment begins and ends. Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Introduce the video by explaining that David Thompson was a British explorer who mapped out much of western Canada. This video describes Thompson's life.

Before showing each segment, list the questions below on the board or chart paper. Have students listen for the answers to these questions as they watch the video. Students could answer the questions in writing or as part of a class discussion.

### Segment 1

1. What tool did David Thompson use most on his journeys? (*a sextant*)
2. How many total miles did Thompson travel during his expeditions? (*fifty-five thousand*)
3. In what year was Thompson born? (*1770*)
4. What was the name of the first company that hired Thompson as a surveyor? (*Hudson's Bay Company*)
5. How old was Thompson when he first learned astronomy? (*nineteen*)
6. What was the name of the river Thompson searched for in 1807? (*Columbia River*)
7. What was the name of the second company Thompson worked for in Canada? (*Northwest Company*)
8. What tribe in the Rocky Mountains did Thompson work with? (*Kootenai*)
9. What was the name of the canoe the Kootenai built? (*sturgeon-nose canoe*)

### Segment 2

1. What kind of boat did David Thompson use to navigate rivers and lakes in Canada? (*a canoe*)
2. What was the name of the trade post David Thompson built in 1809? (*Kullyspel*)
3. What two items did Thompson use to cross the Athabasca Pass in 1811? (*snowshoes and a toboggan*)
4. What was the name of the fort built at the mouth of the Columbia River? (*Fort Astoria*)
5. How many miles of the Columbia River did Thompson survey? (*nine hundred*)
6. How many days did it take Thompson to travel down the Columbia River? (*ten*)
7. What did Thompson create at the end of his expeditions? (*a giant map*)
8. In what year did Thompson die? (*1857*)

# Places in Canada

**The Big Question:** How might people take advantage of the resources found in the places where they live?

## Primary Focus Objectives

---

- ✓ Describe the different regions in Canada. **(RI.3.2)**
- ✓ Explain the significance of the Rocky Mountains, Hudson Bay, the St. Lawrence River, and the Yukon River. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *climate*, *capital*, *industry*, *lumber*, and *caribou*. **(RI.3.4)**

## Materials Needed

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- Venn diagram from Compare and Contrast activity in Chapters 1 and 2
- Internet access for Visiting Canada Virtual Field Trip

## Core Vocabulary (Student Reader page numbers listed below)

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**climate, n.** the usual weather of a place, including its temperature and precipitation **(18)**

*Example:* The climate of northwestern Canada includes a lot of rain and snow during the winter.

*Variation(s):* climates

**capital, n.** the home of a country's government and a main city in a country **(18)**

*Example:* Many people move to the capital when they want to work for the government.

*Variation(s):* capitals

**industry, n.** a business that manufactures a product or provides a service **(22)**

*Example:* Canada has a strong oil industry because of the large oil deposits found beneath its soil.

*Variation(s):* industries

**lumber, n.** wood that has been cut and is used for building (22)

*Example:* Large quantities of lumber are used for framing houses in western Canada.

**caribou, n.** a species of deer native to North America (23)

*Example:* Caribou have been a source of food for the Inuit for centuries.

## THE CORE LESSON 25 MIN

### Introduce “Places in Canada”

5 MIN

Review what students learned in Chapter 2 about Canada’s indigenous peoples. How did they adapt to the environments in which they lived? (*They built different types of shelters and developed different lifestyles based on the areas in which they lived.*)

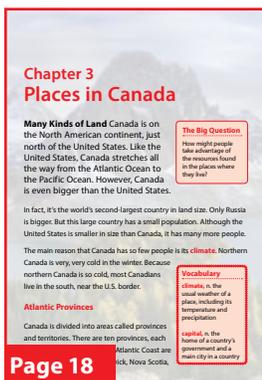
Tell students that in this chapter they are going to learn more about how Canada’s climate and geography influence the ways people live. Call attention to the Big Question, and encourage students to look for ways in which the environment may influence where and how people live in Canada.

### Guided Reading Supports for “Places in Canada”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Many Kinds of Land” and “Atlantic Provinces,” Pages 18–20



Scaffold understanding as follows:

Invite a volunteer to read aloud the section “Many Kinds of Land” on page 18.

**CORE VOCABULARY**—Draw students’ attention to the Core Vocabulary term *climate* and explain its meaning. Ask students to briefly describe the climate where they live.

Read aloud the section “Atlantic Provinces” on pages 18–20.

**CORE VOCABULARY**—Reread the second sentence of the section: “There are ten provinces, each with its own **capital**.” Point out the Core Vocabulary term *capital* and explain its meaning. Use the capital of your state as an example to help students understand the concept.



**SUPPORT**—Draw students’ attention to the map on page 20. As you name each Atlantic province (New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador), have students locate it on the map. Note that Newfoundland and Labrador are part of the same province, even though they are two separate geographic locations. Help students notice that the Atlantic Provinces are generally smaller in size than the other provinces and territories.

**After you read the text, ask the following questions:**

**EVALUATIVE**—How does climate influence where people live in Canada?

- » Because northern Canada has such a cold climate, most Canadians live in the southern part of the country.

**LITERAL**—Which provinces are the Atlantic Provinces?

- » The Atlantic Provinces are New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador.

**EVALUATIVE**—How do people of the Atlantic Provinces use the resources of the Atlantic Ocean?

- » The Atlantic Ocean provides fish that people can sell as food to make a living. The region has a lot of fishing villages and boats. These boats are also used to look for whales and other sea mammals in the ocean.

Prince Edward Island, and Newfoundland and Labrador. These provinces were settled in the 1500s by the English and French. These settlers caught fish to send back to Europe. Today, many people there still make a living fishing.

A visitor to this area would see lots of fishing villages and small harbors full of boats. You also might see something very exciting—a whale. This area of the Atlantic Ocean is home to these huge mammals. Many people take boats out to sea, hoping to get a close-up look at a whale.

**Quebec and Ontario**

West of the Atlantic Provinces is a large province called Quebec. It speaks French. Many street signs in Quebec are very proud of their

**Page 20**

**“Quebec and Ontario,” Pages 20–21**

language and traditions. So if you meet someone in Quebec, say “bonjour” (l’bon’zhooor) instead of “hello!”

Quebec is home to two important cities, Montreal and Quebec City. Both are located on the St. Lawrence River. Quebec City is the capital of Quebec. It’s a very beautiful place, full of old buildings from the 1700s and 1800s. Some of the buildings look like the ones you would see in European cities.

To the west of Quebec is the province of Ontario. More people live here than in any other province. Canada’s capital city, Ottawa, is in Ontario. So is its largest city, Toronto. Toronto is full of tall, modern buildings.

**Middle and Western Provinces**

In the middle of Canada is the province of Manitoba. Manitoba has huge lakes and beautiful forests. Its capital city is Winnipeg. Manitoba was once a center for beaver trapping. But the most famous animal from Manitoba wasn’t a beaver; it was a little black bear who became the pet of a Canadian soldier. The soldier took the bear to London, England, and gave it to the London Zoo.

One day, an English writer saw the bear in the zoo. He noticed that the bear’s name was Winnie. (The Canadian soldier had named her

**Page 21**

**Scaffold understanding as follows:**

**Have students read the section “Quebec and Ontario” on pages 20–21 to themselves or with a partner.**

**SUPPORT**—Ask students to refer to the map on page 20. Have them locate the places mentioned in this section: the provinces of Quebec and Ontario and the St. Lawrence River. Then, ask students to return to the map on page 4 of their Student Readers and find the cities of Montreal, Quebec City, Ottawa, and Toronto. According to the map key, which of those cities are capitals? (*Ottawa and Quebec City*)

**After students read the text, ask the following questions:**

**LITERAL**—What is special or unique about the culture of Quebec?

- » Most people speak French. Street signs are also often in French.

**LITERAL**—What is Canada’s capital city? In what province is it located?

- » Canada’s capital is Ottawa, located in the province of Ontario.

## “Middle and Western Provinces,” Pages 21–22

after his hometown, Winnipeg). When the writer A.A. Milne wrote a story about an imaginary bear, he called his bear Winnie-the-Pooh.

West of Manitoba are the provinces of Saskatchewan (sah-sack-huh-ween) and Alberta. Saskatchewan has wide, flat plains on which farmers grow wheat. In Alberta they grow wheat too, and they also raise cattle. As in the United States, people who help raise cattle are called cowboys. Now, the oil **industry** has become very important in this area.

On the western coast of Canada is the province of British Columbia. The Rocky Mountains run through the eastern part of the province. These are the same Rockies that run through the western United States. Much of the land is forest. Many people there cut down trees for **lumber**.

**Northern Territories**

The northwestern part of Canada is divided into three territories. These are the Yukon Territory, the Northwest Territories, and Nunavut (nu-nuh-wut/). The Yukon Territory is named for the Yukon River, which flows through Canada and Alaska. In the late 1800s, gold was discovered there. People from all over the world hoped to get rich by finding gold. But most of them went home disappointed. Today the Yukon has a small population. Even fewer people live in the Northwest Territories and Nunavut.

Ice and snow for eight months of the year cover the large body of water south of Nunavut.

**Page 22**

**Vocabulary**  
**industry** is a business that manufactures a product or provides a service.  
**lumber** is wood that has been cut and is used for building.

Scaffold understanding as follows:

Invite volunteers to read aloud the section “Middle and Western Provinces” on pages 21–22.

**CORE VOCABULARY**—Explain the meanings of the Core Vocabulary words *industry* and *lumber*.

 **SUPPORT**—Have students return to the map on page 20 and locate the provinces discussed in this section: Manitoba, Saskatchewan, Alberta, and British Columbia.

After volunteers read the text, ask the following questions:

**LITERAL**—What industries and activities are important in Saskatchewan and Alberta?

» Farming is important in both provinces. In Alberta, the oil industry and raising cattle are also important.

**LITERAL**—What is the name of the mountain range in western Canada?

» This range is called the Rocky Mountains, also known as the Rockies

**LITERAL**—How do people in British Columbia use the forests in their province?

» They cut down some of the trees for lumber.

## “Northern Territories” and “A Close Neighbor,” Pages 22–23

and named after English explorer Henry Hudson, is frozen part of the year. Many of the people who live in these territories are Inuit. In fact, Nunavut has been set aside as a special Inuit homeland. (Nunavut means “Our Land” in the Inuit language.) In many ways, the lives of the Inuit have changed. Today most Inuit houses are made of wood, not snow. And the Inuit now are more likely to ride around on snowmobiles than dogsleds. But the Inuit still hunt the same animals their ancestors hunted. If you were invited to an Inuit dinner, you might be served walrus, seal, or **caribou**.

**A Close Neighbor**

It's important for Americans to know about Canada because this country is our next-door neighbor. It's always good to know your neighbors. But Canada and the United States aren't just neighbors—they're also close friends. If you visit Canada, you will get a warm welcome. Canadians will be eager to show you around and tell you more about their country. If you go in the winter, remember to dress very warmly. Bring your coat and gloves. And your head warm—but it doesn't have to

**Page 23**

**Vocabulary**  
**caribou** is a species of deer native to North America.



Scaffold understanding as follows:

Read aloud the section “Northern Territories” on pages 22–23.

**CORE VOCABULARY**—Call attention to the Core Vocabulary term *caribou* at the end of the section. Use the photograph and definition on page 23 to explain what a caribou is.

**Note:** Core Knowledge students may recall the word *caribou* from *The Earliest Americans*.

**SUPPORT**—Have students turn to the map on page 20 and ask them to point to Canada's three northern territories: the Yukon Territory, the Northwest Territories, and Nunavut. Then, have them locate Hudson Bay. What provinces and territories border Hudson Bay? (*Nunavut, Manitoba, Ontario, and Quebec*)

**Invite a volunteer to read aloud the section “A Close Neighbor” on page 23.**

**After the volunteer reads the text, ask the following questions:**

**EVALUATIVE**—Why do you think the population is lower in Canada’s territories than it is in the provinces?

- » The population is probably lower in the territories because of the colder climate.

**EVALUATIVE**—How have the lives of the Inuit changed over time? How have their lives stayed the same?

- » The Inuit now live in wood houses instead of igloos. They travel on snowmobiles instead of dogsleds. However, they still hunt the same animals as their ancestors did.



### CHECK FOR UNDERSTANDING 5 MIN

**Ask students to do one of the following:**

- Turn and Talk—Tell a partner the answer to the Big Question, “How might people take advantage of the resources found in the places where they live?”
  - » Key points students should cite include: residents of the Atlantic Provinces work in the fishing industry; farmers in the Middle and Western Provinces grow crops and raise cattle; people living in British Columbia work in the lumber industry; and the Inuit living in Nunavut continue to hunt and fish to sustain their way of life.
- Choose one of the Core Vocabulary words (*climate*, *capital*, *industry*, *lumber*, or *caribou*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### Compare and Contrast (RI.3.1, RI.3.8)

10 MIN

**Materials Needed:** Venn diagram from Chapters 1 and 2

Return to the Venn diagram you created earlier, and review the similarities and differences that were recorded previously. Elicit ideas from this chapter to add to the chart. Allow students to refer to “Places in Canada” as needed.

## Map of Canada (RI.3.7)

30 MIN

Activity Page



AP 3.1

**Materials Needed:** Sufficient copies of Map of Canada (AP 3.1)

Distribute copies of Map of Canada (AP 3.1) to students and review the directions. Instruct students to work independently or with a partner to complete the activity, or students may complete the activity as homework.

## Domain Vocabulary: Chapters 1–3 (RI.3.4, L.3.6)

30 MIN

Activity Page



AP 3.2

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.2)

Distribute copies of Domain Vocabulary: Chapters 1–3 (AP 3.2) to students. Tell students to use the words in the Word Bank to complete each sentence.

You may choose to have students complete the activity in class or as homework.



## Visiting Canada (RI.3.7)

30 MIN

**Materials Needed:** Internet access



**Background for Teachers:** Before beginning the Visiting Canada virtual field trip, preview the video to familiarize yourself with its contents.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

As you preview the video, note the markers for each segment:

Segment 1: The Geography of Canada (0:10)

Segment 2: The Prairie Provinces (5:52)

Segment 3: British Columbia: Pacific Gateway (10:47)

Segment 4: Cultures of the Atlantic Provinces (15:03)

Segment 5: Life in the Northern Territories (18:30)

Introduce the virtual field trip to students by explaining that they are going to “visit” Canada. Their trip will be in the form of a video, through which they will explore many of Canada’s different regions.

Show each segment in sequence, and use the questions below to guide discussion.

## **Segment 1: The Geography of Canada (0:10)**

What is Canada's geography like?

- » Canada has interior plains that are covered with grasslands. The Great Lakes provide passage from Lake Superior to the Atlantic Ocean. One-third of Canada is barren, Arctic land.

Where do most Canadians live?

- » Most Canadians live in southern Canada, within two hundred miles of the U.S. border. Included among the largest cities are Quebec City, Montreal, Ottawa, Toronto, and Vancouver, which are located in southern Canada in areas with temperate climates.

How do we know Canada is a multicultural nation?

- » Canada's population is 44 percent British, 25 percent French, and includes Asian and Native American cultures also. Canada is a bilingual country: English and French.

## **Segment 2: The Prairie Provinces (5:52)**

How do the plains of Canada support the people and the economy?

- » The farms in these provinces grow wheat, sunflower seeds, oats, corn, and barley that feed the majority of Canadians, even if only 8 percent of land in Canada is fertile enough for growing crops. In fact, more than 90 percent of wheat grown in Canada comes from the Prairie Provinces, earning them the name "Canada's Bread Basket."

What challenges affect the Prairie Provinces' ability to produce food?

- » Farmers must deal with pests such as grasshoppers and beetles that eat the crops and multiply when the winter isn't cold enough. Drought (lack of water) is a problem too.

## **Segment 3: British Columbia: Pacific Gateway (10:47)**

Why is British Columbia called the "gateway to the Pacific"?

- » Its location next to the Pacific Ocean allowed it to develop as a center for trade, especially trade with Asia. Water in Vancouver's harbor never freezes, so trade across the Pacific Ocean can occur year-round.

How did Vancouver become an important trading city?

- » The building of the Canadian Pacific Railway in 1885 transformed shipping in Canada. The city of Vancouver became a leading center of finance and industry. Goods were shipped from Vancouver to the rest of the country.

#### **Segment 4: Cultures of the Atlantic Provinces (15:03)**

How has the location of the Atlantic Provinces influenced its culture?

- » Fishing and shipping are major industries in these provinces. 75 percent of all fish caught in Canada comes from the Atlantic Provinces.

Which European groups have most influenced the culture of the Atlantic Provinces, and how are their influences evident?

- » Vikings landed on Newfoundland in 1000 CE. In the 1600s, the French were interested in beaver fur and called this region Acadia.
- » Later, the Scots, Irish, and English settled in these provinces. Today, there remains a strong Scottish/Irish/British culture. The food, sports, and recreation, and even weather in the Atlantic Provinces, are similar to those of the British Isles. In Newfoundland, 95 percent of the population is of British origin.

#### **Segment 5: Life in the Northern Territories (18:30)**

What are the challenges of living in the harsh climate of the Northern Territories?

- » Much of the land is tundra, with little vegetation, and is covered in snow most of the year. The climate is cold and dry. Lakes and rivers freeze, making roadways for cars and trucks. People drill through ice to fish.
- » In Yellowknife, the capital of the Northwest Territories, the average summer temperature is 50 degrees Fahrenheit, compared to -16 degrees in winter.

# Teacher Resources

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Name \_\_\_\_\_

Date \_\_\_\_\_

## **Unit Assessment: *Canada***

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### **A. Circle the letter of the best answer.**

1. Canadian money is counted in
  - a) pounds and pence.
  - b) shillings and crowns.
  - c) dollars and cents.
  - d) loons and bucks.
  
2. Canada, like the United States, was once ruled by
  - a) Washington.
  - b) England.
  - c) Spain.
  - d) North America.
  
3. Canada's top official is the
  - a) president.
  - b) prime minister.
  - c) king of Canada.
  - d) governor.
  
4. The two main languages of Canada are
  - a) French and English.
  - b) French and Inuit.
  - c) English and Inuit.
  - d) English and American.
  
5. The Canadian flag shows
  - a) the queen of England.
  - b) a maple leaf.
  - c) a loon.
  - d) a star for each province.
  
6. A group's way of living and doing things is called its
  - a) language.
  - b) culture.
  - c) personality.
  - d) religion.

- 7.** Who are the Inuit?
- a)** the indigenous people of northern Canada
  - b)** Canada's most popular hockey team
  - c)** the indigenous people of western Canada
  - d)** the people elected to run the Canadian government
- 8.** The first Europeans to settle in Canada came from
- a)** Spain.
  - b)** the United States.
  - c)** England and France.
  - d)** Holland and Sweden.
- 9.** The first European settlers wanted to make money from Canada's
- a)** maple syrup and tobacco.
  - b)** lumber and buffalo hide.
  - c)** bacon and loon feathers.
  - d)** fish and beaver fur.
- 10.** Why did the Tories, or Loyalists, move to Canada?
- a)** They were loyal to the United States.
  - b)** They were loyal to France.
  - c)** They wanted to live under English rule in Canada.
  - d)** They wanted Canada to be independent.
- 11.** The Royal Canadian Mounted Police became known for
- a)** maintaining law and order.
  - b)** fighting the Americans.
  - c)** fighting for independence.
  - d)** violent and lawless behavior.
- 12.** Today, Canada is
- a)** a colony of Great Britain.
  - b)** a colony of France.
  - c)** a part of the United States.
  - d)** an independent country.
- 13.** In area, Canada is
- a)** the biggest country on Earth.
  - b)** the second-biggest country on Earth.
  - c)** smaller than the United States.
  - d)** the same size as the United States.

- 14.** Where do most Canadians live?
- a)** in northern Canada
  - b)** in southern Canada
  - c)** in central Canada
  - d)** in western Canada
- 15.** Canada is divided into
- a)** provinces and territories.
  - b)** states and colonies.
  - c)** kingdoms.
  - d)** capitals.
- 16.** Many people in the Atlantic Provinces make their living by
- a)** mining.
  - b)** growing wheat and raising cattle.
  - c)** hunting whales and seals.
  - d)** fishing.
- 17.** The capital of Canada is
- a)** Montreal.
  - b)** Toronto.
  - c)** Ottawa.
  - d)** Vancouver.
- 18.** The first language of most people in Quebec is
- a)** Canadian.
  - b)** English.
  - c)** Inuit.
  - d)** French.

**B. Match each word or phrase on the left with its definition on the right.**

**Terms**

**Definitions**

\_\_\_\_\_ 19. capital

a) native to a particular area or environment

\_\_\_\_\_ 20. indigenous

b) a country's leader

\_\_\_\_\_ 21. Inuit

c) a species of deer native to North America

\_\_\_\_\_ 22. caribou

d) a business that manufactures a product or provides a service

\_\_\_\_\_ 23. symbol

e) a political area or region in Canada, similar to a state

\_\_\_\_\_ 24. head of state

f) the home of a country's government and a main city in a country

\_\_\_\_\_ 25. industry

g) a picture or object that is a sign for something

\_\_\_\_\_ 26. province

h) a kind of government where people elect representatives to rule for them

\_\_\_\_\_ 27. republic

i) a group of indigenous people from northern Canada

## Performance Assessment: *Canada*

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**Teacher Directions:** Remind students that Canada has a rich and diverse history. Canada was inhabited by indigenous peoples for centuries prior to the arrival of European settlers. In this performance assessment, students will write a story through the eyes of a person living in Canada in the 1700s or 1800s. Students should tell their stories from the perspective of:

- a European settler (either English or French),
- an indigenous person, or
- a Canadian Mountie

Writing should accurately reflect what the student has learned about the history of Canada. The story should be written from a first-person perspective and should detail the choices a person living in that era would make. Where would he or she choose to live? What kind of home would he or she build? What kind of food would he or she eat?

Encourage students to use their Student Reader to take notes and organize their thoughts in the Notes Table provided.

## Performance Assessment: *Canada (Continued)*

A sample table, complete with possible notes, is provided below to serve as a reference for you, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five ideas that relate to their character’s way of life and enough detail to create a complete story.

<b>Canada Story Notes Table</b>	
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Canada in the <u>1800s</u></li> </ul>
<b>Possible Characters</b>	Choose one and circle: <ul style="list-style-type: none"> <li>• European settler (English or French)</li> <li>• Indigenous person</li> <li>• <u>Mountie</u></li> </ul>
<b>Questions to Answer</b>	<ul style="list-style-type: none"> <li>• What language would I speak? English</li> <li>• Where would I live? western Canada</li> <li>• What would the environment look like? mountains, lots of trees</li> <li>• What food would I eat? whatever I got hunting or fishing</li> <li>• What kind of house would I live in? log cabin</li> <li>• What animals would I encounter in the wild? bears</li> <li>• What clothes would I wear? my uniform: blue pants, red jacket, hat</li> <li>• How would I deal with groups of people who are not like me? I would protect them.</li> <li>• What traditions and customs would I practice? I would ride horseback to do my job. I would be brave.</li> <li>• What difficulties would I encounter? European settlers who don’t treat indigenous people with respect. Harsh winters.</li> </ul>

## Performance Assessment Scoring Rubric

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**Note:** Students should be evaluated on the basis of their stories using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they think through their written responses. Their goal is to list three to five ideas that relate to their character's way of life.

<b>Above Average</b>	Student's story is accurate, detailed, and engaging. The student demonstrates exceptional background knowledge of the historical era, the environment, and their character's way of life. The writing is clearly articulated and focused and demonstrates a strong understanding of the subjects discussed; a few minor errors may be present. The story has a strong opening and a clear beginning, middle, and end.
<b>Average</b>	Student's story is mostly accurate and somewhat detailed. The student demonstrates sufficient background knowledge of the historical era, the environment, and their character's way of life. The writing is focused and demonstrates control of conventions; some minor errors may be present. The story has a clear beginning, middle, and end.
<b>Adequate</b>	Student's story is mostly accurate but lacks detail. The student demonstrates some background knowledge of the historical era, the environment, and their character's way of life. The writing may exhibit issues with organization, focus, or control of standard English grammar. The story has a clear beginning and middle, but the ending may not be an adequate conclusion to the story.
<b>Inadequate</b>	Student's story is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of the historical era, the environment, and their character's way of life. The writing may exhibit major issues with organization, focus, or control of standard English grammar. The story is difficult to follow.



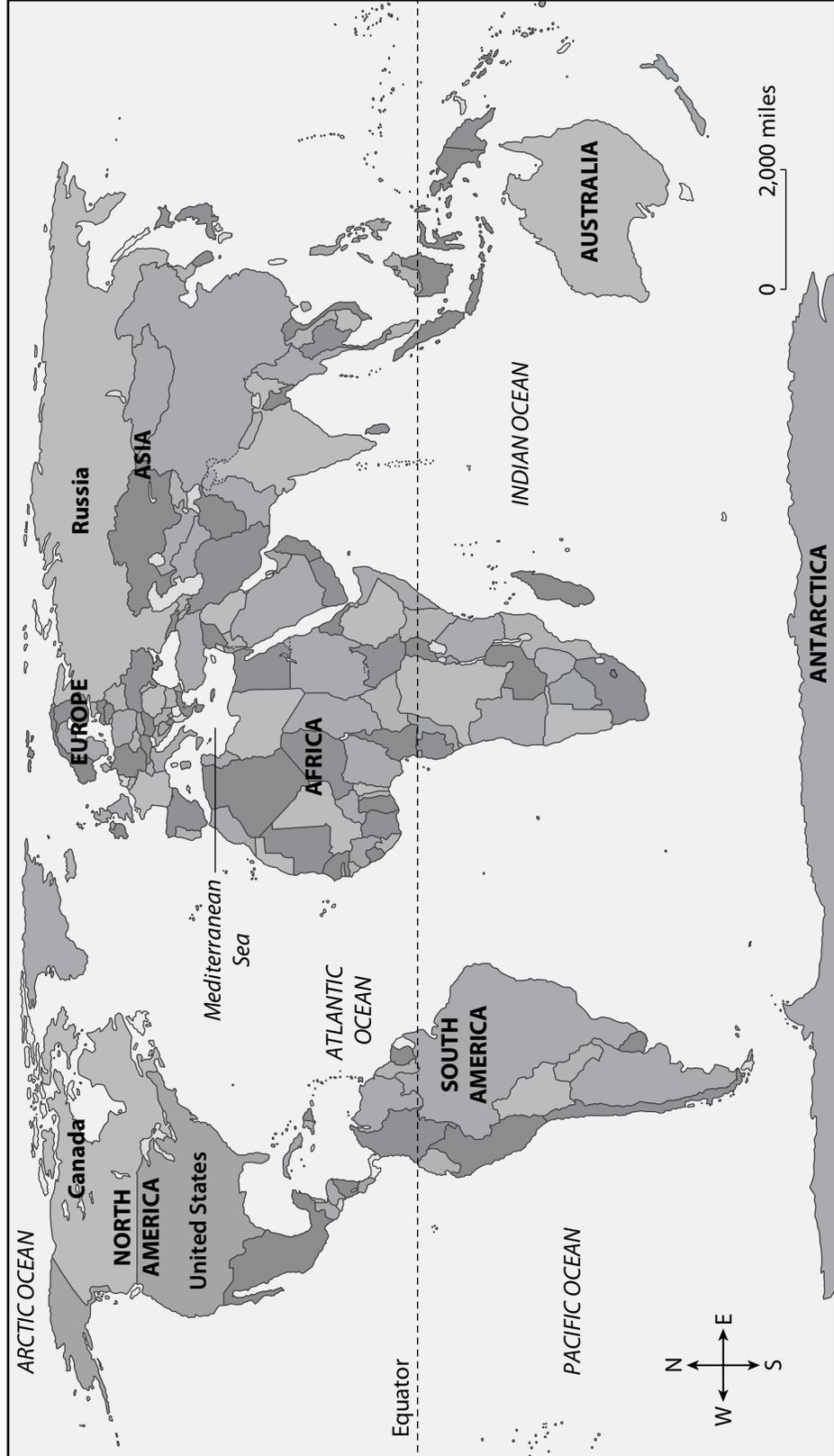
## Canada Performance Assessment Notes Table

Use the table below to help organize your thoughts as you refer to the chapters in the *Canada Student Reader*. You do not need to complete the entire table to write your essay, but you should try to have three to five specific ideas that relate to your character’s way of life.

<b>Canada Story Notes Table</b>	
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Canada in the _____ (1700s or 1800s)</li> </ul>
<b>Possible Characters</b>	<p>Choose one and circle:</p> <ul style="list-style-type: none"> <li>• European settler (English or French)</li> <li>• Indigenous person</li> <li>• Mountie</li> </ul>
<b>Questions to Answer</b>	<ul style="list-style-type: none"> <li>• What language would I speak?</li> <li>• Where would I live?</li> <li>• What would the environment look like?</li> <li>• What food would I eat?</li> <li>• What kind of house would I live in?</li> <li>• What animals would I encounter in the wild?</li> <li>• What clothes would I wear?</li> <li>• How would I deal with groups of people who are not like me?</li> <li>• What traditions and customs would I practice?</li> <li>• What difficulties would I encounter?</li> </ul>

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

**World Map**



Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.2

Use with Chapter 1

### Planning a Trip to Canada

Suppose you're going on a trip to Canada. Two friends are trying to help you get ready. However, their advice is very confusing. Most of the time, they don't even agree. And some of their ideas are just plain wrong!

#### **Cross out the wrong ideas below.**

- Most Canadians speak English, but take a French dictionary on your trip.
- Better brush up on speaking Canadian!
- Bring your own food so you don't starve.
- You'll fit in with your own clothes, but pack some warm ones.
- Remember, the British monarch makes all the laws there.
- Expect to find the food you are used to.
- You'll need to use Canadian money.
- You'll see that there are no differences between Canada and the United States.
- Be ready to live in a house of snow!
- You won't find television or any shopping malls.
- Expect many cities and neighborhoods to look like what you're used to.
- You'll meet people from many backgrounds in Canada.
- Most of Canada has big, crowded cities.
- Canada has lots of wild animals. Take your camera.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.1**

**Use with Chapter 2**

**The Story of Canada**

**Match each phrase on the left with one on the right to make a true statement about Canada. Write the correct letter on the line.**

- |   |   |
|---|---|
| _____ 1. Native peoples on the eastern coast of Canada lived in               | <b>a)</b> fish and beaver.  |
| _____ 2. A war in the 1700s was fought between the                            | <b>b)</b> houses that they could pick up and take with them as they followed the buffalo. |
| _____ 3. The first Europeans to explore Canada were looking for               | <b>c)</b> Tories by the Americans and Loyalists by the Canadians.                         |
| _____ 4. Canada achieved independence through                                 | <b>d)</b> gradual and peaceful methods.   |
| _____ 5. People who moved to Canada after the American Revolution were called | <b>e)</b> big homes called longhouses.  |
| _____ 6. Native people in the middle of Canada lived in                       | <b>f)</b> French and English.   |
| _____ 7. The western part of Canada was settled with                          | <b>g)</b> violence and lawlessness.   |
| _____ 8. The first Europeans who settled Canada came because of the           | <b>h)</b> gold, jewels, and spices.   |

**Activity Page 3.1**

**Use with Chapter 3**

**Map of Canada**

**Directions: Study the map below, and then answer the questions that follow.**

**Canada Today**



1. How many mountain ranges are shown on the map, and what are their names?

\_\_\_\_\_

2. In which province is Ottawa, the capital, located?

\_\_\_\_\_

3. In which province is Vancouver located?

\_\_\_\_\_

4. The Yukon River flows through Canada and which U.S. state?

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.1 *Continued***

**Use with Chapter 3**

**Map of Canada**

5. Into which body of water does the Yukon River empty?

\_\_\_\_\_

6. Where is Canada located in relation to the United States?

\_\_\_\_\_

7. In which province is Quebec City, a major French-speaking city, located?

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.2**

**Use with Chapter 3**

**Domain Vocabulary: Chapters 1–3**

**Directions: Use the Core Vocabulary terms in the box to complete the sentences below. Each word will only be used once. Not all terms will be used.**

Arctic	capital	“elected representative”	head of state	igloo	
longhouse	multicultural	republic	tepee	caribou	indigenous
lumber	prime minister	settle	territory	climate	symbol
industry	province	totem pole	colony	Inuit	culture

1. Canada’s \_\_\_\_\_ can be cold and harsh but also mild and sunny depending on the season.
2. Canada is a \_\_\_\_\_ country, made up of people from different backgrounds.
3. A(n) \_\_\_\_\_ is a temporary shelter made out of blocks of snow.
4. The leader of Canada’s government is called the \_\_\_\_\_.
5. Ottawa is Canada’s \_\_\_\_\_, the home of its government and a main city in the country.
6. The people of western Canada carved \_\_\_\_\_(s) made out of wood and depicting people and animals.
7. A(n) \_\_\_\_\_ is a person chosen, by vote, by the people to speak for them.
8. The Canadian flag is a \_\_\_\_\_ of Canada.
9. Canada is divided into \_\_\_\_\_(s), regions or political areas similar to a state.
10. When the French came to Canada for the first time, they established a(n) \_\_\_\_\_.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.2 Continued**

**Use with Chapter 3**

**Domain Vocabulary: Chapters 1–3**

11. A(n) \_\_\_\_\_ is a form of government where people elect other people to rule over them.
12. Many people cut down trees in western Canada's forests for \_\_\_\_\_.
13. The \_\_\_\_\_ people of Canada lived there long before the French and the English arrived.
14. The people living in the central plains of Canada lived in cone-shaped tents called \_\_\_\_\_ (s).
15. The oil \_\_\_\_\_ brings lots of business to the provinces of Saskatchewan and Alberta.
16. The \_\_\_\_\_ is a large area in northern Canada around and including the Arctic Ocean.
17. An indigenous group called \_\_\_\_\_ lives in the Arctic region of northern Canada.
18. Indigenous people living on Canada's eastern coast lived in large homes called \_\_\_\_\_ (s).
19. Some areas in northern Canada, such as the \_\_\_\_\_ of Nunavut, are governed by the Canadian parliament.
20. Language, customs, religion, traditions, and material possessions are all part of a country's \_\_\_\_\_.
21. Beginning in the 1600s, people from France and England \_\_\_\_\_ (d) in Canada and made it their home.
22. To this day, the Inuit continue to hunt \_\_\_\_\_, a species of deer found in North America.

## Answer Key: Canada

---

### Unit Assessment (pages 35–38)

1. c 2. b 3. b 4. a 5. b 6. b 7. a 8. c 9. d 10. c 11. a  
12. d 13. b 14. b 15. a 16. d 17. c 18. d 19. f 20. a  
21. i 22. c 23. g 24. b 25. d 26. e 27. h

### Activity Pages

#### Planning a Trip to Canada (AP 1.2) (page 45)

##### Wrong Ideas:

- Better brush up on speaking Canadian!
- Bring your own food so you don't starve.
- Remember, the British monarch makes all the laws there.
- You'll see that there are no differences between Canada and the United States.
- Be ready to live in a house of snow!
- You won't find television or any shopping malls.
- Most of Canada has big, crowded cities.

#### The Story of Canada (AP 2.1) (page 46)

- |      |      |
|------|------|
| 1. e | 5. c |
| 2. f | 6. b |
| 3. h | 7. g |
| 4. d | 8. a |

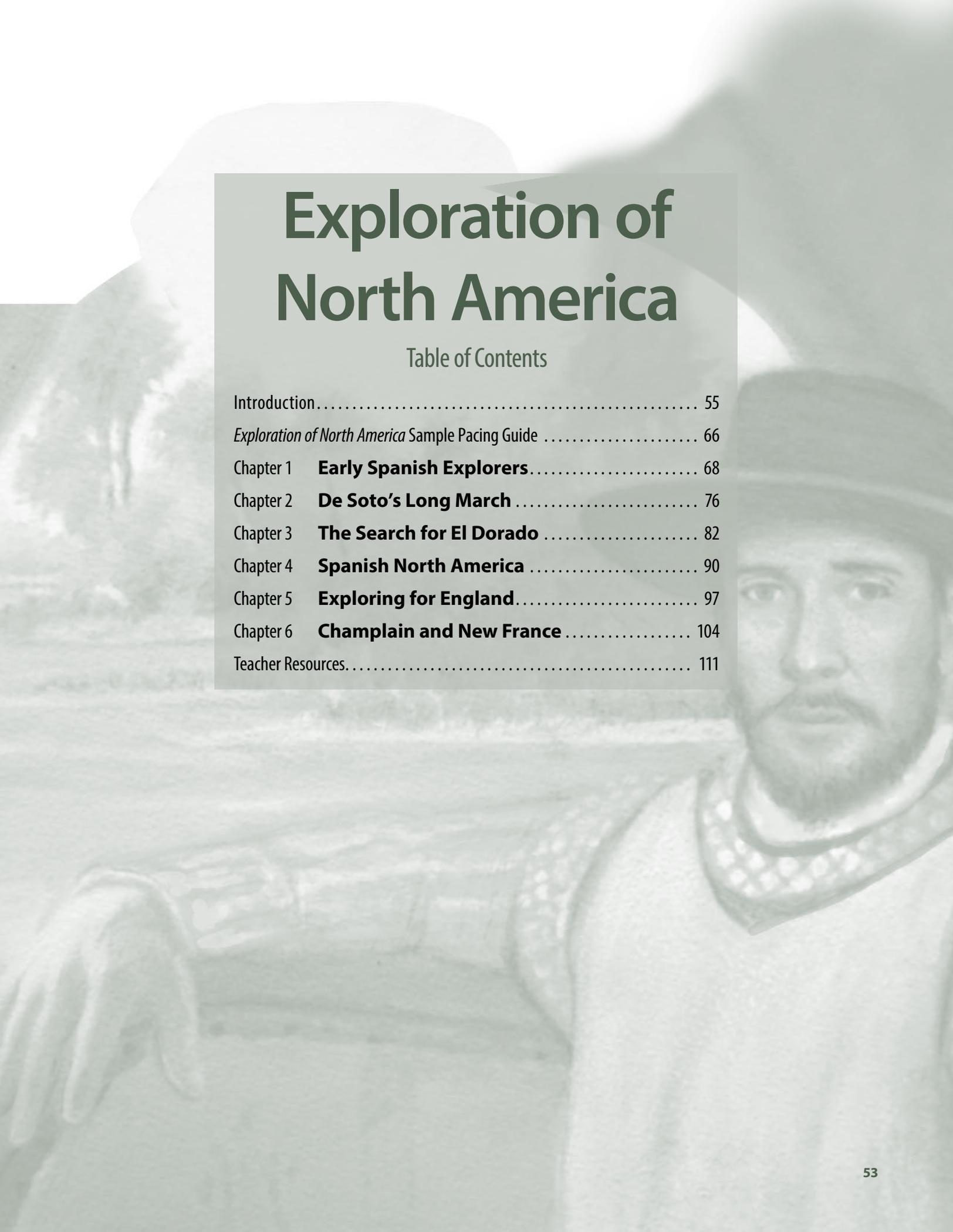
### Map of Canada (AP 3.1) (pages 47–48)

- |  |                                    |
|--|------------------------------------|
| 1. Two: Rocky Mountains and Laurentian Mountains | 4. Alaska                          |
| 2. Ontario                                       | 5. the Bering Sea or Pacific Ocean |
| 3. British Columbia                              | 6. north                           |
|  | 7. Quebec                          |

### Domain Vocabulary: Chapters 1–3 (AP 3.2) (pages 49–50)

- |                             |                |
|-----------------------------|----------------|
| 1. climate                  | 12. lumber     |
| 2. multicultural            | 13. indigenous |
| 3. igloo                    | 14. tepees     |
| 4. prime minister           | 15. industry   |
| 5. capital                  | 16. Arctic     |
| 6. totem pole               | 17. Inuit      |
| 7. "elected representative" | 18. longhouses |
| 8. symbol                   | 19. territory  |
| 9. provinces                | 20. culture    |
| 10. colony                  | 21. settled    |
| 11. republic                | 22. caribou    |





# Exploration of North America

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**Exploration of North America**  
**Teacher Guide**

Core Knowledge History and Geography™ 3

# Introduction

## ABOUT THIS UNIT

### The Big Idea

Spanish explorers crisscrossed the Americas in search of gold and riches; other European explorers searched for a route through the Americas to Asia.

Little more than a decade after Columbus made his first voyage to the Americas, Europeans began to realize that he had found a “New World,” not an island off the coast of Asia. (Columbus himself never admitted that he had failed to reach the gateway to Asia.) Yet the search for a short route to the East Indies continued. The promise of easy riches was just too tempting. Explorers, such as John Cabot, Henry Hudson, and Samuel de Champlain, took up Columbus’s quest, looking to the north rather than to the south for a way around the large landmass that stood in the way.

The Spanish generally left the search for a Northwest Passage to the English and the French. Instead, Spanish explorers turned their attention to treasures that were rumored to be awaiting discovery in the Americas, treasures including silver, gold, jewels, and even a fountain of youth.

What the Europeans actually found—lush forests with abundant wildlife, splendid rivers, and seemingly endless prairies—did not interest most of the seekers, at least not during this early exploration of North America.

## What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

### Kindergarten

- the voyage of Columbus in 1492 and his misidentification of “Indies” and “Indians”

### Grade 1

- conquistadors in Central and South America

### Grade 3

- Canada (French and British heritage; French-speaking Quebec; Rocky Mountains, Hudson Bay; St. Lawrence River and the Yukon River; division into provinces, major cities including Montreal, Quebec, and Toronto)

## What Students Need to Learn

### Early Spanish exploration and settlement

- Settlement of Florida and the founding of St. Augustine (oldest continuous European settlement in what is now the United States)
- The exploits of Ponce de León (legend of the Fountain of Youth) and Hernando de Soto
- Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River

### Exploration and settlement of the Southwest

- Missionary settlements (missions) in the lands that are now the states of Texas, New Mexico, Arizona, and California
- Francisco Vásquez de Coronado and the legend of the Seven Cities of Cíbola (of gold)
- The conflict between the Spanish and the Pueblo
- Geography: Grand Canyon and Rio Grande

### The search for the Northwest Passage

- Many explorers undertook the perilous, sometimes fatal, voyage to find a shortcut across North America to Asia, including John Cabot (English), Samuel de Champlain (French), and Henry Hudson (English navigator for Dutch East India Company).
- Geography: “New France” and Quebec; Canada, St. Lawrence River; the Great Lakes (Superior, Michigan, Huron, Erie, Ontario)

## Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from c. 30,000 BCE to the 1700s CE.

c. 30,000– c. 15,000 BCE	Estimated range of time when first peoples arrived in North America and lived as hunter-gatherers.
c. 1000 CE	Leif Eriksson landed on east coast of North America.
1492–1504	Columbus made four trips to North America.
1497	Cabot landed in northeastern Canada (Newfoundland).
1513	Ponce de León landed in Florida.
1539–1541	Expedition led by de Soto became the first Europeans to see the Mississippi River.
1540	Coronado led the search for Seven Cities of Cibola.
1565	Spanish established St. Augustine, Florida, the first Spanish settlement in Florida.
1608	Champlain established Quebec on the St. Lawrence River
1608–1700	The French established settlements that became the colony of New France.
1609–1610	Hudson explored New York area and then a strait and a bay in northern Canada.
1680	Pueblo leader Popé led a revolt to stop the Spanish from taking their land.
1700s	The Spanish established missions in the Southwest, and in California.

## A Special Note to Teachers—Talking About Slavery

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Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhuman practice—people are reduced to property, to be bought and sold, and often are treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and sometimes refer to slaves, while at other times referring to *enslaved persons* or *enslaved workers*.

### AT A GLANCE

The most important ideas in Unit 6 are:

- The Spanish moved out from their base in the Caribbean to the north, west, and south in North America.
- Rivalries among European nations dictated their policies in the Americas.
- In addition to looking for gold, Spaniards, such as de Soto and Coronado, sent back to Spain important information about the interior of the North American continent.
- Those searching farther north for a Northwest Passage also supplied important information to Europe about the interior of the continent.
- Mission settlements were a way to control Native Americans.
- Once Europeans realized that Columbus had not found a shortcut to Asia, they began to look for an all-water route to Asia through the North American continent.

### Exploration of North America

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#### Geography of Early Spanish Exploration

Christopher Columbus made first landfall off the coast of the Americas on an island in the Atlantic, one of the islands of the modern nation of the Bahamas. He did not see the Caribbean Sea until 1493. But it was from the islands in the Caribbean that the Spanish moved westward to the mainland of the Americas, eventually claiming territory from what is now the United States to the southern tip of South America.

The Greater and Lesser Antilles separate the Atlantic from the Caribbean and the Gulf of Mexico. Together with the Bahamas, these island groups are often called the West Indies. These are the first islands that Columbus saw when he approached the Americas. The West Indies span the area from the Florida peninsula to Venezuela on the northern coast of South America.

The Caribbean Sea lies between the West Indies to the north and east, Central America to the west, and South America to the south. The Caribbean is actually an arm of the Atlantic Ocean.

The Gulf of Mexico borders the southeastern United States and the east coast of Mexico. The Strait of Florida allows access to the Atlantic Ocean, and the Strait of Yucatan provides access to the Caribbean Sea. Both the Mississippi River and the Rio Grande empty into the Gulf of Mexico.

The Mississippi River has played an important part in the expansion and development of the United States. Control of the Mississippi switched back and forth several times between the French, who first claimed it in 1682, and the Spanish, until the United States bought it from France in 1803 in the Louisiana Purchase.

In 1496, the Spanish established a settlement in Santo Domingo (Dominican Republic, part of the Greater Antilles) and used it as its base to explore and colonize other areas. By 1511, Cuba, also part of the Greater Antilles of the West Indies, was settled by the Spanish and was one of the first islands to which the Spanish introduced African slave labor. The island is the largest one in the West Indies and is geographically well-suited to agriculture. The climate is subtropical, and there are vast stretches of fertile farmland.

Puerto Rico, also part of the Greater Antilles of the West Indies, was one of Columbus's landfalls in 1493. Juan Ponce de León, whom students will learn about later in this section, established a colony there in 1508. Today, Puerto Rico is a self-governing commonwealth in association with the United States, and Puerto Ricans have U.S. citizenship. Puerto Rico has a series of forested mountains as well as a fertile coastal plain.

## Settlement of Florida and Ponce de León

Ponce de León was born in Spain. He is believed to have sailed to the “New World” on the second voyage led by Christopher Columbus in 1493, but, unlike Columbus, he did not return to Europe. In 1508, he led an expedition that conquered the island of Puerto Rico. In 1513, he sailed north from that island in search of gold and a fabled Fountain of Youth. He landed on the North American mainland thinking it was another island, claimed it for Spain, and named the new land *Florida*, meaning full of flowers. The area actually included the present state of Florida and parts of Mississippi, Alabama, and Georgia.

Ponce de León did not find a fountain of youth and soon left. He returned in 1521 to establish a settlement at what is today Tampa Bay and to continue the search for gold. Having been with Cortés during his lucrative conquest of the Aztec people, Ponce de León was confident there was more gold in Florida. The Spanish and the native Calusa people who lived in the Tampa Bay area soon clashed over Spanish treatment of the Calusa. In a skirmish, Ponce de León was shot with a poisoned arrow. His men carried him back to Cuba, where he died.

To learn more background information about specific topics taught in this unit, use this link to download the CKHG Online Resource “About the Exploration of North America”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## UNIT RESOURCES

### Student Component

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*Exploration of North America* Student Reader—six chapters

### Teacher Components

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*Exploration of North America* Teacher Guide—six chapters. The guide includes lessons aligned to each chapter of the *Exploration of North American* Student Reader, with a daily Check For Understanding and Additional Activities, such as primary source connections and vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 111.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.

- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

*Exploration of North America* Timeline Image Cards—thirteen individual images depicting significant events and individuals related to the exploration of North America. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

## Timeline

---

Some preparation will be necessary prior to starting the *Exploration of North America* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image Cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create six time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **c. 30,000–c. 15,000 BCE**
- **c. 1000 CE**
- **1400s**
- **1500s**
- **1600s**
- **1700s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	c. 30,000–c. 15,000 BCE	c. 1000 CE	1400s	1500s	1600s	1700s
	•	•	••	••••	••••	•
<b>Chapter</b>	<b>Intro</b>	<b>Intro</b>	<b>1 5</b>	<b>1 2 3 4</b>	<b>6 6 5 4</b>	<b>4</b>

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

c. 1000 CE



c. 30,000–c. 15,000 BCE



1400s



1400s



Introduction

Introduction

Chapter 1

Chapter 5

1500s



1500s



1500s



1500s



Chapter 1

Chapter 2

Chapter 3

Chapter 4

1600s



1600s



1600s



1600s



Chapter 6

Chapter 6

Chapter 5

Chapter 4

1700s



Chapter 4

**Note:** Make sure students recognize that this Timeline represents an interval of more than thirty thousand years—starting in c. 30,000 BCE and continuing to the 1700s CE.

Please also note that the introduction in Chapter 1 includes two Timeline Image Cards that provide historical context to the content of this unit; one depicts the first peoples to arrive in North America during an estimated range of time from c. 30,000 to c. 15,000 BCE, and the other depicts the Vikings' exploration, led by Leif Eriksson, of Newfoundland, in c. 1000 CE.

In addition, note that the following time indicators include multiple Timeline cards: 1400s, 1500s, and 1600s. Also, Chapters 1, 4, 5, and 6 have multiple cards. Finally, as will become apparent once you begin posting cards on the Timeline, which is chronologically sequenced, descriptions of specific explorers are not presented in chronological order in the Reader. Rather explorers are organized and grouped in the Reader by the regions they explored, as well as by the country for which they sailed. For example, Chapters 1–4 are about explorers sailing under the Spanish flag who explored the islands in the Caribbean, southeastern coast of North America, the Mississippi River, and the Southwest. Chapters 5–6 are about explorers sailing under flags of other European countries, such as England, the Netherlands, and France. Those explorers investigated the northernmost sections of North America, including parts of Canada.

### Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

## USING THE TEACHER GUIDE

### Pacing Guide

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The *Exploration of North America* unit is one of seven history and geography units in the Grade 3 Core Knowledge Curriculum Series™. A total of fifteen days have been allocated to the *Exploration of North America* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 3 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

## Reading Aloud

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In each chapter, the teacher or a student will read aloud various sections of the text. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

## Turn and Talk

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In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed.

## Big Questions

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At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Questions
1	What were European explorers searching for when they sailed west?
2	What regions in North America did de Soto explore, and what was he looking for?
3	Why did Coronado and others explore what is now the American Southwest?
4	Why did the Spanish decide to build settlements in North America, north of Mexico?
5	What were John Cabot and Henry Hudson looking for?
6	What were some of the things that Champlain noticed about the St. Lawrence River Valley that made it a good place to settle?

## Core Vocabulary

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Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary words, by chapter, are:

Chapter	Core Vocabulary
1	spice, colony, empire, expedition, settlement
2	exploit, armor, disease, smallpox, pioneer
3	rainforest, plain, livestock, "scouting party," canyon
4	conquistador, Roman Catholic Church, priest, mission, presidio, blacksmith
5	merchant, trading center, fleet, Northwest Passage, mutiny
6	custom, natural resource, trading post

## Activity Pages

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### Activity Pages



AP 1.1  
AP 1.2  
AP 1.3  
AP 2.1  
AP 2.2  
AP 2.3  
AP 3.1  
AP 5.1  
AP 6.1  
AP 6.2

The following activity pages can be found in Teacher Resources, pages 120-130. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP1.1)
- Chapters 1, 4—Florida and West Indies (Caribbean Islands) Map (AP 1.2)
- Chapters 1, 3, 5, 6—Explorers Chart (AP 1.3)
- Chapters 2–6—North America Map (AP 2.1)
- Chapter 2—Early Spanish Exploration and Settlement (AP 2.2)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.3)
- Chapter 3—Coronado’s Explorations (AP 3.1)
- Chapter 5—Domain Vocabulary: Chapters 3–5 (AP 5.1)
- Chapter 6—The Search for the Northwest Passage (AP 6.1)
- Chapter 6—Explorers Review (AP 6.2)

## Nonfiction Excerpt

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Use this link to download the CKHG Online Resources, where a specific link to the following nonfiction excerpt may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

- Chapter 6—from Samuel de Champlain’s Journal (NFE 1)

This excerpt may be used with the chapter specified either for additional class work or at the end of the unit as a review or culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

## Additional Activities and Website Links

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An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

### Books

Balkan, Gabrielle. *The 50 States—Explore the USA with 50 Fun-Filled Maps*. London, UK: Quarto Group, Wide Eyed Editions, 2015.

Dor-Ner, Zvi, and William Schiller. *Columbus and the Age of Discovery* (The New Book of Knowledge). New York: William Morrow, 1991.

Hopkins, Lee Bennett, ed. *Amazing Places*. Illustrated by Chris Soentpiet and Christy Hales. New York: Lee & Low Books, 2015.

Littlechild, George. *This Land Is My Land*. San Francisco: Children's Book Press, 1993.

Taylor-Butler, Christine. *Explorers of North America*. New York: Scholastic, 2008.

Weaver, Janice. *Hudson*. Canada: Tundra/Penguin Random House, 2010.

# EXPLORATION OF NORTH AMERICA SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; NFE–Nonfiction Excerpt

## Week 1

### Day 1

### Day 2

### Day 3

### Day 4

### Day 5

#### *Exploration of North America*

“Early Spanish Explorers” Core Lesson (TG & SR – Chapter 1; AP 1.1–1.2)	“Explorers Chart” (TG – Chapter 1, Additional Activity; AP 1.1–1.3)	“De Soto’s Long March” Core Lesson (TG & SR – Chapter 2; AP 1.1, AP 2.1)	“Early Spanish Exploration and Settlement” (TG – Chapter 2, Additional Activity; AP 2.2)	“The Search for El Dorado” Core Lesson (TG & SR – Chapter 3; AP 1.1, AP 2.1)
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#### CKLA

“Astronomy: Our Solar System and Beyond”				
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## Week 2

### Day 6

### Day 7

### Day 8

### Day 9

### Day 10

#### *Exploration of North America*

“Explorers Chart” (TG – Chapter 3, Additional Activity; AP 1.1, AP 1.3, AP 2.1)	“Coronado’s Explorations” (TG – Chapter 3, Additional Activity; AP 3.1)	“Spanish North America” Core Lesson (TG & SR – Chapter 4; AP 1.1, AP 1.2, AP 2.1)	“California Missions and Apolinaria Lorenzana” (TG – Chapter 4, Additional Activity; AP 2.1)	“Exploring for England” Core Lesson (TG & SR – Chapter 5; AP 1.1, AP 2.1)
--	---	--	--	--

#### CKLA

“Astronomy: Our Solar System and Beyond”				
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## Week 3

### Day 11

### Day 12

### Day 13

### Day 14

### Day 15

#### *Exploration of North America*

“Explorers Chart” (TG – Chapter 5, Additional Activity; AP 1.3, AP 2.1)	“Champlain and New France” Core Lesson (TG & SR – Chapter 6; AP 1.1, AP 2.1)	“Explorers Chart” OR “Search for the Northwest Passage” (TG – Chapter 6, Additional Activities; AP 1.3, AP 2.1 OR AP 6.1)	“Explorers Review” (TG – Chapter 6, Additional Activities; AP 6.2)	Unit Assessment
--	--	--	---	-----------------

#### CKLA

“Astronomy: Our Solar System and Beyond”				
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# EXPLORATION OF NORTH AMERICA PACING GUIDE

\_\_\_\_\_’s Class

(A total of fifteen days have been allocated to the *Exploration of North America* unit in order to complete all Grade 3 history and geography units in the Core Knowledge Curriculum Series™.)

## Week 1

**Day 1**                      **Day 2**                      **Day 3**                      **Day 4**                      **Day 5**

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## Week 2

**Day 6**                      **Day 7**                      **Day 8**                      **Day 9**                      **Day 10**

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## Week 3

**Day 11**                      **Day 12**                      **Day 13**                      **Day 14**                      **Day 15**

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## CHAPTER 1

# Early Spanish Explorers

**The Big Question:** What were European explorers searching for when they sailed west?

### Primary Focus Objectives

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- ✓ Describe North America’s geography, including the location of the West Indies, Puerto Rico, Cuba, Caribbean Sea, and the Gulf of Mexico. **(RI.3.2)**
- ✓ Explain Columbus’s explorations. **(RI.3.2)**
- ✓ Describe Ponce de León’s early exploration of Florida. **(RI.3.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *spice, colony, empire, expedition, and settlement*. **(RI.3.4)**

### What Teachers Need to Know

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For more background information on the information taught in this lesson, download the CKHG Online Resource “About Early Spanish Explorers”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

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Activity Pages



AP 1.1  
AP 1.2  
AP 1.3

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Florida and West Indies (Caribbean Islands) Map (AP 1.2)
- Internet access
- Display and individual student copies of Explorers Chart (AP 1.3)

### Core Vocabulary (Student Reader page numbers listed below)

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**spice, n.** a plant used to add flavor to food **(26)**

*Example:* Pepper is a spice.

*Variations:* spices

**colony, n.** an area, region, or country that is controlled and settled by people from another country **(29)**

*Example:* Mexico was once a colony of Spain.

*Variations:* colonies

**empire, n.** a group of countries or territories under the control of one government or one ruler (29)

*Example:* At one time, Spain had a huge empire in North and South America.

*Variations:* empires

**expedition, n.** a special journey taken by a group that has a clear purpose or goal (31)

*Example:* Ponce de León first led an expedition in what is now Florida.

*Variations:* expeditions

**settlement, n.** a small village (33)

*Example:* Champlain established the settlement of Quebec.

*Variations:* settlements

## THE CORE LESSON 25 MIN

### Introduce *Exploration of North America Student Reader*

5 MIN

Activity Page



AP 1.1

 Distribute copies of AP 1.1, World Map. Tell students that the title of the next unit they will be reading is *Exploration of North America*, and ask them to identify on their maps the continent of North America. Next, display the Introduction Timeline Card with the image of hunter-gatherers, and place it as an anchor point in the c. 30,000–c. 15,000 BCE range on the class Timeline. Explain that the first peoples to arrive, explore, and settle in North America came from Asia during an estimated time range of thirty thousand to fifteen thousand years ago.

Now, guide students in locating the continent of Europe on the map. Display the Introduction Timeline Card of Leif Eriksson, and place it on the Timeline in c. 1000 CE. Explain that Eriksson and his crew of Vikings are thought to be the first Europeans to explore North America.

Distribute copies of the *Exploration of North America Student Reader*. On the Student Reader cover, point to the images of Columbus, Hudson, and the Spanish conquistador. Explain that these men are Europeans who came to North America several hundred years after Leif Eriksson. Tell students they will read about these men and their explorations of North America in this Reader.

Suggest students take a few minutes to flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and in various illustrations; record this information in a list on the board or chart paper. Students will likely mention explorers, ships, and gold.

# Introduce “Early Spanish Explorers ”

5 MIN

Activity Page



AP 1.1



Display the World Map (AP 1.1), and have students find Europe. Point out to students that many of the European explorers they will read about had not planned on exploring North America. Now, have students locate Asia. Explain that many of the explorers were looking for a shortcut to Asia, an area also known as the East Indies. This area of the world had valuable spices. Have students note on the World Map that sailing westward from Europe, the explorers encountered other regions of the world instead of the East Indies. Point out to students the various landmasses the explorers encountered, such as the continents of North and South America and the islands known as the West Indies.

## Guided Reading Supports for “Early Spanish Explorers”

15 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “Unexpected Finds” and “Columbus Goes West,” Pages 26–29

**Scaffold understanding as follows:**

**Invite volunteers to take turns reading aloud each paragraph of the sections “Unexpected Finds” and “Columbus Goes West.”**

**CORE VOCABULARY**—Review the meaning of the vocabulary term *spice* when it is encountered in the text. Ask students to name a spice we use today. (*Students might name pepper or cinnamon.*)

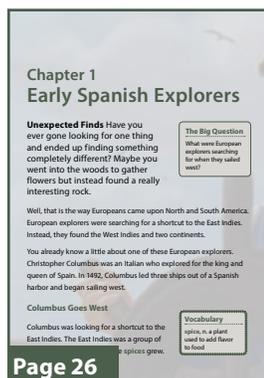


**SUPPORT**—Display the World Map (AP 1.1). Have students identify Asia (the East Indies), Europe, North America, and the West Indies.

**After students have read the text, ask the following questions:**

**LITERAL**—What were European explorers looking for? What did they find instead?

- » Explorers were looking for a shortcut to the East Indies. Instead, they found the West Indies and the Americas.



Activity Page



AP 1.1



Columbus was guided by three beliefs. He believed that the world was round. He believed it was smaller than most people thought. He also believed that he could get from Europe to Asia and the East Indies by simply sailing westward across the Atlantic Ocean.

If Columbus had been taking a test, he would only have been able to answer one of the three questions correctly. It turned out that the world was round. Columbus had been right about that. But the world was much larger than Christopher Columbus ever imagined.



Columbus was sure he had reached the East Indies.

**Page 28**

**LITERAL**—What three beliefs guided Columbus’s voyage?

- » He believed that the world was round, that it was smaller than most people thought, and that he could get from Europe to Asia by sailing west across the Atlantic Ocean.

**“A New World,” Pages 29–30**

As for Columbus’s third belief, it turned out that a large body of land stretched across from sailing directly to Asia. This body of land became known as the continents of North and South America.

On October 12, 1492, after more than a month of sailing, Columbus and his men sighted an island. Columbus went ashore and planted a flag in the sand to claim the island for the King and queen of Spain. He believed he had sailed all the way around the world to the East Indies. That was why he called the native people he met Indians.

**A New World**

In fact, Columbus had not found a new route to Asia. He had arrived in a land that was new to Europeans. It was not the world of spices that he had hoped to find. But it was still a very interesting place. The area became known as the West Indies.

During the early 1500s, many Spanish explorers came to this “New World.” These explorers established colonies and began building a Spanish empire.

Columbus himself called to this new world four times. He set up a colony on Hispaniola, an island in the Caribbean Sea. Today that island is the location of two countries: Haiti and the Dominican Republic.

**Vocabulary**

*colony*, an area, region, or country that is controlled and settled by people from another country

*empire*, a group of countries or territories under the control of one government or one ruler

**Page 29**

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Read aloud the section **“A New World.”** Stop to explain the meaning of the vocabulary terms *colony* and *empire* as you encounter them in the text.

**Note:** Core Knowledge students may recall the word *colony* from Unit 5, *Canada*, and the word *empire* from Unit 2, *Ancient Rome*.

**SUPPORT**—Call attention on page 30 to the map of Columbus’s four voyages. Remind students that although Columbus had not reached the East Indies as planned, he explored the land he found.

**SUPPORT**—Display the Florida and West Indies (Caribbean Islands) Map (AP 1.2) after reading the last paragraph of this section. Have students identify the Caribbean Sea and the islands that Columbus called the West Indies. Also point out the specific areas in which the Spanish established colonies.

**Activity Page**



AP 1.2



Columbus made four voyages to the New World.

Later, the Spanish set up colonies in other areas of the Caribbean. Spanish colonies were created on the islands of Cuba and Puerto Rico, along the northern coast of South America, and on the shores of the Gulf of Mexico. The Spaniards conquered the Aztec people of Peru and the Aztec people of Mexico. They also began to explore lands that are part of the present-day United States.

**Ponce de León**

Juan Ponce de León (/hwan/ˈpɒnsˈdʒiːɹi/ˈoʊn/) was the first Spaniard to explore lands that later became part of the United States. Ponce de León, like Columbus, was looking for one thing. He ended up finding something else.

**Page 30**

**After you read the text, ask the following questions:**

**LITERAL**—What two things did the Spanish eventually build in the new land Columbus came upon?

- » They built colonies and an empire.

**LITERAL**—What did the Spanish do to control Mexico?

- » The Spanish conquered the Aztec people of Mexico.

## “Ponce de León” and “Season of Flowers,” Pages 30–32

Ponce de León was born in Spain. Many historians think that he sailed to the Americas with Christopher Columbus on Columbus's second voyage. In any case, by 1502, Ponce de León was in the Americas. He helped the Spaniards take control of Hispaniola from Native Americans. A few years later, he led an expedition that explored and settled the island of Puerto Rico.

In Hispaniola and Puerto Rico, Ponce de León traded in gold and enslaved people. He became very rich. He had everything a man could want. Or did he?

During his travels in the Americas, Ponce de León heard stories about a magical island called Bimini. According to the stories, Bimini had gold and pearls, and was the home of a life-giving fountain.

**Vocabulary**  
*expedition, n.* a special journey taken for a purpose that has a clear purpose or goal



Page 31

### Activity Page



AP 1.2

It was said that anyone who drank water from it would stay healthy and young forever. It was called the Fountain of Youth.

**Season of Flowers**

In the spring of 1513, Ponce de León sailed north from Puerto Rico. He was eager to find the Fountain of Youth. One morning he reached an unknown coast. Anchoring his ship, he waded through the shallow water up onto a beach.

As Columbus had done, he claimed the land for Spain. And, like Columbus, he gave the land a new name. The Spanish call the Easter season *Pascua Florida*, which means “season of flowers.” Ponce de León arrived on this land with beautiful flowers on Easter Sunday. So he named the area Florida.



Page 32

### Activity Page



AP 1.2

### Scaffold understanding as follows:

**CORE VOCABULARY**—Point out to students the vocabulary term *expedition*, and explain its meaning.

**Demonstrate the correct pronunciation of the name of Spanish explorer, Juan Ponce de León. Have students read silently the sections “Ponce de León” and “Season of Flowers” on pages 30–32. Encourage students to refer to the Florida and West Indies (Caribbean Islands) Map (AP 1.2), as they read.**

 **SUPPORT**—Display the Florida and West Indies (Caribbean Islands) Map (AP 1.2). Have students locate Hispaniola, Puerto Rico, and Florida on the map. Discuss the closeness of Florida to Puerto Rico.

### After students read the text, ask the following questions:

**LITERAL**—What was Ponce de León looking for? Why?

- » He was looking for the island of Bimini he heard about in stories because he hoped to find gold, pearls, and the Fountain of Youth.

**LITERAL**—What did Ponce de León actually find?

- » He found land he called Florida.

## “Exploring Florida,” Page 33

### Scaffold understanding as follows:

**Invite volunteers to take turns reading aloud the section “Exploring Florida.”**

**CORE VOCABULARY**—Point out the vocabulary term *settlement*, and review its meaning.

 **SUPPORT**—Display the Florida and West Indies (Caribbean Islands) Map (AP 1.2). Have students locate Florida and Cuba.

### After volunteers read the section, ask the following questions:

**LITERAL**—Who lived in Florida when Ponce de León landed there?

- » Native Americans

**Exploring Florida**

For Ponce de León, Florida was a new land. But for the Native Americans who lived there, it was an ancient home. Native Americans, whom the Spanish called Indians, had lived in Florida for many generations. They hunted small animals, fished, and gathered plants, nuts, and shellfish.

Native Americans lived in villages near fresh water, firewood, and stones for making tools. They traded to get things they could not make or find for themselves. They developed many traditions and ceremonies. Their way of life had grown over thousands of years.

As Ponce de León explored the coast of Florida, he met Native Americans. Many of them were prepared to fight to keep their homes and way of life. Eventually Ponce de León returned to Puerto Rico, where he spent the next seven years.

In 1521, Ponce de León decided to return to Florida to finish what he had set out to do. He wanted to set up a Spanish colony there. But the Native Americans had the same response as before. They attacked Ponce de León and his crew. The Spaniards were unable to build a settlement. Instead, they fled to Cuba. Ponce de León was wounded in the fighting. He died in Cuba, without ever finding the Fountain of Youth.

**Vocabulary**  
*settlement, n.* a small village

Page 33

**LITERAL**—What happened when Ponce de León tried to set up a Spanish settlement in Florida?

- » The Native Americans who lived in Florida attacked the Spanish and drove them away.

## Timeline

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- Show students the remaining Chapter 1 Timeline Image Cards of Columbus’s journeys and Ponce de León. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What were European explorers searching for when they sailed west?”
- Post the Image Cards to the Timeline under the dates referencing the 1400s and the 1500s; refer to the illustration in the Unit 6 Introduction for guidance on the placement of each Image Card to the Timeline.



### CHECK FOR UNDERSTANDING 5 MIN

**Ask students to do one of the following:**

- **Turn and Talk**—Tell a partner the answer to the Big Question, “What were European explorers searching for when they sailed west?”
  - » Key points students should cite and include: Columbus was searching for Asia (East Indies), not new land. Asia had valuable spices that Europeans wanted. Trade for these spices was difficult because traveling to Asia from Europe was very difficult. Columbus thought the world was round and small, and he believed that by sailing west, he would reach the east. Ponce de León looked for gold, pearls, and a Fountain of Youth.
- Choose one of these words from the chapter’s Core Vocabulary word list (*spice, colony, empire, expedition, or settlement*), and say aloud a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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### Explorers Chart

30 MIN

Activity Pages



AP 1.1

AP 1.2

AP 1.3

**Materials Needed:** Display copies of the World Map (AP 1.1), Florida and West Indies (Caribbean Islands) Map (AP 1.2), and Explorers Chart (AP 1.3); sufficient copies of AP 1.2 and AP 1.3; Internet access; pencils

 **Background for Teachers:** Before beginning this activity, review the following videos about Columbus and Ponce de León. The Columbus video is 4:48 minutes. The Ponce de León video is 4:55 minutes. Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** If Internet access is not available to show the videos, review the exploration of both Columbus and Ponce de León by discussing the illustrations and maps in Chapter 1 of the Student Reader.

## Christopher Columbus

To begin this activity, display the World Map (AP 1.1). Remind students that Columbus sailed west thinking he would reach the East Indies. Discuss what students remember about what Columbus found. Show the Christopher Columbus video clip.

After showing the video, ask students:

- Which gifts from the Native Americans were the Spaniards most interested in?
  - » The Spaniards were most interested in the gold.
- How did Columbus and his men treat the Native American people they found?
  - » They imprisoned Native Americans and treated them brutally.
- Was Columbus's unexpected find significant to the history of the world? Why or why not?
  - » Students will likely say yes, because Columbus's arrival in the Americas changed life for Native Americans forever and opened the door for European colonization of the Americas.

Display the Florida and West Indies (Caribbean Islands) Map (AP 1.2), and have students refer to the map of Columbus's voyages on page 30 of the Student Reader. Show students the areas of the Caribbean that Columbus explored in his four voyages. Ask students whether they think that Columbus showed courage by voyaging to unknown territory four times. Accept multiple points of view, encouraging students to defend their opinions.

Display and distribute the Explorers Chart. Have the class fill in the first row of the chart with information about Columbus. With the class, fill in the chart, asking students the information needed for each column in the chart: What country did Columbus sail for? (*Spain*) Key facts/events would include: thought he had reached East Indies, but had not. Character traits: Discuss these with the class. Again, point out that while Columbus could be described as showing courage in sailing to unknown lands, he also could be described as unkind and cruel to Native Americans. Complete the first row of the chart. Correct any misinformation students might have.

## Ponce de León

Before showing the video of Ponce de León, display the Florida and West Indies (Caribbean Islands) Map (AP 1.2). Point to the area Ponce de León explored (most of the West Indies and Florida). Note to students the closeness of Florida to the West Indies (the Caribbean). Show the Ponce de León video clip.

After showing the video, ask students:

- What was Ponce de León looking for in his explorations?
  - » Legend says he sought the Fountain of Youth. He may also have been looking for land with gold.
- What did de León find when he landed on the coast of Florida?
  - » He found a land of flowers and the Gulf Stream.
- How did Ponce de León treat the Native Americans he encountered?
  - » He enslaved them.
- How do you think the Native Americans reacted to this treatment by the Spanish explorers?
  - » Students will likely say the Native Americans were angry, sad, etc.
- What happened when Ponce de León tried to establish a settlement in Florida?
  - » The settlement was attacked by Native American warriors.

Display the Explorers Chart. With the class, complete the second row of the chart with Ponce de León. Encourage students to fill out the first three columns of the chart on their own. Then, discuss with the class the last column: Character traits. Point out that while Ponce de León could be described as showing some courage in exploring unknown lands, he also could be described as unkind to Native Americans. In addition, he could be described as greedy, in that he explored in order to find riches and the fabled Fountain of Youth.

Finally, display the Explorers Chart with the first two rows completed. Correct any misinformation students might have added to their charts. Students should save their charts for use later in the unit.

# De Soto's Long March

**The Big Question:** What regions in North America did de Soto explore, and what was he looking for?

## Primary Focus Objectives

- ✓ Describe North America's geography, including the location of the West Indies, Puerto Rico, Cuba, the Caribbean Sea, the Gulf of Mexico, and the Mississippi River. **(RI.3.2)**
- ✓ Describe Hernando de Soto. **(RI.3.3)**
- ✓ Summarize the explorations of de Soto. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *exploit*, *armor*, *disease*, *smallpox*, and *pioneer*. **(RI.3.4)**

## What Teachers Need to Know

For background information, download the CKHG Online Resource "About de Soto":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Pages



AP 1.1  
AP 2.1  
AP 2.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of North America Map (AP 2.1)
- Display and individual student copies of Early Spanish Exploration and Settlement (AP 2.2)

## Core Vocabulary (Student Reader page numbers listed below)

**exploit, v.** to take unfair advantage of a person or group **(34)**

*Example:* Some European explorers in North America soon began to exploit the Native Americans.

*Variations:* exploits, exploited, exploitation (noun)

**armor, n.** a metal outer covering worn to protect the body in battle **(36)**

*Example:* Spanish explorers wore armor when fighting the Native Americans.

**disease, n.** sickness (38)

*Example:* Many Native Americans died from disease after contact with the European explorers.

*Variations:* diseases

**smallpox, n.** a serious disease that spreads from person to person and causes a fever and rash (38)

*Example:* Thousands of Native Americans died from smallpox.

**pioneer, n.** one of the first people to settle in a region (39)

*Example:* Long ago, one of Juan’s relatives was a pioneer in Texas.

*Variations:* pioneers

## THE CORE LESSON 25 MIN

### Introduce “De Soto’s Long March”

5 MIN

Activity Page



AP 2.1



Review students’ knowledge about the earliest European explorers who sailed for Spain, Christopher Columbus and Ponce de León, referring to the Chapter 1 Timeline Image Cards. Remind students that these explorers were not looking for new lands. They were looking for a route to sail to the East Indies for spices and other riches. Display the North America Map (AP 2.1), and have students locate Florida, reminding them of Ponce de León’s early exploration of Florida. Tell students that this chapter is about another Spanish explorer by the name of Hernando de Soto, who also went to Florida. In addition, he explored land west of Florida and was the first European to explore the longest river in North America, the Mississippi River. Guide students in locating the Mississippi River on the North America Map (AP 2.1).

Call students’ attention to the Big Question. Tell them as they read the chapter to note the regions de Soto explored and why he explored those regions.

### Guided Reading Supports for “De Soto’s Long March”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “A Restless Man,” Pages 34–35

Chapter 2  
De Soto's Long March

**A Restless Man** Another Spanish explorer who came upon interesting places in North America was Hernando de Soto. Like Ponce de León, de Soto was looking for riches. Instead, he came upon the most important rivers in North America.

**The Big Question**  
What regions in North America did de Soto explore, and what was he looking for?

De Soto was born in Spain. He came to the Americas when he was only fourteen or fifteen years old. He became a soldier and explorer. In the early 1530s, de Soto was part of a Spanish expedition that conquered the Inca empire in Peru, South America. De Soto was second in command to the expedition's leader, Francisco Pizarro (/franzˈseerˈhoʊ/ pɪərˈsɑːrˈhoʊ). Both Pizarro and de Soto became very rich. They exploited the people and the riches of Peru.

**Vocabulary**  
exploit, v. to take unfair advantage of a person or group

De Soto took his riches from South America back to Spain. For several years, he lived quietly, enjoying his great wealth. Then in 1538, he set out to find more riches. His desire for riches even helped pay for his own expedition.

**Page 34**

### Activity Page



AP 1.1

**Page 35** the people of Peru and shipped them back to Spain.

### Scaffold understanding as follows:

**Invite volunteers to take turns reading aloud the section “A Restless Man” on page 34.**

**CORE VOCABULARY**—Before students read, review the meaning of the Core Vocabulary term *exploit*.

**SUPPORT**—Display the World Map (AP 1.1). Have students locate South America. Point out the location of Peru.

**After volunteers have finished reading the text, ask the following questions:**

**LITERAL**—How did de Soto first become rich?

- » He was part of the expedition that conquered the Inca Empire and exploited the people and riches of Peru.

**LITERAL**—Why did de Soto return to the Americas for the second time?

- » He wanted to find more riches.

## “The Spaniards Attack,” Pages 36–38

**The Spaniards Attack**

De Soto sailed first to the West Indies. Then he headed for Florida. He landed on the west coast of Florida, not far from Tampa Bay. Once on land, de Soto and his men began marching north.

De Soto knew that Native Americans in Florida had fought against Ponce de León. So, he arrived in Florida with about six hundred men with European weapons. They were ready to use those weapons against the Native Americans.

The Native Americans who saw de Soto's men must have been surprised. The Spaniards travelled with animals the Native Americans had never seen before, including horses and pigs. The Spaniards also had metal tools and nails. They had guns and armor. Those things were unknown to the Native Americans.

**Vocabulary**  
armor, n. metal outer covering worn to protect the body in battle

**Page 36** armor belts.

### Activity Page



AP 2.1

### Scaffold understanding as follows:

**CORE VOCABULARY**—Read aloud the section “The Spaniards Attack.” Stop to explain the meaning of the vocabulary terms *armor*, *disease*, and *smallpox* as you encounter them in the text.

**SUPPORT**—Display the North America Map (AP 2.1). Have students locate Florida and then the rivers north and west of Florida (the Pee Dee, Savannah, Chattahoochee, and Alabama rivers) all the way across to the Mississippi and Red rivers. Explain that this area includes the present-day states of Georgia, South Carolina, Alabama, Arkansas, and Mississippi. Tell students that de Soto and his men traveled to all those areas looking for riches.

When the Spaniards attacked, the Native Americans fought bravely. But they could not hope to win against the soldiers' weapons. De Soto continued to march north. He and his men burned Native American villages, and they forced Native American prisoners into slavery.

It is easy to understand why the Native Americans of Florida were afraid of de Soto and his men. They wanted the Spaniards to leave them in peace. They told de Soto that the gold and silver he was looking for could be found farther north and perhaps farther west. Native Americans told de Soto to just march about ten days in this or that direction. Then he would find what he was looking for. De Soto decided to follow their advice.



De Soto and his men went north and west in search of gold.

**Page 37**

**After you have read the text, ask the following questions:**

**LITERAL**—Why did de Soto bring weapons on an expedition of exploration?

- » He knew Native Americans had fought Ponce de León, and he wanted to be prepared for the same thing if it happened again.

**EVALUATIVE**—What advantages did de Soto and his men have over the Native Americans?

- » The Spaniards had European weapons, horses, and armor. They also unknowingly brought diseases that weakened and killed many Native Americans.

**EVALUATIVE**—How did de Soto exploit the Native Americans he met in Florida?

- » He burned Native American villages and forced Native Americans into slavery.

**LITERAL**—Why did the Native Americans tell de Soto he could find gold and silver if he traveled farther north and west?

- » They wanted de Soto and his men to leave them in peace.

**INFERENTIAL**—Why does the author say that diseases were more harmful to Native Americans than weapons?

- » European diseases killed thousands of Native Americans, even after the Spanish left.

**“The Mighty Mississippi,” Pages 38–39**

**Scaffold understanding as follows:**

**Invite volunteers to read aloud the section “The Mighty Mississippi” on pages 38–39.**

**CORE VOCABULARY**—Review with students the meaning of the term *pioneer*.

**SUPPORT**—Display the North America Map (AP 2.1). Have students find the Mississippi River. Explain that the river flows from Minnesota to the Gulf of Mexico. It is the longest and most important river in the United States. Note that many rivers flow into the Mississippi. Explain that this river network was important not only to Native Americans, but also to European settlers who would later live in the American West.

Sadly, although the Spanish moved on, they left diseases behind. Without knowing it, the Spaniards had brought diseases from Europe. Because the Native Americans had never faced these sicknesses before, their bodies could not fight them. Large numbers of Native Americans got sick and died. In the years after de Soto's journey in North America, European diseases killed thousands of Native Americans. One deadly disease was smallpox. Diseases, as it turned out, were more harmful to Native Americans than weapons.

As for de Soto, he soon found himself exploring much more territory than he had planned. His travels took him through areas in present-day Florida, Georgia, South Carolina, Alabama, Mississippi, and Arkansas.

**The Mighty Mississippi**

In May 1541, de Soto and his men became the first Europeans to see the river that Native Americans called Mississippi. This probably happened just south of present-day Memphis, Tennessee.

This was an exciting find. The Mississippi was (and still is) the most important river in North America. It flows from northern Minnesota all the way south to the Gulf of Mexico. Almost all of the rivers between the Appalachian Mountains and the Rocky Mountains flow into the Mississippi.

that flow into it make up a network of the Native Americans in de Soto's time.

**Page 38**

**Vocabulary**  
disease, n. sickness  
challenge, n. a serious disease that generally kills people  
to person and causes a fever and rash

**Activity Page**



AP 2.1

Later, this network was very important to the pioneers and farmers who settled the American West. It remains very important to us today.

But de Soto did not understand the importance of his find. He had set out looking for gold, not rivers.

In 1542, de Soto caught a fever, grew ill, and died. His men wrapped up his body and placed it in the Mississippi River. Eventually some of de Soto's men floated down the river on rafts and made their way to Mexico.

Like so many Spanish expeditions in America, de Soto's expedition failed to find the gold he was looking for. But the expedition did lead to surprising finds. These discoveries paved the way for the further exploration of North America.

**Vocabulary**  
*pioneer*, or one of the first people to settle in a region.



Page 39

**After volunteers read the text, ask the following questions:**

**EVALUATIVE**—Why is the Mississippi River the most important river in the United States?

- » It flows almost the entire length of the United States, from Minnesota to the Gulf of Mexico. It is the center of a network of rivers used by Native Americans and pioneers and farmers in the American West. The Mississippi is still used today.

**INFERENTIAL**—Why might de Soto have considered his expedition a failure?

- » He did not find the gold he was looking for.

**LITERAL**—Even though de Soto did not find what he was looking for, his expedition was important. Why?

- » His explorations paved the way for future exploration of North America.

## Timeline

- Show students the Chapter 2 Timeline Image Card of de Soto's expedition. Read and discuss the caption.
- Review and discuss the Big Question: "What regions in North America did de Soto explore, and what was he looking for?"
- Post the Image Card of de Soto's travels on the Timeline under the date referencing the 1500s; refer to the illustration in the Unit 6 Introduction for guidance on the placement of the Image Card to the Timeline.



### CHECK FOR UNDERSTANDING 5 MIN

**Ask students to do one of the following:**

- **Turn and Talk**—Tell a partner the answer to the Big Question, "What regions in North America did de Soto explore, and what was he looking for?"
  - » Key points students should cite include: de Soto explored northern Florida, and the areas known now as Georgia, Arkansas, South Carolina, Alabama, and Mississippi. He was looking for gold.
- Choose one of the Core Vocabulary words (*exploit*, *armor*, *disease*, *smallpox*, or *pioneer*), and say aloud a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities



### Early Spanish Exploration and Settlement

30 MIN

Activity Page



AP 2.2

**Materials Needed:** Display and sufficient copies of Early Spanish Exploration and Settlement (AP 2.2)

Display Early Spanish Exploration and Settlement (AP 2.2). Review the terms *peninsula*, *strait*, *island*, and *harbor*. Have students identify and name at least one example of each of these geographic features on the map:

**peninsula**—a piece of land sticking out into a body of water, so that it is almost surrounded by water

**strait**—a narrow body of water that connects two large bodies of water

**island**—a piece of land that is completely surrounded by water

**harbor**—a part of a body of water that is next to land and provides a safe place for ships to anchor

Distribute copies of AP 2.2. Begin by asking students to identify the name of the body of water that is encircled by the Yucatan Peninsula, Mexico, and Florida (*Gulf of Mexico*), the body of water east of Florida (*Atlantic Ocean*), and the body of water encircled by South America, Central America, and the Greater and Lesser Antilles (*Caribbean Sea*). Have students identify each of the following map components: compass rose, scale bar, and key. Ask students to use the compass rose to identify the landmass north of Cuba (*North America/Florida*) and west of Cuba (*North America/Mexico*). Have students use the scale bar to calculate the distance from Cuba to Puerto Rico (*about 233 miles*). Ask students to use the key to identify the symbol for rivers and to name two. (*the Mississippi River and the Rio Grande*)

Then, have student pairs answer the questions that accompany the map. If time allows, invite pairs to share their answers with the class.

### Domain Vocabulary: Chapters 1–2 (RI.3.4, L.3.6)

30 MIN

Activity Page



AP 2.3

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 1–2 (AP 2.3)

Distribute AP 2.3, Domain Vocabulary: Chapters 1–2, and direct students to match each vocabulary term with the correct definition that they have learned in reading *Exploration of North America*.

This activity may be assigned for homework.

## CHAPTER 3

# The Search for El Dorado

**The Big Question:** Why did Coronado and others explore what is now the American Southwest?

### Primary Focus Objectives

---

- ✓ Describe North America's geography, including the locations of the Grand Canyon and the Rio Grande. (RI.3.2)
- ✓ Summarize the legend of El Dorado. (RI.3.2)
- ✓ Describe the search for El Dorado. (RI.3.2)
- ✓ Describe the explorations of Coronado. (RI.3.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *rainforest*, *plain*, *livestock*, and *canyon*, and the phrase "scouting party." (RI.3.4)

### What Teachers Need to Know

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For background information, download the CKHG Online Resource "About the Search for El Dorado":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

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#### Activity Pages



AP 1.1  
AP 1.3  
AP 2.1  
AP 3.1

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of North America Map (AP 2.1)
- Internet access
- Display and individual student copies of Explorers Chart (AP 1.3)
- Student copies of Coronado's Explorations (AP 3.1) and crayons

### Core Vocabulary (Student Reader page numbers listed below)

---

**rainforest, n.** a thick forest that gets a lot of rain and has very tall trees; the tops of the trees create an unbroken layer, or canopy, across the top (44)

*Example:* The Amazon rainforest is in South America.

*Variation:* rainforests

**plain, n.** a large area of flat land that has few or no trees (44)

*Example:* The explorers found it easier to travel across the flat plain than to climb the steep mountains.

*Variation:* plains

**livestock, n.** the animals kept on a farm (45)

*Example:* Farmers raise livestock, such as cows.

**“scouting party,” (phrase)** a few members of a group who are sent out ahead of the rest of the group to get information about an area (46)

*Example:* Ponce de León sent out a scouting party to find the Fountain of Youth.

*Variation:* scouting parties

**canyon, n.** a deep valley between mountains, cut through the rock by river water (46)

*Example:* The Grand Canyon in Arizona is one of the natural wonders of the world.

*Variation:* canyons

## THE CORE LESSON 25 MIN

### Introduce “The Search for El Dorado”

5 MIN

Activity Page



AP 2.1



Review what students learned in Chapter 2 about Hernando de Soto’s expedition, referring to the Timeline. Where did he explore? What was he searching for? What did he find? (*He traveled from Florida across what is now the southeastern United States. He was looking for gold, but found the Mississippi River.*) Tell students that in this chapter they will read about Spanish explorers who explored the land west of the Mississippi in what is now the American Southwest. Display the North America Map (AP 2.1). Have students locate the American Southwest on the map. Tell students that today, this region includes the states of Texas, New Mexico, Arizona, and Nevada.

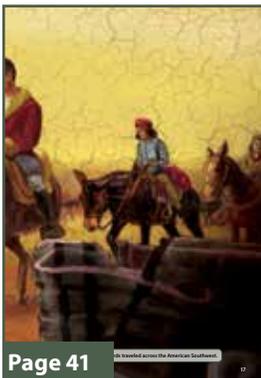
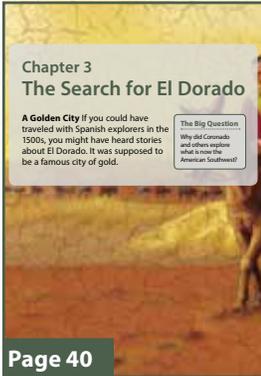
Introduce the Big Question. Tell students to look for details as they read this chapter as to why Coronado (a Spanish official in Mexico) and other explorers wanted to search the area now known as the American Southwest.

### Guided Reading Supports for “The Search for El Dorado”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “A Golden City,” Pages 40–42



**Scaffold understanding as follows:**

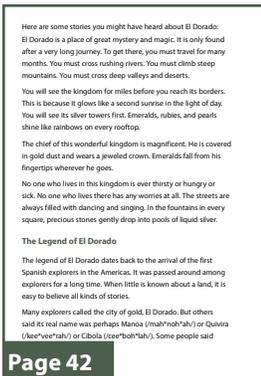
**Have students read independently the section “A Golden City” on pages 40–42.**

**After students have read the text, ask the following question:**

**LITERAL**—What did people believe about the city of El Dorado?

- » It was far away. It glowed. It was a city of gold with silver and gems on the buildings. No one there was ever hungry, thirsty, or worried. People were always happy.

## “The Legend of El Dorado,” Pages 42–44



**Scaffold understanding as follows:**

**Invite volunteers to read aloud the section “The Legend of El Dorado” on pages 42–44.**

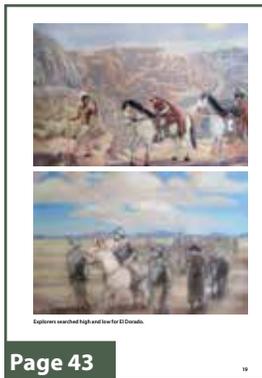
**CORE VOCABULARY**—Review with students the meaning of the terms *rainforest* and *plain* as they are encountered.

-  **SUPPORT**—Display the World Map (AP 1.1). Have students identify the areas of the world in which explorers searched for El Dorado. Point out to students that El Dorado was believed to be in North or South America, an area of the world about which little was known. Then, display the North America Map (AP 2.1), assisting students in identifying the American Southwest, Rio Grande, and Rocky Mountains.

### Activity Pages



AP 1.1  
AP 2.1



**After students have finished reading the text, ask the following questions:**

**LITERAL**—What were some of the names for the city of gold used by different explorers?

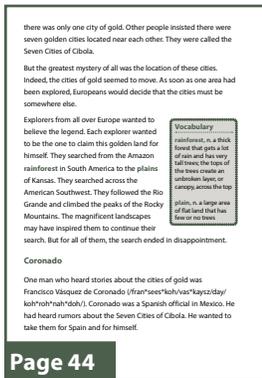
- » El Dorado, Cibola, Manoa, or Quivira

**LITERAL**—How many cities of gold supposedly existed?

- » Some said only one city of gold existed. Others said there were seven cities of gold located near each other.

 **LITERAL**—Where did explorers search for this city or cities of gold?

- » They searched from the Amazon rainforest to the plains of Kansas, the American Southwest, the Rocky Mountains, and along the Rio Grande.



**“Coronado,” Pages 44–47**

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Read aloud the section **“Coronado”** on pages 44–47. Stop to explain the meaning of the vocabulary terms and phrase *livestock*, “scouting party,” and *canyon* as you encounter them in the text.

 **SUPPORT**—Display the North America Map (AP 2.1). Have students identify the area or areas of the west in which Coronado searched for cities of gold, locating and identifying the Grand Canyon and the Rio Grande.



**Activity Page**



**AP 2.1**

Cibola turned out to be a big disappointment for the Spaniards. There were no golden towers, no walls plastered with silver, and no robes and emeralds shining on rooftops. There were just some simple mud houses. The villages nearby were just the same. The Seven Cities of Cibola turned out to be seven little villages!

Coronado was disappointed, but he did not give up. He sent scouting parties out in various directions. One day in 1540, one of these parties came upon a gigantic, twisting canyon. The walls of the canyon rose up thousands of feet above the river, showing red, orange, and gold in the sun. Coronado's men were the first Europeans to see the Grand Canyon.

These men probably admired the Grand Canyon for a few minutes. But it was not long before they started thinking about the cities of gold again. They soon moved on.

Coronado and his men spent the winter on the river called the Rio Grande, which in Spanish means "big river." It is not far from where Santa Fe, New Mexico, is today. Then they continued their explorations.

Although Cibola had disappointed him, Coronado had heard rumors of another golden city called Quivira. He marched

**Vocabulary**  
"Scouting party," defined a few members of a group who are sent out ahead of the rest of the group to get information about an area.  
Canyon: a deep valley between mountains, cut through the rock by fast water.

**Page 46**

northeast to find this city. But when he got to the place where Native Americans had said Quivira was, he found only a small village of Wichita people in what is now Kansas.

This time, Coronado did give up on finding the cities of gold. In 1542, he returned to Mexico. Although he and his men had not found what they were looking for, they had gained great knowledge of this new land.

**Page 47**

**After you read the text, ask the following questions:**

**LITERAL**—What was Coronado looking for on his expedition?

- » He wanted to find the Seven Cities of Cibola.

**LITERAL**—What were the Seven Cities of Cibola really?

- » They were a group of Native American Zuni villages.

**LITERAL**—What else did Coronado and his men find in their search for cities of gold?

- » They found the Grand Canyon and a village of Native American Wichita people in what is now Kansas.

**EVALUATIVE**—Although Coronado and his men did not find gold, did they find anything of value during their exploration?

- » They found many places previously not known to Spanish explorers. They gained great knowledge of the places they searched.

**Timeline**

- Show students the Chapter 3 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "Why did Coronado and others explore what is now the American Southwest?"
- Post the Image Card to the Timeline under the date referencing the 1500s. Refer to the illustration in the Unit 6 Introduction for guidance on the placement of each Image Card to the Timeline.

 **CHECK FOR UNDERSTANDING 5 MIN**

**Ask students to do one of the following:**

- **Turn and Talk**—Tell a partner the answer to the Big Question: "Why did Coronado and others explore what is now the American Southwest?"
  - » Key points students should cite include: They were looking for gold. The legend of El Dorado (the city or cities of gold) dated back to the arrival of the first Spanish explorers in the Americas. It changed and grew over the years. Little was known about North and South America, so explorers continued to look in new and different areas, still hoping to find gold.

- Choose one of the Core Vocabulary words (*rainforest, plain, livestock, or canyon*) or the phrase, “scouting party,” and say aloud a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities



### Explorers Chart

30 MIN

#### Activity Pages



AP 1.1  
AP 2.1  
AP 1.3

**Materials Needed:** Display and sufficient copies of the World Map (AP 1.1), North American Map (AP 2.1), and Explorers Chart (AP 1.3); Internet access



**Background for Teachers:** Before beginning this activity, preview videos of de Soto’s and Coronado’s explorations. The de Soto video is 4:45 minutes. The Coronado video is 4:55 minutes. Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** If Internet access is not available, review de Soto’s and Coronado’s explorations using the images and maps in Chapters 2 and 3 of the Student Reader.

### Hernando de Soto

Display the North America Map (AP 2.1). Ask students to identify the areas de Soto explored. Remind students that de Soto explored large areas east of the Mississippi River, but before he died, he did claim some lands west of the Mississippi for Spain. He and his men were the first Europeans to see the Mississippi River.

Show the video about de Soto. Ask students:

- What kind of reputation did de Soto earn?
  - » He earned a reputation for being ruthless, clever, and fierce.
- What was de Soto searching for in North America?
  - » gold
- What happened to the Native Americans whom de Soto encountered?
  - » They were killed in battle, enslaved, or died from punishment or European diseases.

- What do you think the Native Americans thought about the European explorers, such as de Soto?
  - » Students will likely say Native Americans thought European explorers were greedy and violent.
- Do you think de Soto showed courage, cruelty, or both when he explored North and South America?
  - » Student responses will vary, but they will likely claim de Soto was cruel because he killed and enslaved native peoples.

Have students take out their Explorers Charts (AP 1.3) that they started in Chapter 1. Have the class fill in the third row of the chart with information about de Soto. Ask volunteers to share their answers with the class. Correct any misinformation students might have.

### Francisco Vásquez de Coronado

Return to the North America Map (AP 2.1). Have students point to the area Coronado explored.

Show the video about Coronado. Ask students:

- Why did Coronado explore the American Southwest?
  - » *He was searching for riches, specifically the Seven Cities of Cibola.*
- What, in fact, did he find?
  - » Native American villages and some spectacular geographic features of the land.
- Do you think Coronado's exploration was a success or failure?
  - » Student responses will vary, but students should mention he explored the Grand Canyon and met many Native American tribes, but because he did not find riches, the sponsors of the expedition deemed it a failure.
- What did Coronado urge the Native Americans to do?
  - » He tried to convert them to Christianity.

Have students return to their Explorers Charts (AP 1.3). Have student pairs fill out the fourth row. Then, have students share their answers with the class. Correct any misinformation students might have added to their charts. Ask students whether Coronado could best be described as greedy or courageous. Students should save their charts for use in Chapters 5 and 6.



Activity Page



AP 3.1

**Materials Needed:** Display and individual student copies of Coronado's Explorations AP 3.1; crayons, pencils

Display Coronado's Explorations (AP 3.1). Have students refer to the map to answer the following questions:

- Which states have mountains?
  - » Utah, Colorado, New Mexico, and Arizona
- Which state is northwest of Arizona?
  - » Nevada
- Which state is north of Oklahoma?
  - » Kansas
- How many states did Coronado explore?
  - » He explored five states.

Then, have students answer the questions on AP 3.1. If time allows, invite students to share their answers with the class. This activity page may also be assigned as homework.

## CHAPTER 4

# Spanish North America

**The Big Question:** Why did the Spanish decide to build settlements in North America, north of Mexico?

### Primary Focus Objectives

---

- ✓ Summarize how the Spanish built their empire in North America. (RI.3.2)
- ✓ Describe life for Native Americans at Spanish missions. (RI.3.2)
- ✓ Describe the Pueblo revolt. (RI.3.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *conquistador*, *Roman Catholic Church*, *priest*, *mission*, *presidio*, and *blacksmith*. (RI.3.4)

### What Teachers Need to Know

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For background information, download the CKHG Online Resource “About Early Spanish North America”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

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Activity Pages



AP 1.1  
AP 1.2  
AP 2.1

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Florida and West Indies (Caribbean Islands) Map (AP 1.2)
- Display and individual student copies of North America Map (AP 2.1)
- Internet access

### Core Vocabulary (Student Reader page numbers listed below)

---

**conquistador, n.** the Spanish word for conqueror (50)

*Example:* Spain sent many conquistadors to North and South America.

*Variation:* conquistadors

**Roman Catholic Church, n.** the branch of Christianity led by the pope, whose headquarters are in Rome, Italy. (50)

*Example:* Many Spanish explorers were members of the Roman Catholic Church.

**priest, n.** a person who has the training or authority to carry out certain religious ceremonies or rituals (50)

*Example:* At the wedding ceremony, the priest blessed the couple.

*Variation:* priests

**mission, n.** a settlement built for the purpose of converting Native Americans to Christianity (51)

*Example:* The Spanish built missions to spread their religion and culture in their North American colonies.

*Variation:* missions

**presidio, n.** a fort (52)

*Example:* The Spanish troops at the presidio stopped the Native American warriors.

*Variation:* presidios

**blacksmith, n.** a type of craftsman who makes iron tools by hand (53)

*Example:* The blacksmith made a sword for the soldier.

*Variation:* blacksmiths

## THE CORE LESSON 25 MIN

### Introduce “Spanish North America”

5 MIN

Activity Page



AP 2.1



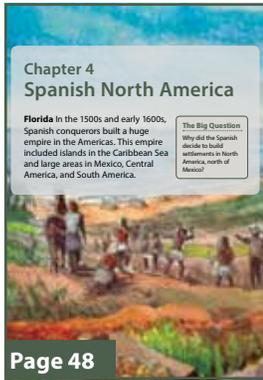
Use the Chapter 3 Timeline Image Card to review what students read about Coronado and the search for El Dorado. Display the North America Map (AP 2.1), and have students locate the areas that Coronado explored. Tell students that in this chapter they will learn how Spain settled the areas that were visited and searched by Spanish explorers.

Direct students to the Big Question: “Why did the Spanish decide to build settlements in North America, north of Mexico?” Encourage students to look for answers to the Big Question as they read.

### Guided Reading Supports for “Spanish North America”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.



Activity Pages



AP 1.1

AP 1.2



Scaffold understanding as follows:

**CORE VOCABULARY**—Read aloud the section “Florida” on pages 48–51. Stop to explain the meaning of vocabulary terms *conquistador*, *Roman Catholic Church*, *priest*, and *mission* as you encounter them in the text.

**SUPPORT**—Display the World Map (AP 1.1), and have students identify the areas that were part of Spain’s empire in the Americas, as described on page 48. Remind students that Central America comprises countries between South America and Mexico.

**SUPPORT**—Display Florida and West Indies (Caribbean Islands) Map (AP 1.2), and have students identify the settlement of St. Augustine, as described on page 50.

**SUPPORT**—Call attention to the image on page 51 that shows the building of a Spanish mission. Point out the conquistadors (in black and purple in the foreground and in gray in the background) and the priest (in brown robes). Point out the large cross, and explain that the cross is a symbol that is frequently used on Christian religious buildings.

After you read the text, ask the following questions:

**LITERAL**—Why did the Spanish build forts and settlements on the coast of Florida?

- » Spanish ships with treasures from South America sailed past the coast of Florida on their way to Spain. English, Dutch, and French pirate ships often tried to steal the treasure headed to Spain. The Spanish built forts and settlements along the coast of Florida to protect their treasure ships from pirates.

**LITERAL**—What did Pedro Menéndez de Avilés do in 1565?

- » He set up the colony of St. Augustine in Florida.

**LITERAL**—What is special about St. Augustine today?

- » It is the oldest continuing European settlement in the United States.

**LITERAL**—What was the purpose of Spanish missions?

- » Their purpose was to convert Native Americans to Christianity.

## “The Southwest and California” and “Mission Life,” Pages 51–54



The missions were a big part of Spain's plan to colonize parts of North America.

outposts called missions. Native Americans were brought in to do the work. Catholic priests taught the workers about Christianity. This kind of settlement helped Spain gain control of a wide area in Florida.

**Vocabulary**  
mission, n. a settlement built for the purpose of converting Native Americans to Christianity

The Southwest and California

Spain also expanded its empire by moving north from Mexico into the American Southwest. Those areas are now Texas, Arizona, New Mexico, and Nevada. To do this, the Spaniards built a network of

Page 51 27

### Activity Page



AP 2.1

forts and missions. The forts were known as presidios (preezhee'deeo). The forts helped the Spanish control Native Americans who rebelled against them.

Native Americans who joined the missions received food and a safe place to live. In return, they had to work and worship at the mission. They had to learn to live like the Spaniards. This meant they had to give up most of their old ways of life, including their religious beliefs.

**Mission Life**

Mission life centered on the church. The local priest was at the center of the community. The mission bell rang to tell people what to do during the day. The bell told them when to wake up, when to go to church, and when to pray. It even told them when it was time to work, to eat, to learn, or to sleep.

Most missions had a ranch for raising livestock, such as cattle, sheep, and goats. Native American men worked on these ranches, taking care of the animals. These men were called vaqueros (vahn'kehr'ohz/). They were the first cowboys.

Crops were raised on land near the mission. Native Americans worked the fields. The crops included corn, beans, chiles, squash, melons, and cotton. There were orchards and vineyards where apples, peaches, and grapes were grown.

**Vocabulary**  
presidio, n. a fort

Page 52

Native Americans were also taught skills that helped keep the mission going. Carpenters, blacksmiths, and weavers were trained to meet the needs of the community. Women and girls made pottery and wove baskets. They also prepared the food for the big noontime meal.

The Spanish settlers set up many missions in the Southwest. One of the best known is San Antonio de Valero. It was founded in 1718. Today it is known as the Alamo. The Alamo played an important role in the later history of Texas.

In the 1700s, a Spanish priest named Father Junípero Serra (hoor'nee'pay'toh'kehr'trah) set up several missions in California.



**Vocabulary**  
blacksmith, n. a type of craftsman who makes iron tools by hand

Page 53 29

### Scaffold understanding as follows:

Invite volunteers to read aloud the section “The Southwest and California” on pages 51–52.

**CORE VOCABULARY**—Stop to review the word *presidios* when it is encountered in the text.

 **SUPPORT**—Display the North America Map (AP 2.1). Have students identify the area of the American Southwest, as described on page 51.

Have students read independently or with a partner the section “Mission Life” on pages 52–54.

**CORE VOCABULARY**—Stop to review the word *blacksmith* when it is encountered in the text.

After students read the text, ask the following questions:

**EVALUATIVE**—What were the presidios? How were they similar to Spanish missions?

- » The presidios were forts. Like the missions, they helped the Spanish control Native Americans.

**LITERAL**—What did the Native Americans gain by joining a Spanish mission? What did they have to give up?

- » At the mission, they received food and a safe place to live. However, they had to give up most of their old ways of living, including their religious beliefs.

**LITERAL**—What types of work did the Native Americans perform at the mission?

- » They worked in the fields, orchards, and vineyards. They also worked as carpenters, blacksmiths, and weavers. Women made pottery and wove baskets.

**LITERAL**—Who was Father Junípero Serra?

- » He was a Spanish priest who set up several missions in California.

## “The Pueblo Revolt,” Pages 54–55

**Scaffold understanding as follows:**

**Invite volunteers to read aloud the section “The Pueblo Revolt” on pages 54–55.**

**After volunteers read the text, ask the following questions:**

 **INFERENTIAL**—Who were the Pueblo people?

- » They were Native Americans who lived in the area of New Mexico at the time of Spanish conquest.

**Note:** Core Knowledge students may recall the Pueblo from the unit *The Earliest Americans*.

**LITERAL**—What did the Spanish do to the Pueblo who refused to give up their religion and become Christians?

- » They were enslaved, punished, or killed.

**LITERAL**—What did Popé do?

- » He led the Pueblo in a rebellion against the Spanish to take back their land.

**LITERAL**—Did Popé and the Pueblo succeed in reclaiming their land?

- » Yes, but only for a short period of time (twelve years). The Spanish managed to take back the same land several years later.

Serra's dream was to establish a chain of missions that stretched all the way from Mexico to Alaska. Serra did not accomplish this goal. But many of the missions he founded became important cities. San Diego and San Francisco are just two examples.

### The Pueblo Revolt

In some places relations between the Spanish settlers and Native Americans were friendly. In many other places, though, relations were not good. The Spaniards often used their weapons to conquer and enslave Native Americans. This caused great sorrow and anger for Native Americans. They suffered the loss of their freedom and the destruction of their traditional culture.

During the 1670s, the Spanish governor of New Mexico tried to force the Pueblo people to give up their religion and become Christians. Those who refused were either punished or killed.

One of the Pueblos who was punished was an important man named Popé (popeyeh). Popé responded by fighting back against the Spaniards. He said that the spirits of the Pueblo ancestors told him to drive away the Spanish settlers and their religion.

In 1680, Popé led a rebellion that included more than two dozen Pueblo communities. The groups involved in this rebellion lived in widely scattered villages and in some cases spoke different languages. But, they were united in their wish to drive out the Spaniards. They managed to push the Spaniards south to El Paso, Texas, and reclaim their territory.

Page 54

The Pueblo Revolt led by Popé had succeeded. The Pueblos preserved their independence for twelve years after the revolt. But in 1692, the Spaniards took over New Mexico again. In the Southwest, and elsewhere in the Americas, European expansion was proving hard to stop.



Native Americans struggled to stop Europeans from taking their land.

Page 55

## Timeline

- Show students the Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why did the Spanish decide to build settlements in North America, north of Mexico?”
- Post the cards to the Timeline under the dates referencing the 1500s, 1600s, and 1700s. Refer to the illustration in the Unit 6 Introduction for guidance on the placement of each Image Card to the Timeline.



## CHECK FOR UNDERSTANDING 5 MIN

### Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “Why did the Spanish decide to build settlements in North America, north of Mexico?”
  - » Key points students should cite include: In Florida, the Spanish built forts along the coast to protect their ships sailing to Spain laden with riches. In the Southwest, Spain wanted to make its empire larger by settling different territories. The Spanish built forts to control the Native Americans who fought or resisted them, and they also built missions to convert Native Americans to Christianity.
- Choose one of the Core Vocabulary words (*conquistador*, *Roman Catholic Church*, *priest*, *mission*, *presidios*, or *blacksmith*), and say aloud a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities



### California Missions and Apolinaria Lorenzana

30 MIN

Activity Page



AP 2.1

**Materials Needed:** Display copy of the North American Map (AP 2.1); Internet access



**Background for Teachers:** Before beginning this activity, review the video about California missions and Apolinaria Lorenzana. The video is 10:00 minutes. Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Before showing the video, discuss with students the mission system that the Spanish set up in their lands in the Southwest and in what is now California. Review what students have read about missions—how they worked, who controlled the missions, and especially what living at missions meant for Native Americans. Tell students that the question of whether or not the missions were a positive feature of Spanish settlement of the Southwest has many sides to it.

As you show the video, you might pause it at certain times and discuss what was just presented. For example, such times might be:

1:18 minutes—after the historian Vickie Ruiz speaks. Note that Spanish people were the first Europeans to settle the United States. Spanish was the first European language spoken in North America.

4:16 minutes—Ask students the location of the first Spanish settlement. (*what is now Santa Fe, New Mexico*) Ask who settled the Spanish frontier lands of the western United States. (*missionaries and priests*) Note that more than twenty missions were established in California. Many are now part of the state’s major cities.

7:07 minutes—Discuss the mission system, including: How did it work? Who was at the center of the mission? Who supervised the cooking and supplies? What role did Native Americans have? How were the Native Americans treated by the Spanish? How did the fact that thousands of Native Americans died from European diseases affect the choices Native Americans had?

8:47 minutes—Discuss what happened in 1821. (*Mexico gained its independence from Spain.*) What happened in 1833? (*The missions were secularized, or removed from religious control.*) What happened to the land the missions held? Who was supposed to get the land? What choices did Native Americans have?

After viewing the video, return to the question first asked: Was the mission system a positive feature of the Spanish settlement of the Southwest? Was the mission system good for people? Be sure students give reasons and examples to support their opinions.



## Virtual Field Trip: St. Augustine

30 MIN

Activity Page



AP 1.2

**Materials Needed:** Display copy of Florida and West Indies (Caribbean Islands) Map (AP 1.2); Internet access



**Background for Teachers:** Before beginning this activity, review the video and the National Park Service website about St. Augustine, Florida. Also review the background information for teachers about the Castillo de Marcus fort. Use this link to download the CKHG Online Resources for this unit, where the specific links to the video, background information, and photos may be found:

**[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)**

Display the Florida and West Indies (Caribbean Islands) Map (AP 1.2), and have students locate Florida and St. Augustine. Review what students read about St. Augustine.

Show the video to the class. (The video is about 1:30 minutes long.) Ask students what the guide means when he says that St. Augustine today is a “multicultural” city. Discuss with students what that means. Ask them whether their own city or town is multicultural.

Note the guide’s mention of the Castillo de San Marcus fort. Display the photos of the fort from the National Park Service website, and share information about the background of the fort. Point out that the fort was built in the 1600s and is still standing, and is not crumbling! Discuss with students why the fort is so significant.

# Exploring for England

**The Big Question:** What were John Cabot and Henry Hudson looking for?

## Primary Focus Objectives

- ✓ Describe North America’s geography, including the following locations: Canada, Newfoundland, and the Hudson River. **(RI.3.2)**
- ✓ Summarize the attempts of Cabot and Hudson to find the Northwest Passage. **(RI.3.2)**
- ✓ Describe Cabot’s explorations. **(RI.3.2)**
- ✓ Describe Hudson’s explorations. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *merchant*, *trading center*, *fleet*, *Northwest Passage*, and *mutiny*. **(RI.3.4)**

## What Teachers Need to Know

For background information, download the CKHG Online Resource “About Exploring for England”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Pages



AP 1.1  
AP 1.3  
AP 2.1

- Display and individual student copies of the World Map (AP 1.1)
- Display and individual student copies of the North America Map (AP 2.1)
- Internet access
- Display and individual student copies of the Explorers Chart (AP 1.3)

## Core Vocabulary (Student Reader page numbers listed below)

**merchant, n.** a person who buys and sells goods to earn money **(56)**

*Example:* The merchant sold food and clothes at the settlement.

*Variation:* merchants

**trading center, n.** a place where people buy and sell goods **(56)**

*Example:* The farmers brought their harvest to the trading center to sell.

*Variation:* trading centers

**fleet, n.** a group of ships sailing together with the same purpose and under the direction of the same leader (59)

*Example:* King Henry gave John Cabot a small fleet to explore the North American coast.

**Northwest Passage, n.** a sea route connecting the Atlantic Ocean and Pacific Ocean (60)

*Example:* Many English explorers searched for a Northwest Passage so they could reach Asia faster.

**mutiny, n.** a rebellion of a ship's crew against the captain (63)

*Example:* Months of cold weather and little food led to a mutiny by Henry Hudson's crew.

## THE CORE LESSON 25 MIN

### Introduce “Exploring for England”

5 MIN

Activity Page



AP 1.1



Review with students the Timeline Image Cards from Chapter 4. Display the World Map (AP 1.1). Referring to the map, explain that Spain was not the only European country to explore the Americas. In this chapter, students will read about two explorers, John Cabot and Henry Hudson, who explored northeastern North America: Cabot for England; Hudson for England and the Netherlands (the country of the Dutch). As you explain, point out Spain, England, the Netherlands, and northeastern North America on the map.

Direct students' attention to the Big Question: What were John Cabot and Henry Hudson looking for? Have students look for information about Cabot's and Hudson's goals as they read.

### Guided Reading Supports for “Exploring for England”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Meet John Cabot” and “A New Found Land,” Pages 56–59

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Read aloud the sections “Meet John Cabot” and “A New Found Land.” Stop to explain the vocabulary words *merchant*, *trading center*, and *fleet* as you encounter them in the text.



**SUPPORT**—Display the World Map (AP 1.1), and point out the countries in which Cabot lived—Italy, Spain, and England. Using the map on page 59, have students identify where Cabot sailed on his first voyage to North America.

Activity Page



AP 1.1

**Chapter 5**  
**Exploring for England**

**Meet John Cabot** John Cabot was born in Genoa. He was given the name Giovanni Caboto (/johˈvɑːhˈnee/kahˈboʊˈtoʊ/). Genoa is the Italian city where Christopher Columbus was born. As a young man, Cabot was a merchant. He traded goods in many ports. In 1490, Caboto moved his family to Spain. Perhaps he was hoping to go exploring.

**The Big Question**  
What were John Cabot and Henry Hudson looking for?

**Vocabulary**  
merchant, n. a person who buys and sells goods to earn money  
trading center, n. a place where people buy and sell goods

At that time the Italians were not interested in sending explorers across the Atlantic. It was the Spaniards and the Portuguese who were interested in exploration. In 1492, the Spanish king and queen sent Columbus on his first voyage across the Atlantic Ocean. Meanwhile, the Portuguese were busy setting up trading centers on the route they controlled. That Portuguese route ran around the tip of Africa and across the Indian Ocean to India.

**Page 56**

**After you read the text, ask the following questions:**

**LITERAL—Where was Cabot born, and what did he do for work?**

- » He was born in Italy and was a merchant.

**LITERAL—Why did Cabot move to Spain?**

- » The Spanish king and queen were sending explorers across the Atlantic to look for spices and more riches. Cabot wanted to explore. He hoped the Spanish king and queen would send him on a journey to explore.



**Page 57**

Italians were very interested in exploration across the Atlantic Ocean.

**LITERAL—Why did Cabot explore for England?**

- » He tried unsuccessfully to get Spain and Portugal to give him a fleet, so he moved to England and was able to persuade King Henry VII to give him a fleet to find a way to the East Indies.

**LITERAL—What was the result of Cabot's first voyage?**

- » He did not reach the East Indies and instead explored an island off the coast of eastern Canada. He also explored the rich northeast Atlantic fishing waters.

**A New Found Land**

Giovanni Caboto could not convince Spain or Portugal to send him exploring. So he moved to England. He settled in the port city of Bristol and changed his name to John Cabot. Finally, he persuaded King Henry VII of England to pay for him to sail out into the Atlantic.

Cabot set sail in May 1497, under an English flag. He chose a route that headed farther north than the route Columbus had taken only five years earlier. Five weeks after he left England, Cabot sighted land. Like Columbus, he believed that he had found an island near China. He named it New Found Land. Today it has the same name, but we write Newfoundland (New Found Land). This land is located along the eastern coast of Canada.

Cabot returned to England with no spices or treasures to show King Henry. But he described the land that he had explored. In particular he described rich fishing waters. Cabot reported that there were so many fish that all you had to do to catch some was drop a basket in the water and pull it back up!



**Page 58**

Cabot told King Henry about the great quantity of fish in the waters of Newfoundland.

**LITERAL—What was the goal of Cabot's second voyage? What happened on that voyage?**

- » The goal of Cabot's second voyage was to find a new trade route to the Spice Islands. Instead, he and his crew disappeared.



This map shows where historians believe Cabot sailed on his first voyage.

King Henry agreed to a second voyage for Cabot. But he would pay for only one ship. Merchants from Bristol paid for three more ships. They hoped that Cabot would find a new trade route to the Spice Islands.

Cabot's small fleet sailed in May 1498. This time he was determined to reach the Spice Islands of Asia. But he was never seen or heard from again. Perhaps he and his crew drowned in a storm. Or perhaps he and his crew were shipwrecked on some lonely coast where no one could rescue them.

**Page 59**

**Vocabulary**  
fleet, n. a group of ships sailing together with the same purpose and under the direction of the same leader

## “The Northwest Passage,” Page 60

### The Northwest Passage

When European explorers found the North American continent, they soon began to look for a way around it, or through it, so they could get to Asia. Christopher Columbus was looking for this shortcut, and so was John Cabot.

For hundreds of years, explorers looked for what they called the Northwest Passage. They believed that there had to be a sea route that would take them on to Asia. They could hardly wait to reach the Spice Islands and load their ships with valuable spices.

So they explored every river mouth that they found in North America. They sailed inland as far as they could. Sooner or later the rivers would become too narrow or too shallow. Often the water would freeze into ice and the explorers would have to turn back. But no matter how often they failed, they did not give up the search.

Even though these expeditions failed to find the Northwest Passage, they were valuable. Important knowledge about the land was gained on every journey.

Mapmakers used the new knowledge to make better, more accurate maps during the 1500s. European explorers began to understand the shape and size of North America. They realized that North America was so big that it should be called a continent.

**Vocabulary**  
Northwest Passage, a sea route connecting the Atlantic Ocean and Pacific Ocean

Page 60

### Activity Page



AP 2.1

### Scaffold understanding as follows:

**CORE VOCABULARY**—Read aloud the title of the section: “The Northwest Passage.” Use the vocabulary box to explain the meaning of the title.

 **SUPPORT**—Display the North America Map (AP 2.1), and use the map to explain the idea of a Northwest Passage. Direct students’ attention to the many river networks running from north to south. Explain that explorers tried to travel far enough north, through the area we now know as the northern United States and Canada, to find such a passage.

### Invite volunteers to read aloud the section “The Northwest Passage.”

### After volunteers read the text, ask the following questions:

**LITERAL**—Why were explorers looking for the Northwest Passage?

- » They wanted a way to get to Asia, especially the Spice Islands, by going through North America.

**LITERAL**—What did explorers gain from their searches for the Northwest Passage?

- » They gained knowledge that led to more accurate maps, including the knowledge that North America was large enough to be a continent.

## “Henry Hudson” and “A Great River,” Pages 61–62

### Henry Hudson

More than one hundred years after John Cabot was lost at sea, an English explorer named Henry Hudson sailed through some of the same waters. He too, was trying to find a shortcut to Asia. Sometimes Hudson sailed for the English, and other times he sailed for the Dutch.

In 1609, Hudson got a job with the Dutch East India Company. The Dutch East India Company made a lot of money from the spice trade. They sent ships all the way around Africa to East Asia. But they wanted to find a quicker route to Asia. Hudson had ideas about finding a passage to the East.



While looking for the Northwest Passage in the far North, Henry Hudson and his crew had to deal with cold weather and icebergs.

Page 61

### Activity Page



AP 2.1

### Scaffold understanding as follows:

**Tell students that they are now going to read about Henry Hudson, an explorer who sailed under the flags of two different countries when he explored North America.**

**Read aloud the sections “Henry Hudson” and “A Great River” on pages 61–62. Refer to both the World Map (AP 1.1) and the North America Map (AP 2.1) as you read this section.**

 **SUPPORT**—Display the World Map (AP 1.1). Show students where Hudson had originally planned to sail (across the northern coast of Russia) and where he ended up sailing (from the Netherlands, to Norway, then across the North Sea and Atlantic Ocean to North America). Display the North America Map (AP 2.1), and have students trace Hudson’s route in North America (down the Atlantic Coast and then up the Hudson River).

### After you read the text, ask the following questions:

**LITERAL**—Whom did Henry Hudson work for? What was he hired to do?

- » He worked for the Dutch East India Company. He was hired to find a passage to the Spice Islands in the East.

Hudson's idea was to sail over the top of the world and along the northern coast of Russia. With a small crew, Hudson set sail on board a ship called the *Half Moon*.

He sailed the ship up the coast of Norway. As the *Half Moon* traveled farther north, the weather got worse and worse. It was very cold. The crew was not happy. To keep the crew from turning against him, Hudson changed the ship's course and headed toward North America.

**A Great River**

The *Half Moon* made it to North America and sailed down the Atlantic Coast, looking for a waterway that would lead to the Northwest Passage. This river took Hudson to the mouth of a great river. Could this be the way? Hudson explored the wide, deep channel. He claimed the land on its banks for Holland.

Today we call that waterway the Hudson River. It flows out of New York State and passes New York City, one of the world's greatest ports. But there were no cities along the river when Hudson sailed it. The river did not lead to the Pacific Ocean, as Hudson had hoped it would. When the water became too shallow for the *Half Moon*, the disappointed Hudson turned the ship around and returned to Holland.

**The Final Voyage**

In the spring of 1610, Henry Hudson began another voyage on northwest in a new ship, the *Discovery*.

**Page 62**

**LITERAL**—What was Hudson’s plan for his voyage?

- » He planned to sail over the top of the world—up the coast of Norway and along the northern coast of Russia.

**EVALUATIVE**—Why did Hudson change his plans?

- » The weather was very cold as he sailed north, and the crew grew unhappy. To prevent the crew from turning against him, he changed course and sailed west to North America.

**LITERAL**—What great river did Hudson find along the east coast of North America? For what country did he claim this area?

- » He found the river that is now called the Hudson River, which flows out of New York State past New York City. He claimed this area for the Netherlands (the Dutch).

**“The Final Voyage,” Pages 62–63**

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Ask students to read independently or in pairs the section **“The Final Voyage.”** Call their attention to the vocabulary word *mutiny*, and direct them to refer to the definition when they encounter it in the text.

**SUPPORT**—Display the North America Map (AP 2.1), and have students trace the route of Hudson’s final voyage.

**After students have read the text, ask the following questions:**

**LITERAL**—On Hudson’s final voyage, where did he sail? What was it like?

- » He sailed northwest, north of Greenland and Iceland, and into a great sea he thought was the Pacific Ocean. The weather was very cold.

**EVALUATIVE**—Why did Hudson’s crew commit mutiny?

- » The crew was angry at the months of travel in cold weather and the lack of food.

The weather was freezing cold. It got colder the farther north he went. The water became icy and dangerous. Hudson took *Discovery* past what is now Iceland and Greenland. After four months of travel, Hudson sailed into a great sea, which he thought was the Pacific Ocean. Excited by his find, Hudson kept going.

After three months of westward travel, the weather grew even colder. Ice soon surrounded the ship. Food ran low, and the crew turned against Henry Hudson. In a mutiny, they forced him, his young son, and a few others into a small boat and then sailed home. They left Hudson in the bay that bears his name. He and his son were lost forever.

**Vocabulary**  
*mutiny*, n. a rebellion of a ship's crew against the captain



**Page 63**

**Activity Page**



AP 2.1

**Timeline**

- Show students the two Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What were John Cabot and Henry Hudson looking for?”
- Post the two Timeline Image Cards under the dates referencing the 1400s, and the 1600s; refer to the illustration in the Unit 6 Introduction for guidance on the placement of each Image Card to the Timeline.



## CHECK FOR UNDERSTANDING 5 MIN

### Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “What were John Cabot and Henry Hudson looking for?”
  - » Key points students should cite include: both were looking for the Northwest Passage to the East Indies in Asia for spices; both believed there was a way to sail west from Europe, through the North American continent to the East Indies.
- Choose one of the Core Vocabulary words (*merchant*, *trading center*, *fleet*, *Northwest Passage*, or *mutiny*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### Explorers Chart

30 MIN

#### Activity Pages



AP 1.3  
AP 2.1

**Materials Needed:** Display copies of the North America Map (AP 2.1) and Explorers Chart (AP 1.3); student copies of AP 2.1 and AP 1.3; Internet access



**Background for Teachers:** Before beginning this activity, review the videos about Cabot’s and Hudson’s explorations in the northeastern region of North America. The Cabot video is 4:23 minutes. The Hudson video is 4:45 minutes. Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** If Internet access is unavailable, use the images and maps in Chapter 5 of the Student Reader to review Cabot’s and Hudson’s explorations.

### John Cabot

Display the North America Map (AP 2.1). Ask students to identify the areas Cabot explored. Remind students that Cabot was the first explorer to claim land in North America for England.

Show the video and then ask students:

- How was Cabot’s route different from Columbus’s route?
  - » It was a shorter, more northerly route.
- Why did Cabot sail for England, even though he was Italian?
  - » The English king was the only one to back his voyage.

- What did Cabot come upon that proved to be very valuable to England?
  - » the rich fishing waters in the North Atlantic
- What happened to Cabot on his second voyage?
  - » His ship disappeared, and he and his crew were never heard from again.

Have students take out their Explorers Charts (AP 1.3) that they worked on earlier in the unit. Have the class fill in the row about Cabot. Invite volunteers to share their answers. Correct any misinformation students might have. Discuss Cabot's character traits with the class, asking students to think of words or phrases that might describe Cabot. Answers may vary, but may include: "didn't give up," *persistent*, *courageous*, *stubborn*, and *greedy*. Ask students to defend their opinions.

### Henry Hudson

Display the North America Map (AP 2.1) again. Have students identify the areas Hudson explored (northeast North America—Hudson River and Hudson Bay). Show the video about Hudson.

After showing the video, ask students:

- What was Hudson's plan to reach the East Indies?
  - » to sail north through the Arctic to the East Indies
- What did Hudson do that shows his persistence and determination?
  - » He turned around and sailed west to North America to search for the Northwest Passage.
- What river did Hudson come upon?
  - » the river that flows through New York State now called the Hudson River
- What did Hudson's observations about the land around what is now the Hudson River lead to?
  - » colonization of the area

Have student pairs fill out the row of their Explorers Charts (AP 1.3) about Hudson. Invite volunteers to share their answers with the class. Correct any misinformation students might have added to their charts. Discuss with students their answers for the last column of the chart. Ask students whether there is great evidence of Hudson's determination. Encourage students to give their reasons and examples to support their opinions.

### Domain Vocabulary: Chapters 3–5 (RI.3.4, L.3.6)

30 MIN

Activity Page



AP 5.1

**Materials Needed:** Sufficient copies of the Domain Vocabulary: Chapters 3–5 (AP 5.1)

Distribute AP 5.1, Domain Vocabulary: Chapters 3–5, and direct students to complete the crossword using the vocabulary terms in the Word Bank.

This activity may be assigned for homework.

# Champlain and New France

**The Big Question:** What were some of the things that Champlain noticed about the St. Lawrence River Valley that made it a good place to settle?

## Primary Focus Objectives

- ✓ Describe North America’s geography, including the following locations: Canada, St. Lawrence River, the Great Lakes (Superior, Michigan, Huron, Erie, and Ontario), New France, and Quebec. **(RI.3.2)**
- ✓ Summarize Champlain’s explorations on the east coast of North America. **(RI.3.2)**
- ✓ Explain Champlain’s settlements. **(RI.3.2)**
- ✓ Describe the “accidental finds” of the exploration of North America. **(RI.3.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *custom*, *natural resource*, and *trading post*. **(RI.3.4)**

## What Teachers Need to Know

For background information, download the CKHG Online Resource “About Champlain and New France”: [www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

### Activity Pages



AP 1.1  
AP 1.3  
AP 2.1  
AP 6.1  
AP 6.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of North America Map (AP 2.1)
- Internet access
- Display and individual student copies of Explorers Chart (AP 1.3) or The Search for the Northwest Passage (AP 6.1)
- Display and individual student copies of Explorers Review (AP 6.2)

## Core Vocabulary (Student Reader page numbers listed below)

**custom, n.** a traditional way of acting or doing something **(64)**

*Example:* It is an American custom to make a wish when blowing out the candles on a birthday cake.

*Variation:* customs

**natural resource, n.** something from nature that is useful to humans (66)

*Example:* John Cabot discovered that fish were a natural resource found in abundance in North America.

*Variation:* natural resources

**trading post, n.** a small settlement or store that is set up to sell or trade goods (66)

*Example:* The French built a trading post along the St. Lawrence River.

*Variation:* trading posts

## THE CORE LESSON 25 MIN

### Introduce “Champlain and New France”

5 MIN

Use the class Timeline to review the voyages of John Cabot and Henry Hudson. Tell students that in this chapter they will learn about an explorer from another European country—France—who also searched for a Northwest Passage. Ask students to define in their own words *Northwest Passage*.

Direct students’ attention to the Big Question. Tell students, when reading this chapter, to look for details about the St. Lawrence River Valley.

### Guided Reading Supports for “Champlain and New France”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “The French Get Involved” and “A French Colony,” Pages 64–67

Chapter 6  
Champlain and  
New France

**The French Get Involved** One of the greatest French explorers was Samuel de Champlain (shame-“plane”). Champlain made many voyages to North America in the early 1500s. Like Cabot and Hudson, he searched for the Northwest Passage.

**The Big Question**  
What were some of the things that Champlain noticed about the St. Lawrence River Valley that made it a good place to settle?

**Vocabulary**  
custom, n. a traditional way of acting or doing something

Champlain also made maps. He collected information about the things he saw. He observed Native Americans and reported on their customs.

On one trip, Champlain sailed south along the coast of what is now Maine. He eventually reached Cape Cod, in what is now Massachusetts. On a later trip, he sailed up the St. Lawrence River into what is now Canada.

Page 64

Activity Page



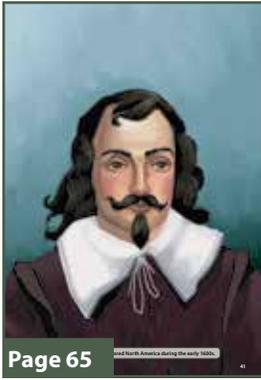
AP 2.1

Scaffold understanding as follows:

**CORE VOCABULARY—Read aloud the sections “The French Get Involved” and “A French Colony.”** Stop to explain the vocabulary words *custom*, *natural resource*, and *trading post* when they are encountered in the text.

 **SUPPORT**—Display North America Map (AP 2.1), and help students locate the areas Champlain explored, as described on page 64, including what is now Maine and Massachusetts.

 **SUPPORT**—Direct students to the map on page 67. Have them locate the St. Lawrence River and Quebec. Point out the area of New France. Ask students where New France is located compared to the areas explored and settled by Spain and England. (*New France is between the area settled by Spain in the west and south, and by England along the Atlantic Coast.*)



**After you have read the text, ask the following questions:**

**LITERAL**—What was Champlain searching for in his voyages to North America?

» He searched for the Northwest Passage.

**LITERAL**—Why was the St. Lawrence River Valley a good place to establish a settlement?

» The area had many natural resources.

**EVALUATIVE**—How did the French treat Native Americans? How was this different from the way the Spanish treated Native Americans?

» The French traded with the Native Americans. This was different from the Spanish treatment because it was peaceful. The Spanish tried to conquer and enslave Native Americans and pushed them to give up their ways of living.

**A French Colony**

Champlain liked the St. Lawrence River Valley right away because of the area's natural resources. There provided timber for building and fruit and nuts for food. There was grassland for raising livestock. There were berries, herbs, and roots for cooking. There were fish in the rivers and streams. And there were many different animals to hunt and trap in the forests and meadows. Champlain decided that this was the perfect spot to build the first permanent, or long-lasting, French colony in North America. And that is what he did. In 1608, he and thirty other Frenchmen established a trading post along the St. Lawrence River. Champlain named his outpost Quebec (kwauh'bek).

**Vocabulary**  
 natural resources, n.  
 something from nature that is useful to humans.  
 trading post, n.  
 a small settlement or store that is set up to sell or trade goods.

Page 66

The settlement started by Champlain became the colony of New France.

Only nine of the original settlers survived the first winter. Still, Quebec eventually began to grow. Champlain and his men traded with Native Americans, offering knives and tools in exchange for beaver furs. The furs were shipped back to Europe, where beaver hats were very popular.

Eventually, the French set up more towns along the St. Lawrence River. Quebec became the center of the French colony known as New France.

**The Great Lakes**

The St. Lawrence River led Champlain and other French explorers to the Great Lakes region of North America. There they found five

Page 67

**“The Great Lakes,” Pages 67–68**

**Scaffold understanding as follows:**

**Have students read independently the section “The Great Lakes” on pages 67–68.**

**SUPPORT**—Display North America Map (AP 2.1). Have students locate and name each of the Great Lakes.

**gigantic lakes.** Today, we call these lakes the Great Lakes. They are so large that sailing on them feels like sailing on the ocean!

Champlain himself explored Lake Ontario and Lake Huron during the 1600s. Later in the 1600s, other French explorers came upon Lake Michigan, Lake Erie, and Lake Superior.

In 1678, a French priest who was living in the area between Lake Ontario and Lake Erie came upon Niagara Falls. It is one of the largest and most powerful waterfalls in the world. More than three hundred thousand tons of water pour over the edge of these amazing falls each minute!

**Accidental Finds**

One of the most remarkable things about the exploration of North America is how much was accomplished by accident. The French priest who came upon Niagara Falls was not looking for a waterfall. Columbus was not looking for the Caribbean. De Soto did not hope to find the Mississippi River. Coronado was looking for glittering cities, not glittering canyons. Cabot stumbled upon Newfoundland, but that was not the land he had hoped to find. Hudson was disappointed that neither the river nor the bay named for him led to Asia. Champlain hoped that the St. Lawrence River would lead him to Asia. It led him into the Great Lakes instead.

There is something inspiring about these stories. It shows that, when you explore, surprising things can happen. And this is true, every day.

Page 68

**After students read the text, ask the following questions:**

**LITERAL**—What role did the St. Lawrence River have on the French exploration of the North American continent? What did they find?

- » The St. Lawrence River led Champlain and other French explorers away from the coast, deep into the North American continent. They found five very large lakes that today are called the Great Lakes.

**LITERAL**—Which of the five Great Lakes did Champlain explore?

- » Lake Ontario and Lake Huron

**“Accidental Finds,” Pages 68–69**



**Scaffold understanding as follows:**

**Invite volunteers to read aloud the section “Accidental Finds.”**

**After volunteers read the text, ask the following question:**

**EVALUATIVE**—What does the author mean by “One of the most remarkable things about the exploration of North America is how much was accomplished by accident”?

- » It means that explorers were not looking for the places they found. In some cases, they didn’t know for sure where they were.

**Timeline**

- Show students the two Chapter 6 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What are some of the things that Champlain noticed about the St. Lawrence River Valley that made it a good place to settle?”
- Post the two Timeline Image Cards under the date referencing the 1600s; refer to the illustration in the Unit 6 Introduction for guidance on the placement of each Image Card to the Timeline.



## CHECK FOR UNDERSTANDING 5 MIN

### Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “What are some of the things that Champlain noticed about the St. Lawrence River Valley that made it a good place to settle?”
  - » Key points students should cite include: the natural resources including timber for building, fruit and nuts for food, grassland for raising livestock, fish in the rivers and streams, many animals to hunt and trap.
- Choose one of the Core Vocabulary words (*custom*, *natural resource*, or *trading post*), and say aloud a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

**Note:** If you find that you finish reading and discussing this chapter with additional class time remaining, you may want to have students watch the video clip about Champlain and complete their Explorers Charts (AP 1.3), as referenced in the Additional Activity.

## Additional Activities



### Explorers Chart

30 MIN

#### Activity Pages



AP 1.3  
AP 2.1

**Materials Needed:** Display and sufficient copies of North America Map (AP 2.1) and Explorers Chart (AP 1.3); Internet access



**Background for Teachers:** Before beginning this activity, review the video about Champlain’s explorations in the northeast area of North America. The Champlain video is 4:12 minutes. Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Display North America Map (AP 2.1). Ask students to identify the areas Champlain explored. Remind students that Champlain explored for the French and was the first explorer to claim land in North America for France.

Show the video and then ask students:

- What important skill did Champlain have that he used in his exploring?
  - » He knew how to navigate and draw charts, and did much mapmaking in his exploring.

- Did Champlain get along with Native Americans?
  - » Yes, he traded with them, and in the first French colony he established, Port Royal, he and the Native Americans lived together and shared feasts.
- What happened to make the Iroquois France’s longtime enemy?
  - » Champlain killed two Iroquois leaders in a fight.
- In history, what is Champlain still considered?
  - » He is still considered the Father of New France.

Display Explorers Chart (AP 1.3), and have students take out their copies. Have the class fill in the row about Champlain. Invite volunteers to share their answers. Correct any misinformation students might have in their charts.



## The Search for the Northwest Passage

30 MIN

Activity Page



AP 6.1

**Materials Needed:** Display and sufficient copies of The Search for the Northwest Passage (AP 6.1)

Display AP 6.1. Ask students to locate the St. Lawrence River and trace the river to the Great Lakes. Ask students who sailed farther north: Champlain or Hudson? (*Hudson*) In which area did both Champlain and Hudson sail? (*along the coast of Newfoundland*)

Have students complete the questions on AP 6.1 and share their answers in class discussion. This activity page may also be completed for homework.



## Explorers Review

30 MIN

Activity Page



AP 6.2

**Materials Needed:** Display and sufficient copies of Explorers Review (AP 6.2)

Have students complete the activity in pairs. Review the activity in class discussion. Make sure students make any corrections necessary in their Explorers Review. This activity page may also be completed for homework.

## Samuel de Champlain’s Journal (RI.3.2)

30 MIN

Activity Page



AP 2.1

**Materials Needed:** Display copy of North America Map (AP 2.1); Sufficient copies of Samuel de Champlain’s Journal (NFE 1)



**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where a specific link to the journal excerpt may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note to Teachers:** As a primary source document, Samuel de Champlain's Journal (NFE1) includes difficult and sometimes archaic vocabulary. We recommend that you consider using this resource and activity as a Challenge activity.

Introduce the term *primary source*. Explain that a primary source is an original text or item related to a period of history, created by someone who lived at that time. The excerpt they are going to read is from Samuel de Champlain's journal. It was written by Champlain in 1609. It is a primary source.

Ask volunteers to read aloud two paragraphs each from the journal. Have students follow along. Stop frequently as students read to scaffold understanding of the more difficult vocabulary. For example:

**fall** (of a river)—a downward flow of water, such as a waterfall

**savages**—archaic term used to refer to people regarded as “uncivilized.” The term often was a reflection of a lack of understanding of the differences among different cultures, experiences, and backgrounds.

**half a league**—a measurement term, about one and a half miles

**re-embarked**—got back on board the canoes

**pin**es—a type of evergreen tree

**fowl**—different types of birds that people eat, such as turkey, duck, or chicken,

Display North America Map (AP 2.1), and have students identify the area that Champlain is writing about.

After volunteers have read the excerpt, give students time to discuss both of the following questions in small groups:

- Do you think Champlain's account of his travels is fair and accurate? Why or why not?
  - » Student responses may vary. Students should support their opinions with details from the text.
- Do you think it is a good thing that Champlain describes the nature and the geography of the North American land he explores? Why or why not?
  - » Student responses may vary. Students should understand, though, that Champlain's descriptions were valuable for people in 1609, as there was little information about the inland areas of North America.

Have small groups share with the entire class their answers to the questions.

# Teacher Resources

**Unit Assessment: *Exploration of North America*** 112

**Performance Task: *Exploration of North America*** 116

- Performance Task Scoring Rubric 117
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- The Search for the Northwest Passage (AP 6.1) 129
- Explorers Review (AP 6.2) 130

**Answer Key: *Exploration of North America*** 131

**The following nonfiction excerpt (Primary Source Document) can be found and downloaded at:**

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Nonfiction Excerpt

- NFE1: Samuel de Champlain’s Journal

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Unit Assessment: *Exploration of North America***

---

### **A. Circle the letter of the best answer.**

1. In 1492, Columbus claimed the land he found for the king and queen of what country?
  - a) Italy
  - b) Spain
  - c) America
  - d) England
  
2. Who was the first Spaniard to explore the lands that are now part of the southern east coast of the United States?
  - a) Juan Ponce de León
  - b) Francisco Vásquez de Coronado
  - c) Christopher Columbus
  - d) Junípero Serra
  
3. What place was Ponce de León searching for?
  - a) the Northwest Passage
  - b) the Grand Canyon
  - c) the Fountain of Youth
  - d) the Seven Cities of Cibola
  
4. Who was the first European to see the Mississippi River?
  - a) Christopher Columbus
  - b) Henry Hudson
  - c) El Dorado
  - d) Hernando de Soto
  
5. What was the legend of El Dorado about?
  - a) a famous city or cities of gold
  - b) a famous city of silver
  - c) a real city in Florida
  - d) a big canyon
  
6. What was Coronado searching for in the American Southwest?
  - a) Mississippi River
  - b) Seven Cities of Cibola
  - c) the Rocky Mountains
  - d) Northwest Passage

- 7.** Who were the conquistadors?
  - a)** Spanish priests
  - b)** Spanish conquerors
  - c)** Native Americans of the Southwest
  - d)** rulers of El Dorado
  
- 8.** What is the oldest continuing European settlement in the United States?
  - a)** the Alamo
  - b)** Wichita
  - c)** Santa Fe
  - d)** St. Augustine
  
- 9.** What were the religious settlements that the Spaniards built in the Southwest called?
  - a)** presidios
  - b)** vaqueros
  - c)** missions
  - d)** conquistadors
  
- 10.** Who led the Pueblo a rebellion against the Spanish?
  - a)** St. Augustine
  - b)** San Marcos
  - c)** Popé
  - d)** Champlain
  
- 11.** What area did Henry Hudson explore?
  - a)** eastern Canada and the northeastern U.S. coast
  - b)** the Mississippi River
  - c)** the American Southwest
  - d)** the Pacific Coast of North America
  
- 12.** Where is the river named for Henry Hudson located?
  - a)** Canada
  - b)** Newfoundland
  - c)** New York
  - d)** Florida
  
- 13.** What did Champlain name the settlement he founded?
  - a)** Florida
  - b)** Quebec
  - c)** Newfoundland
  - d)** Bimini

- 14.** Which body of water did Champlain explore for France?
- a)** the Caribbean Sea
  - b)** the Mississippi River
  - c)** the Hudson River
  - d)** the St. Lawrence River
- 15.** What were most early European explorers in the Americas looking for?
- a)** riches or a passage to Asia
  - b)** good farmland
  - c)** a place to build colonies
  - d)** a new home for themselves

**B. Match the following vocabulary words with their definition. Write the correct letter on the line.**

**Terms**

\_\_\_\_\_ 16. exploit

\_\_\_\_\_ 17. Northwest Passage

\_\_\_\_\_ 18. canyon

\_\_\_\_\_ 19. expedition

\_\_\_\_\_ 20. natural resource

\_\_\_\_\_ 21. merchant

\_\_\_\_\_ 22. scouting party

**Definitions**

**a)** a person who buys and sells goods to earn money

**b)** something from nature that is useful to humans

**c)** a special journey taken by a group that has a clear purpose or goal

**d)** a few members of a group who are sent out ahead of the rest of the group to get information about an area

**e)** a deep valley between mountains, cut through the rock by river water

**f)** a sea route connecting the Atlantic Ocean and the Pacific Ocean

**g)** to take unfair advantage of a person or group

## Performance Task: *Exploration of North America*

**Teacher Directions:** The exploration of North America involved explorers from different parts of Europe traveling to and exploring different regions of the continent. Invariably, explorers looking for one thing found something entirely different. Have students create a visual summary of the exploration of North America, such as a poster with an annotated map. Encourage students to use the Student Reader to take notes and organize their thoughts in the table provided. Use this link to download the CKHG Online Resources for this unit, where the specific link to a blank map of North America may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide at least one fact or detail about exploration in each region to use as the basis of their summaries.

<b>Region of North America</b>	<b>Explorer(s) and Results of Expeditions</b>
<b>Florida</b>	Ponce de León: searched for the Fountain of Youth; attacked by Native Americans de Soto: exploited Native Americans; continued north and west Menéndez de Avilés: established St. Augustine
<b>Mississippi River</b>	de Soto: became first European to see Mississippi River
<b>American Southwest</b>	Coronado: searched for cities of gold; found the Grand Canyon Spanish set up forts and missions
<b>Atlantic Coast</b>	Cabot: found fish off coast of Newfoundland Hudson: sailed Atlantic Coast and up the river that became known as Hudson River
<b>northern Canada</b>	Hudson: found what is now called Hudson Bay
<b>St. Lawrence River Valley</b>	Champlain: set up trading post; founded Quebec; explored two of the Great Lakes

## Performance Task Scoring Rubric

---

**Note:** Students should be evaluated on the basis of their summaries using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their summaries.

<b>Above Average</b>	Visual summary is accurate, detailed, and neatly presented, with more than one detail presented for each of the seven regions of North America. Illustrations and annotations are engaging and demonstrate strong understanding of the content discussed in the unit. One or two minor errors may be present.
<b>Average</b>	Visual summary is neatly presented, mostly accurate, and somewhat detailed, with at least one detail presented for each of the seven regions of North America. Illustrations and annotations demonstrate a solid understanding of the content discussed in the unit. A few minor errors may be present.
<b>Adequate</b>	Visual summary is mostly accurate but lacks detail. Details are presented for at least five of the seven regions of North America. Illustrations and annotations demonstrate some understanding of the content discussed in the unit. Some errors may be present.
<b>Inadequate</b>	Visual summary is incomplete or demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate knowledge of historical events of the exploration of North America. Major errors may be present.

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Performance Task Activity: *Exploration of North America***

---

What happened during the era of exploration in North America? Create a visual summary that identifies the important people, places, and events covered in this unit. Your summary can be an illustrated map, a collage, or something similar. The goal is to tell the story of the exploration of North America mostly in pictures, with a few words identifying the names of explorers, what they explored, and other important details.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Exploration of North America*.

Name \_\_\_\_\_

Date \_\_\_\_\_

### ***Exploration of North America Performance Task Notes Table***

---

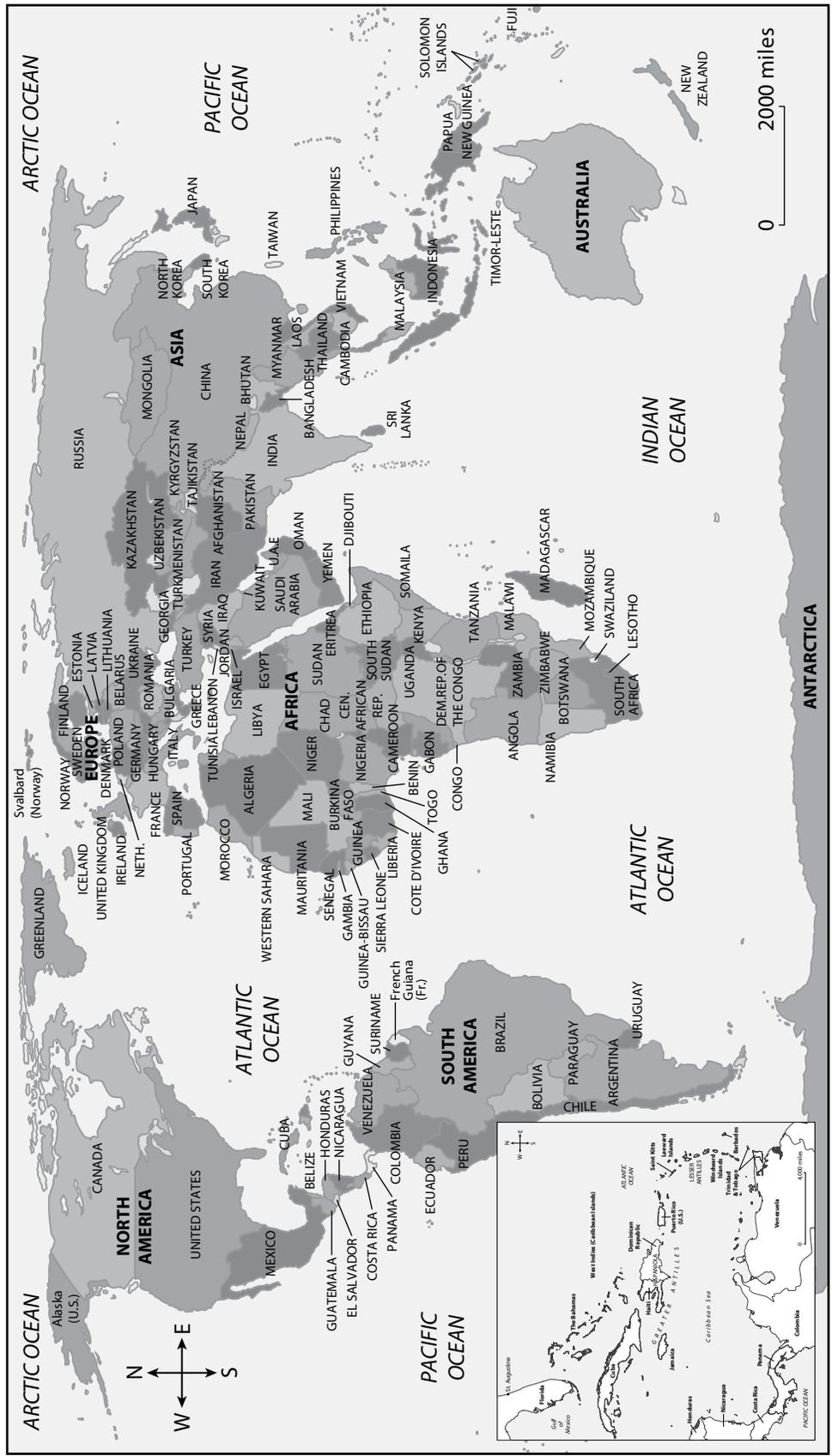
Use the table below to help organize your ideas as you refer to the *Exploration of North America*. You should try to have at least one example for each region.

<b>Region of North America</b>	<b>Explorer(s) and Results of Expeditions</b>
<b>Florida</b>	
<b>Mississippi River</b>	<ul style="list-style-type: none"><li>• de Soto: became first European explorer to see Mississippi River</li></ul>
<b>American Southwest</b>	
<b>Atlantic Coast</b>	
<b>northern Canada</b>	
<b>St. Lawrence River Valley</b>	

Name \_\_\_\_\_

Date \_\_\_\_\_

# World Map



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.2

Use with Chapters 1 and 4

Florida and West Indies (Caribbean Islands) Map



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.3

Use with Chapters 1, 3, 5, 6

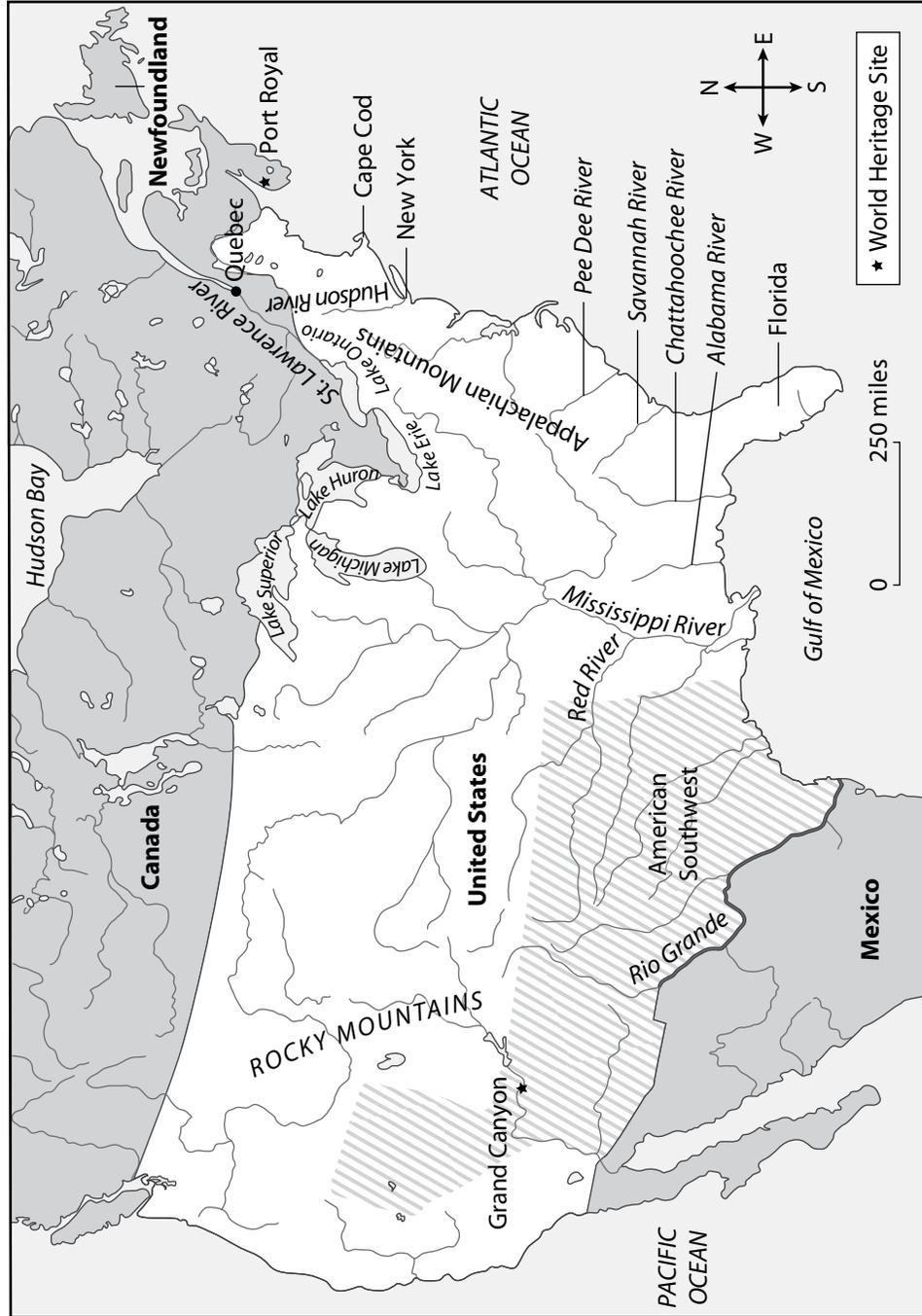
Explorers Chart

Explorer	Country Sailed For	Key Facts/Events
Christopher Columbus		
Juan Ponce de León		
Hernando de Soto		
Francisco Vásquez de Coronado		
John Cabot		
Henry Hudson		
Samuel de Champlain		

Name \_\_\_\_\_

Date \_\_\_\_\_

### North America Map

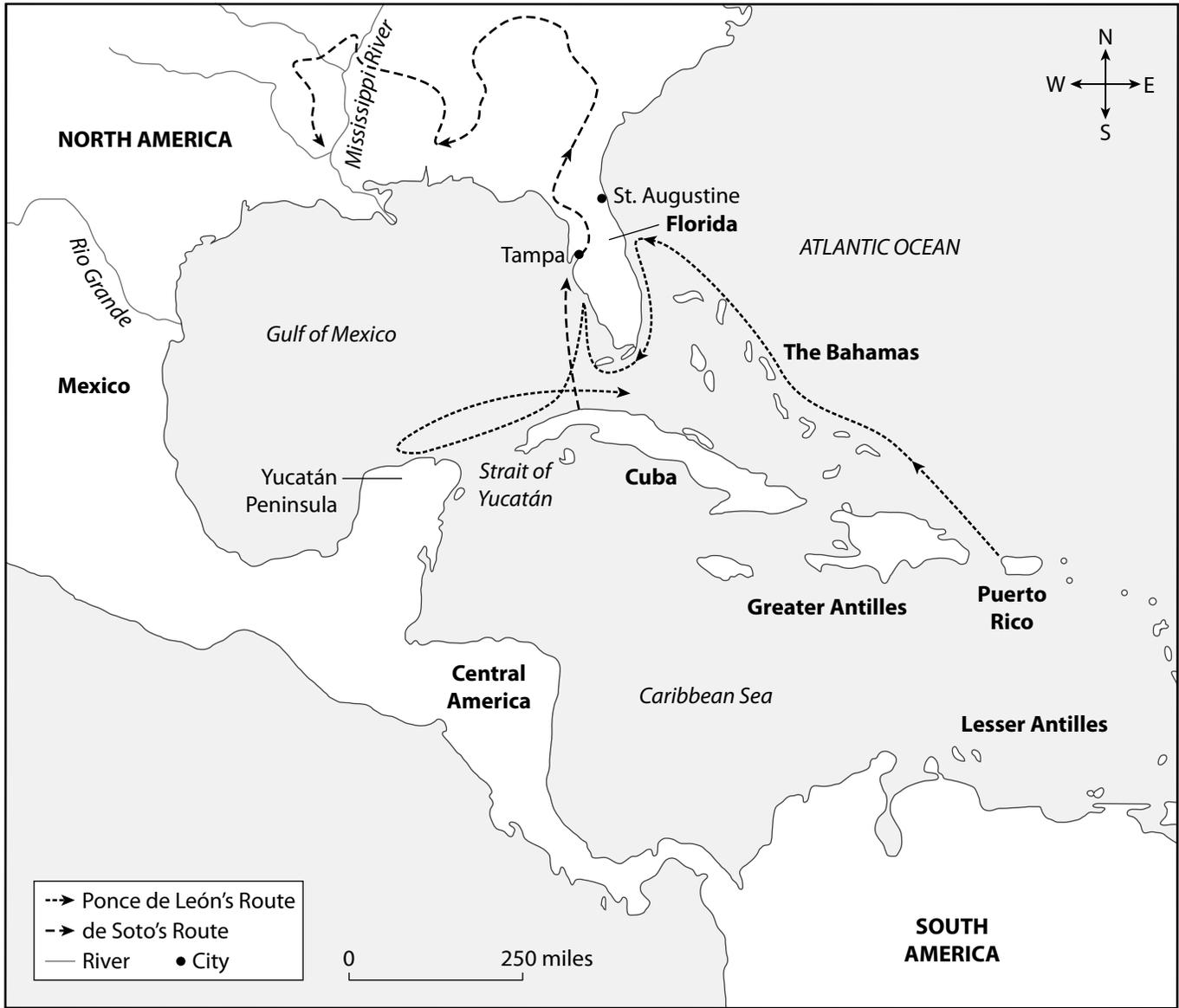


Activity Page 2.2

Use with Chapter 2

Early Spanish Exploration and Settlement

Study the map, and answer the questions below.



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? \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 2.3

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

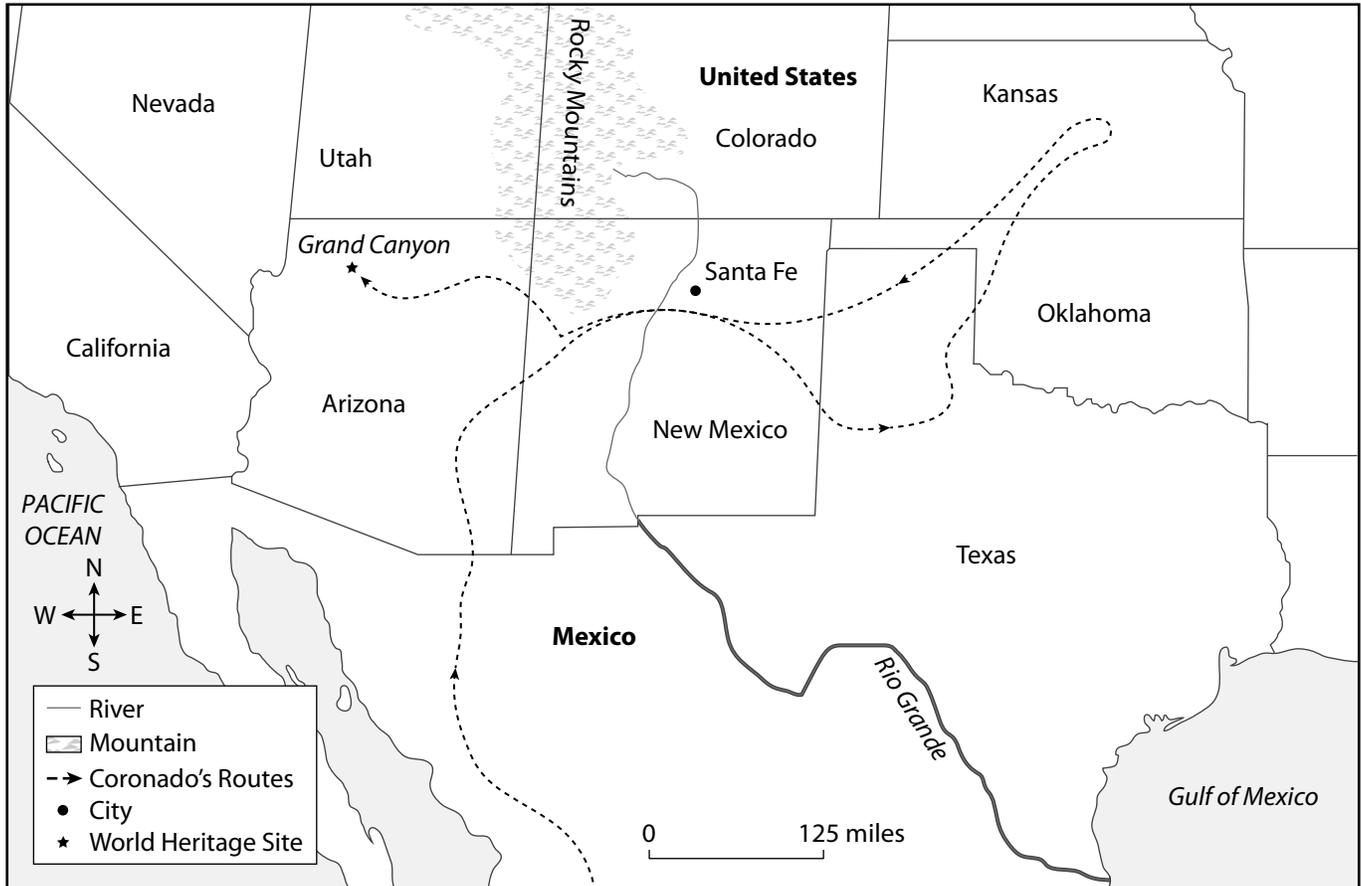
- |                      |  |
|----------------------|--|
| _____ 1. colony      | a) one of the first people to settle in a region   |
| _____ 2. exploit     | b) a serious disease that spreads from person to person and causes a fever and rash          |
| _____ 3. settlement  | c) a group of countries or territories under the control of one government or one ruler      |
| _____ 4. pioneer     | d) to take unfair advantage of a person or group   |
| _____ 5. spice       | e) an area, region, or country that is controlled and settled by people from another country |
| _____ 6. armor       | f) a small village   |
| _____ 7. disease     | g) sickness  |
| _____ 8. empire      | h) a special journey taken by a group that has a clear purpose or goal                       |
| _____ 9. smallpox    | i) a plant used to add flavor to food  |
| _____ 10. expedition | j) metal outer covering worn to protect the body in battle                                   |

Activity Page 3.1

Use with Chapter 3

Coronado's Explorations

Use the map to complete the items below.



1. The broken line with arrows shows \_\_\_\_\_.
2. Where did Coronado start his travels? \_\_\_\_\_
3. Coronado and his men traveled through what are now the states of Texas, Oklahoma, Kansas, New Mexico, and \_\_\_\_\_.
4. Coronado and his men traveled as far northeast as the state of \_\_\_\_\_.
5. What was the name of the canyon Coronado's men saw? \_\_\_\_\_  
In what state is it located? \_\_\_\_\_
6. What is the Rio Grande? \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 5.1

Use with Chapter 5

Domain Vocabulary: Chapters 3–5

Use the terms in the Word Bank to complete the crossword puzzle. For terms that have more than one word, omit the spaces between words when writing the terms in the puzzle.

canyon	conquistador	fleet	livestock	merchant	mission
mutiny	Northwest Passage	plain	priest	trading center	
Roman Catholic Church	scouting party				

**Across**

**Down**

- 4. a sea route connecting the Atlantic Ocean and the Pacific Ocean
- 7. a rebellion of a ship’s crew against the captain
- 9. the Spanish word for conqueror
- 10. a few members of a group who are sent out ahead of the rest of the group to get information about an area
- 11. a large area of flat land that has few or no trees
- 12. a settlement for the purpose of converting Native Americans to Christianity

- 1. a group of ships sailing together with the same purpose and under the direction of the same leader
- 2. a place where people buy and sell goods
- 3. a person who has the training or authority to carry out certain religious ceremonies or rituals
- 5. a deep valley between mountains, cut through the rock by river water
- 6. the branch of Christianity led by the pope, whose headquarters are in Rome, Italy
- 7. a person who buys and sells goods to earn money
- 8. the animals kept on a farm

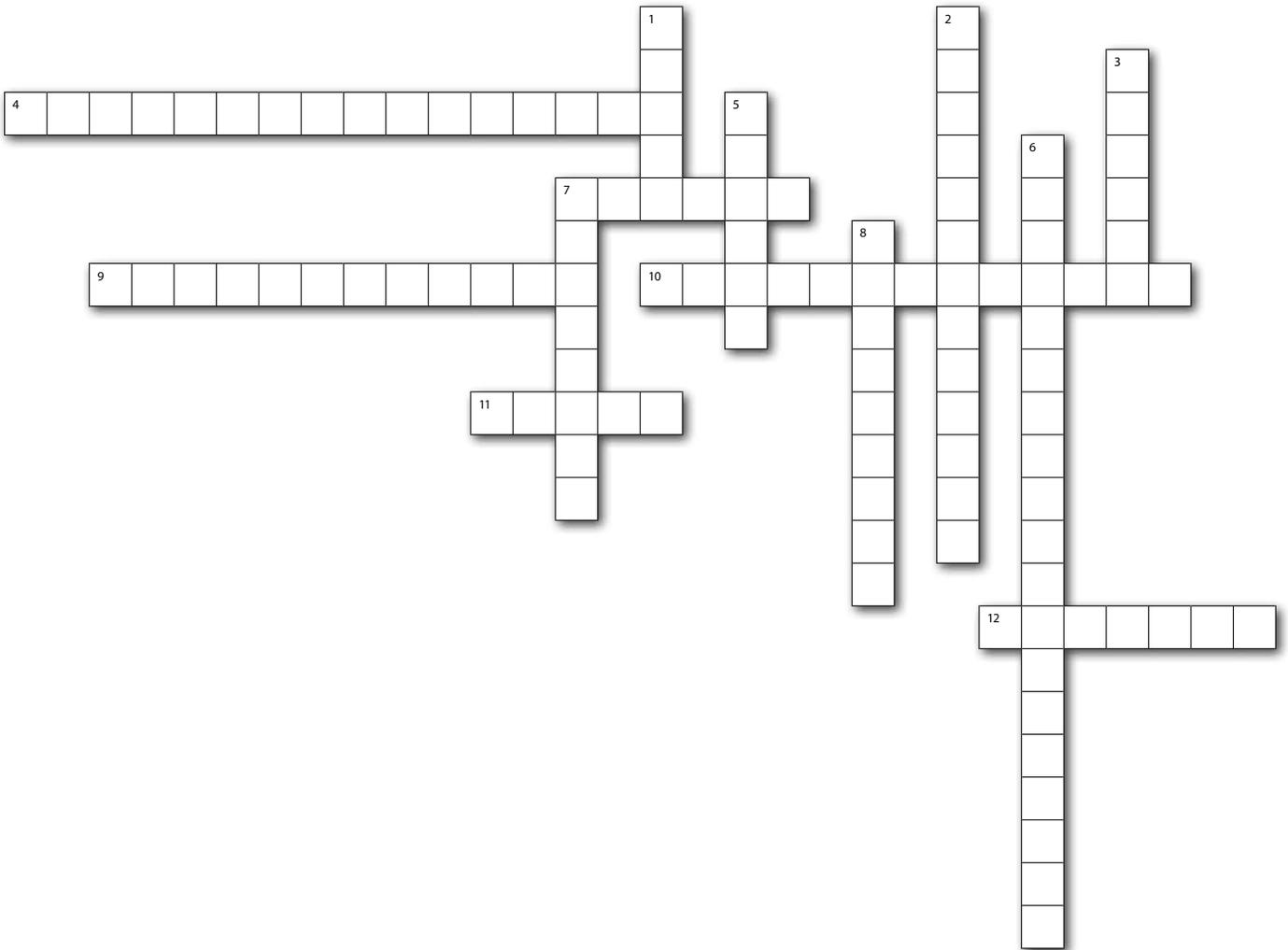
Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 5.1: *Continued*

Use with Chapter 5

Domain Vocabulary: Chapters 3–5

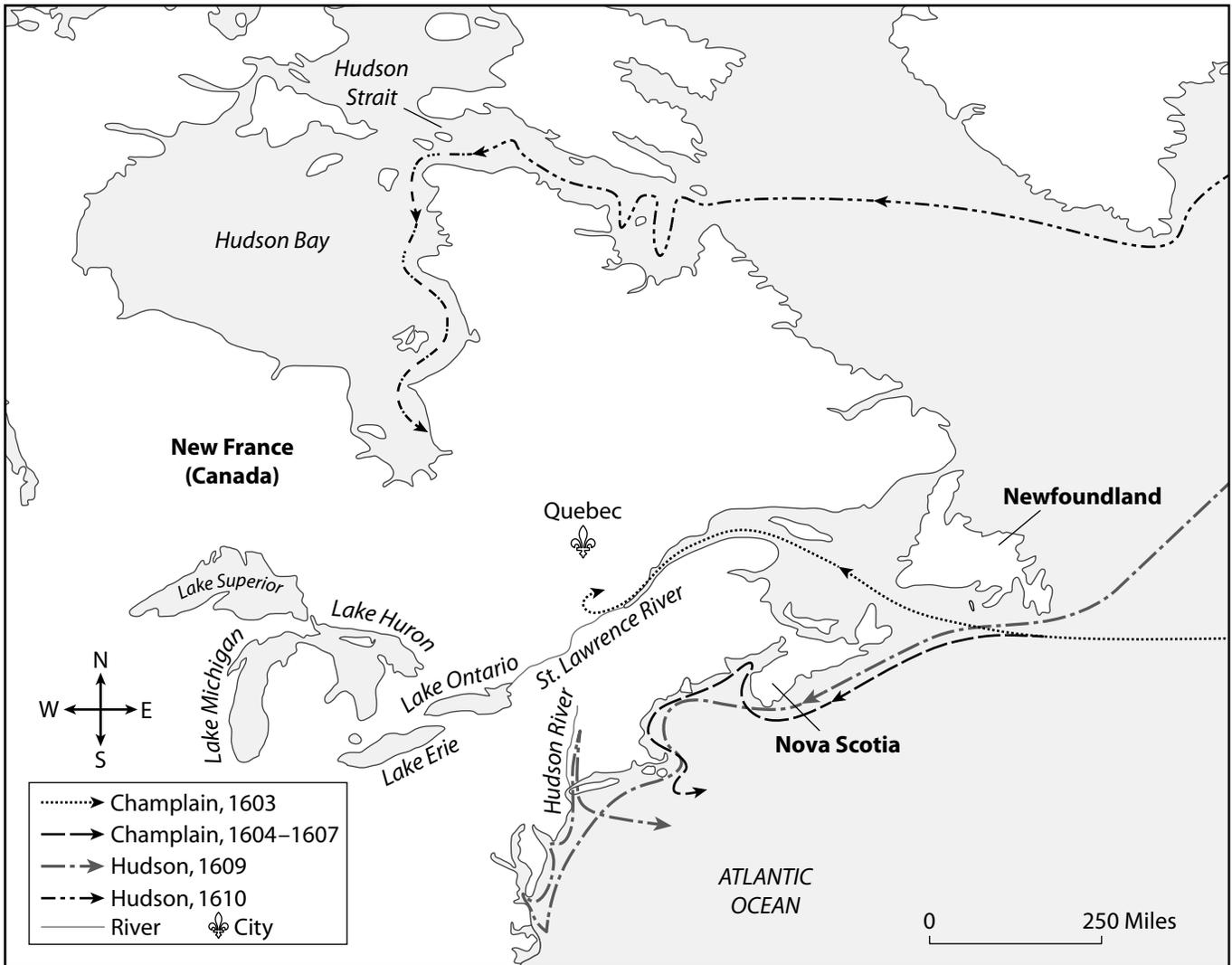


Activity Page 6.1

Use with Chapter 6

### The Search for the Northwest Passage

Study the map. Then, use the map to complete the statements below.



1. This map shows the voyages made by Hudson and \_\_\_\_\_.
2. Champlain first explored the St. Lawrence River in the year \_\_\_\_\_.
3. Hudson explored three waterways that were later named for him: the Hudson River, Hudson Strait, and \_\_\_\_\_.

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 6.2

Use with Chapter 6

Explorers Review

**Explorers from this unit are listed in the box below. Read the following facts about these explorers. Write the initials of the correct explorer on the line. (Some explorers may be used more than once.)**

CC Christopher Columbus

HDS Hernando De Soto

FC Francisco Vázquez de Coronado

PDL Juan Ponce de León

JC John Cabot

SC Samuel de Champlain

HH Henry Hudson

- \_\_\_\_\_ 1. He searched for the Fountain of Youth.
- \_\_\_\_\_ 2. He landed on an island and named it Newfoundland.
- \_\_\_\_\_ 3. He sailed up the St. Lawrence River.
- \_\_\_\_\_ 4. He found the Mississippi River during his search for gold.
- \_\_\_\_\_ 5. He searched for the Northwest Passage in his ship, the *Half Moon*.
- \_\_\_\_\_ 6. He searched for the Seven Cities of Cibola.
- \_\_\_\_\_ 7. He was searching for a shortcut to the East Indies but found the West Indies.
- \_\_\_\_\_ 8. He told of a place off the coast of Newfoundland where there were many fish.
- \_\_\_\_\_ 9. He sailed for the Dutch East India Company.
- \_\_\_\_\_ 10. His men were the first Europeans to see the Grand Canyon.

# Answer Key: Exploration of North America

## Unit Assessment (pages 112-115)

- A. 1. b 2. a 3. c 4. d 5. a 6. b 7. b 8. d 9. c  
10. c 11. a 12. c 13. b 14. d 15. a**
- B. 16. g 17. f 18. e 19. c 20. b 21. a 22. d**

## Activity Pages

### Explorers Chart, AP 1.3 (page 122)

Explorer	Country Sailed For	Key Facts/Events
<b>Christopher Columbus</b>	Spain	<ul style="list-style-type: none"> <li>search for shortcut to East Indies, comes upon West Indies</li> </ul>
<b>Juan Ponce de León</b>	Spain	<ul style="list-style-type: none"> <li>search for Fountain of Youth, explores Florida, attack by Native Americans</li> </ul>
<b>Hernando de Soto</b>	Spain	<ul style="list-style-type: none"> <li>search for gold and silver, brings disease to Native Americans, comes upon Mississippi River</li> </ul>
<b>Francisco Vásquez de Coronado</b>	Spain	<ul style="list-style-type: none"> <li>search for El Dorado or cities of gold, comes upon Grand Canyon</li> </ul>
<b>John Cabot</b>	England	<ul style="list-style-type: none"> <li>search for Northwest Passage, comes upon Newfoundland, rich fishing waters</li> </ul>
<b>Henry Hudson</b>	England and the Netherlands	<ul style="list-style-type: none"> <li>search for Northwest Passage, comes upon river now named for him (Hudson River), faces mutiny</li> </ul>
<b>Samuel de Champlain</b>	France	<ul style="list-style-type: none"> <li>search for Northwest Passage, finds Quebec, explores Lake Ontario and Lake Huron</li> </ul>

## Early Spanish Exploration and Settlement (AP 2.2) (page 124)

- Ponce de León and de Soto
- Ponce de León
- de Soto

## Domain Vocabulary: Chapters 1–2 (AP 2.3) (page 125)

- e
- d
- f
- a
- i
- j
- g
- c
- b
- h

## Coronado’s Explorations (AP 3.1) (page 126)

- Coronado’s routes
- Mexico
- Arizona
- Kansas
- Grand Canyon, Arizona
- a river

## Domain Vocabulary: Chapters 3–5 (AP 5.1) (pages 127-128)

### Across

- Northwest Passage
- mutiny
- conquistador
- scouting party
- plain
- mission

### Down

- fleet
- trading center
- priest
- canyon
- Roman Catholic Church
- merchant
- livestock

## The Search for the Northwest Passage (AP 6.1) (page 129)

- Champlain
- 1603
- Hudson Bay

## Explorers Review (AP 6.2) (page 130)

- |        |        |
|--------|--------|
| 1. PDL | 6. FC  |
| 2. JC  | 7. CC  |
| 3. SC  | 8. JC  |
| 4. HDS | 9. HH  |
| 5. HH  | 10. FC |



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### Subject Matter Expert

Charles F. Gritzner, PhD, Distinguished Professor Emeritus of Geography, South Dakota State University

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Alan Alexander Milne (1882–1956) english novelist Alan Alexander Milne who wrote the story of Winnie the Pooh (1926) here with his son Christopher Robin Milne , picture by Howard Coster, 1926 / Photo © PVDE / Bridgeman Images: 28

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## Exploration of North America

### Subject Matter Experts

Matthew M. Davis, PhD, University of Virginia

Tony Williams, Senior Teaching Fellow, Bill of Rights Institute

### Illustration and Photo Credits

Cover Image, Spanish Conquistadors: Shari Darley Griffiths; Cover Image, Sailing Ship: Michelle Weaver

Angela Padron: 93

Brittany Tingey: 61c, 61f, 71, 79

Dustin Mackay: 61l, 70, 71, 84, 94, 99

Erika Baird: 61j, 106A, 106B

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Shari Darley Griffiths: i, iii, 61e, 61g, 72A, 72B, 78A, 78B, 80, 85A, 85B, 85C

Tyler Pack: 61a, 61h, 92

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Core Knowledge Foundation

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Charlottesville, VA 22902

Email: [coreknow@coreknowledge.org](mailto:coreknow@coreknowledge.org)

# Core Knowledge Curriculum Series™

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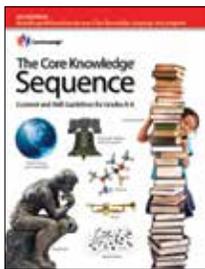
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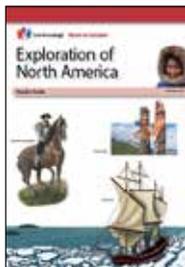
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Core Knowledge History and Geography 3



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The Core Knowledge Sequence is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the Core Knowledge Sequence outlines topics that build chronologically or thematically grade by grade.



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In general, the content and presentation are appropriate for readers in the upper-elementary grades. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 3 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

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