



Grade 3

Unit 9 | Teacher Guide
Travelers from Other Lands:
Early Explorations of North America

Grade 3

Unit 9

Travelers from Other Lands: Early Explorations of North America

Teacher Guide

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

ISBN 978-1-68391-966-7

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—if you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

Contents

TRAVELERS FROM OTHER LANDS: EARLY EXPLORATIONS OF NORTH AMERICA

Introduction	1
--------------	---

Lesson 1 Introduction to <i>Travelers from Other Lands: Early Explorations of North America</i>	8
--	---

Core Connection (10 min.)	Reading (75 min.) <ul style="list-style-type: none"> Introducing the Reading Whole Group Reading: "Introduction to <i>The Age of Exploration</i>" Introducing the Reading Independent Reading: "The Lure of Spices" Discussing the Reading Introducing the Reading Small Group Reading: "Toscanelli's Map" Discussing the Reading 	Writing (15 min.)	Language (20 min.)
----------------------------------	--	--------------------------	---------------------------

Lesson 2 1492: A Year That Changed the World	34
---	----

Speaking and Listening (55 min.)	Reading (25 min.)	Writing (25 min.)	Language (15 min.)
<ul style="list-style-type: none"> Introducing the Read-Aloud Read-Aloud: "1492: A Year That Changed the World" Discussing the Read-Aloud Word Work: <i>Propose</i> 	<ul style="list-style-type: none"> Introducing the Reading Independent Reading: "Navigation in the Age of Exploration" Discussing the Reading 	<ul style="list-style-type: none"> The Linking Words <i>for example</i> 	<ul style="list-style-type: none"> Multiple-Meaning Words

Lesson 3 Columbus and the Conquistadors	60
--	----

Speaking and Listening (60 min.)	Reading (20 min.)	Language (25 min.)	Writing (15 min.)
<ul style="list-style-type: none"> Introducing the Read-Aloud Read-Aloud: "Columbus and the Conquistadors" Discussing the Read-Aloud Expedition Log Word Work: <i>Conquistadors</i> 	<ul style="list-style-type: none"> Introducing the Reading Close Reading: "Navigation in the Age of Exploration" Wrapping up the Reading 	<ul style="list-style-type: none"> The Prefixes <i>pro-</i> and <i>anti-</i> 	<ul style="list-style-type: none"> The Linking Words <i>in conclusion</i>

Lesson 4 Juan Ponce de León

86

Speaking and Listening (55 min.)

- Introducing the Read-Aloud
- Read-Aloud: "Juan Ponce de León"
- Discussing the Read-Aloud
- Expedition Log
- Word Work: *Colonization*

Reading (25 min.)

- Introducing the Reading
- Independent Reading: "El Castillo de San Marcos"
- Wrapping Up the Reading

Writing (25 min.)

- Compare and Contrast Linking Words

Language (15 min.)

- Practice Prefixes *pro-* and *anti-*

Lesson 5 Hernando de Soto

110

Language (25 min.)

- Spelling Assessment

Speaking and Listening (55 min.)

- Introducing the Read-Aloud
- Read-Aloud: "Hernando de Soto"
- Discussing the Read-Aloud
- Expedition Log
- Word Work: *Disastrous*

Reading (25 min.)

- Introducing the Reading
- Independent Reading: "Hernando de Soto"
- Discussing the Reading

Writing (15 min.)

- Practice Linking Words

Lesson 6 Francisco Vasquez de Coronado

138

Speaking and Listening (55 min.)

- Introducing the Read-Aloud
- Read-Aloud: "Francisco Vasquez de Coronado"
- Discussing the Read-Aloud
- Expedition Log
- Word Work: *Investigative*

Reading (25 min.)

- Introducing the Reading
- Small Group Reading: "Coronado Reports to the King"
- Discussing the Reading

Writing (15 min.)

- Exploration Chart

Language (25 min.)

- Introduce Spelling Words

Lesson 7 Spanish Settlements

168

Speaking and Listening (55 min.)

- Introducing the Read-Aloud
- Read-Aloud: "Spanish Settlements"
- Discussing the Read-Aloud
- Expedition Log
- Word Work: *Achievements*

Reading (20 min.)

- Introducing the Reading
- Independent Reading: "Spanish Settlements"
- Discussing the Reading

Writing (20 min.)

- Short Answer/Opinion

Language (25 min.)

- Build Sentences with the Linking Words for example

Pausing Point 1

189

Lesson 8 John Cabot, Part 1

194

Speaking and Listening (55 min.)

- Introducing the Read-Aloud
- Read-Aloud: "John Cabot"
- Discussing the Read-Aloud

Reading (40 min.)

- Introducing the Reading
- Previewing Vocabulary
- Small Group/Partner Reading: "John Cabot"
- Discussing the Reading

Language (25 min.)

- Grammar: Introduce Comparative and Superlative Adjectives
- Grammar: Practice Comparative and Superlative Adjectives

Lesson 9 John Cabot, Part 2 (Close Reading)

220

Speaking and Listening (10 min.)

- Visual Discovery

Writing (25 min.)

- Introducing Opinion Writing

Reading (60 min.)

- Close Reading: "John Cabot"

Language (25 min.)

- Spelling Assessment

Lesson 10 Henry Hudson

238

Speaking and Listening (55 min.)

- Introducing the Read-Aloud
- Read-Aloud: "Henry Hudson"
- Discussing the Read-Aloud
- Word Work: *Unfamiliar*

Reading (50 min.)

- Partner Reading: "Henry Hudson"
- Vocabulary Review

Language (15 min.)

- Introduce Spelling Pattern /f/

Lesson 11 Samuel de Champlain

260

Speaking and Listening (55 min.)

- Introducing the Read-Aloud
- Read-Aloud: "Samuel de Champlain"
- Discussing the Read-Aloud
- Word Work: *Envisioned*

Reading (40 min.)

- Introducing the Reading
- Partner Reading: "Samuel de Champlain"
- Vocabulary Review

Language (25 min.)

- Grammar: Comparative and Superlative Adjectives
- Exit Card

Lesson 12 The Fur Trade and Explorers Review

284

Speaking and Listening (25 min.)

- Explorer Review

Reading (40 min.)

- Introducing the Reading
- Partner Reading: "The Fur Trade" and "Samuel de Champlain"
- Vocabulary Review

Writing (35 min.)

- Writing Review
- Opinion Writing
- Independent Opinion Writing

Language (20 min.)

- Morphology: Prefix Review

Lesson 13 A History of People in North America**300**

Speaking and Listening (30 min.) <ul style="list-style-type: none">• Explorers Unit Review	Reading (35 min.) <ul style="list-style-type: none">• Introducing the Reading• Independent Reading: "A History of People in North America"• Discussing the Reading	Writing (40 min.) <ul style="list-style-type: none">• Writing Review• Opinion Writing• Presenting Opinion Writing	Language (15 min.) <ul style="list-style-type: none">• Spelling: Dictionary Skills
---	---	--	---

Pausing Point 2**312****Lesson 14 Unit Assessment****318**

Reading (60 min.) <ul style="list-style-type: none">• Student Skills Assessment	Reading (30 min.) <ul style="list-style-type: none">• Independent Reading	Language (30 min.) <ul style="list-style-type: none">• Spelling Assessment	Foundational Skills <ul style="list-style-type: none">• Optional Fluency Assessment
--	--	---	--

Teacher Resources**331**

Introduction

TRAVELERS FROM OTHER LANDS: EARLY EXPLORATIONS OF NORTH AMERICA

This introduction includes the necessary background information to teach the Early Explorations of North America unit. This unit contains 14 daily lessons, plus two Pausing Point days that may be used for differentiated instruction. Each lesson will require a total of 120 minutes. Lesson 14 contains the Unit Assessment.

As noted, two days are intended to be used as Pausing Point days. These Pausing Points are embedded into the instruction at appropriate points, with the first one after Lesson 7 and the second after Lesson 13. You may choose to continue to the next lesson and schedule the first Pausing Point day for another day in the unit sequence. Pausing Points can be used to focus on content understanding, writing, spelling, grammar, morphology skills, or fluency.

SKILLS

Reading

The Reader for Unit 9, entitled *The Age of Exploration*, consists of selections that will further students' understanding of the reasons for European exploration, what exploration was like, and who went exploring. Aspects of navigation and life on a ship are described as well as the journeys of and locations reached by specific explorers. This unit will describe the lasting contributions that were a result of European exploration, as well as the impact it had on the Native American population. Later chapters include information about the history of people in North America and the origin of some English words.

Spelling

During this unit's spelling exercises, students will review words with spelling patterns of /ue/ spelled 'u', 'u_e', and 'ue' and spelling patterns of /oo/ spelled 'oo', 'ew', 'o', and 'o_e'. Students will also review the spelling patterns of /f/ spelled 'f', 'ff', 'ph', and 'gh'. Students should be familiar with these spelling alternatives as they were taught in Grade 2. Challenge Words have been assigned each week. Content Words will continue. Each week, students will have the option of trying to spell a content-related word on the spelling assessment. In this unit, the Content Words do not follow the spelling pattern for the week.

Dictionary

Students will also continue to practice dictionary skills. As the year progresses, students should become proficient in interpreting the different pieces of information found in a dictionary entry, such as pronunciation, part of speech, and various meanings. In this unit, students will practice using sentence context to determine word meanings and then use a dictionary to see if the definition

matches the usage of the word in a sentence. Students will also write sentences to match specific definitions. The dictionary worksheets have been designed to reinforce recognition of elements of a dictionary and to build proficiency of dictionary skills. If you find that there is insufficient time to complete every worksheet item, you may select fewer items for each student to complete.

Grammar

In grammar, students will be introduced to and practice the linking words *for example*, *in the same way*, and *in contrast*. Students will also be introduced to comparative and superlative adjectives using the suffixes *-er* and *-est* as well as *more* and *most*. Students will also be introduced to irregular comparative and superlative adjectives.

Morphology

During the morphology portion of the lessons, students will learn the prefixes *pro-* and *anti-* as well as review these prefixes and the suffixes *-ish*, *-ness*, *-able*, and *-ible*. Students will continue to apply knowledge of how prefixes and suffixes change the meaning of root words and how adding affixes can change the part of speech of words.

KNOWLEDGE: WHY EARLY EXPLORATIONS OF NORTH AMERICA IS IMPORTANT

This unit reviews what students have already learned about the early European exploration of North America. Students will learn more in-depth information about the motivations behind European exploration, how those motivations changed over time, and how the European explorers and settlers interacted with the Native Americans already inhabiting the continent. Furthermore, students will learn details about the voyages of Christopher Columbus; the conquistadors Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado; and the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Students will also learn the idiom “touch and go.” The content students learn in this grade will serve as the basis for more in-depth study in the later grades of European exploration and settlement of North America. Teachers should be aware that some of the content may be unsettling for students, including references to enslaved people and violent events that occurred during this time in North America’s history.

Note: This unit includes historical references to Native Americans that use the term “Indian.” There is an explanation about how Columbus came to use this term, and also other references in some lessons (Lesson 5, for example). We recommend that you engage in a discussion with your students that focuses on the importance of the words we use to describe groups of people. While “Indian” was considered appropriate 100 years ago, that term is offensive, as Columbus was inaccurate in thinking he was in India, when he called the Native people he encountered “Indians.” When we learn about history we must sometimes read outdated words. Great readers can learn facts from long ago and apply what we have learned since then to speak respectfully about everyone.

While this is a history unit, there is mention of religion and conversion. The purpose of this unit is not to have a conversation around religion, but it is mentioned with regard to missions and missionaries and their role in this period of the history of North America.

This unit will provide opportunities for students to build content knowledge and draw connections to the social studies subject area but they do not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strand of Geography, History and Social Studies skills from the Social Studies discipline.

Prior Knowledge

Students who have received instruction in the program in Grades 1–2 will already have pertinent background knowledge for this unit. For students who have not received prior instruction in the program, introductory knowledge is addressed at the beginning of each unit.

Native Americans (Kindergarten)

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

Early American Civilizations (Grade 1)

- Locate the continents of Asia and North America on a world map or globe
- Identify the area in which the Maya, Aztec, and Inca each lived
- Explain that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- Explain that the Maya, Aztec, and Inca had a religion, leaders, towns, and farming
- Explain that much of what we know about the Maya and the Inca is because of the work of archaeologists

- Explain that the Aztec established a vast empire in central Mexico many, many years ago
- Recognize by name the emperor of the Aztec, Moctezuma
- Explain that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago
- Recall that Machu Picchu is an Incan city

A New Nation (Grade 1)

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

Westward Expansion (Grade 2)

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

WRITING

Students have many opportunities to write in a variety of ways and for different purposes. The formal writing piece for Early Explorations of North America unit is opinion writing. The writing will develop over the course of the unit, starting with short, opinion writing selections and end with a formal writing selection. Additionally, the content of the unit is reinforced through a series of expedition logs throughout the unit.

PERFORMANCE TASK AND ASSESSMENTS

The Primary Focus objectives in each lesson are carefully structured and sequenced throughout the unit to help build student understanding. Additionally, formative assessments are provided to help keep track of their progress toward objectives and standards. These can be found in the Student Activity Book and are referenced in every lesson.

The Early Explorations of North America unit will end with a unit assessment covering the content of the unit, reading objectives taught throughout the unit, as well as a grammar and morphology assessment.

FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available for download on the program's digital components site. This component was created to accompany materials for Grade 3. It consists of selections from a variety of genres, including poetry, folklore, and fables. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). For more information on implementation, please consult the supplement.

INSTRUCTIONAL COMPONENTS

Teacher Resources

There are two Image Cards in your kit that include pictures to augment instruction of the Early Explorations of North America unit.

At the back of this Teacher Guide, you will find a section titled "Teacher Resources." In this section you will find the following:

- Glossary for unit
- Activity Book Answer Key

Digital Resources

In the Advance Preparation section of each lesson, you will be directed to prepare to project images associated with the Read-Aloud portion of the lesson. These can be found on the program's digital components site.

ACADEMIC AND CORE VOCABULARY

Lesson 1

- voyage
- conquistador
- explorer
- spice
- overwhelm
- import
- whiz

Lesson 2

- propose
- fleet
- uncharted
- enterprise
- sphere
- sponsors
- landmark
- magnetic field
- dead reckoning
- hourglass
- compass
- forerunner
- estimate
- method

Lesson 3

- conquistadors
- conquering
- immune
- quantities
- raided

- recruiting
- trek

Lesson 4

- colonization
- expedition
- intriguing
- mistreatment
- bastion

Lesson 5

- mutiny
- outposts
- scouting
- disastrous
- translator
- party

Lesson 6

- blazed
- convert
- stunned
- suspicious
- tan
- vassal
- plain
- barbarous
- humble

Lesson 7

- missions
- mainland
- established
- extinguish
- investment
- rebellion

Lesson 8

- circumference
- commodity
- embark
- geometry
- merchandise
- navigational
- profits
- equator
- charter
- landmass
- bilge pump
- hardtack
- scurvy
- watch
- substantially
- spoil
- page

Lesson 10

- abounds
- archipelago
- cultivation

- narrowed
- unfamiliar
- touch and go
- embarked
- trading company
- Algonquian
- strait

Lesson 11

- landfall
- navigator
- pelts

- profitable
- envisioned
- honorary
- reputation
- status

Lesson 12

- treaty
- trade
- trading post
- income
- felt

- barter
- trade
- lush
- fine
- in exchange

Lesson 13

- raid
- evidence
- abandon

1

Introduction to *Early Explorations of North America*

PRIMARY FOCUS OF LESSON

Core Connections

- TEXAS Students will locate key places visited by early explorers. **TEKS 3.1.A**

Reading

Students will answer questions about the European quest for spices and

- TEXAS Toscanelli's map. **TEKS 3.6.E; TEKS 3.6.G; TEKS 3.10.C**

Writing

Students will write an opinion piece on the motivating factors of the early

- TEXAS explorers supporting their point of view with reasons. **TEKS 3.12.C**

Language

Students will use spelling patterns and rules for words with the /ue/ sound.

- TEXAS **TEKS 3.2.B.i**

FORMATIVE ASSESSMENT

Activity Page 1.1

The Lure of Spices

Answer comprehension

- TEXAS questions. **TEKS 3.6.E; TEKS 3.6.G**

Lined Paper

Opinion Piece Draft

Write an opinion response.

- TEXAS **TEKS 3.12.C**

TEXAS **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.10.C** Explain the author's use of print and graphic features to achieve specific purposes; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

LESSON AT A GLANCE

	Grouping	Time	Materials
Core Connections (10 min.)			
Introducing the Unit	Whole Group	10 min.	<input type="checkbox"/> map or globe
Reading (75 min.)			
Introducing the Reading	Whole Group	5 min.	<input type="checkbox"/> <i>The Age of Exploration</i> <input type="checkbox"/> World map <input type="checkbox"/> globe (optional) <input type="checkbox"/> Activity Pages 1.1, 1.2
Whole Group Reading: "Introduction to <i>The Age of Exploration</i> "	Whole Group	10 min.	
Introducing the Reading	Whole Group	5 min.	
Independent Reading: "The Lure of Spices"	Independent	10 min.	
Discussing the Reading	Whole Group/ Independent	15 min.	
Introducing the Reading	Whole Group	5 min.	
Small Group Reading: "Toscanelli's Map"	Small Group	10 min.	
Discussing the Reading	Small Group	15 min.	
Writing (15 min.)			
Writing Pre-Assessment: Opinion	Independent	15 min.	<input type="checkbox"/> sheet of lined paper
Language (20 min.)			
Introduce Spelling Words	Whole Group	20 min.	<input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Spelling Table (Digital Projections) <input type="checkbox"/> Spelling Words (Digital Projections)
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.3

ADVANCE PREPARATION

Reading

- Have a globe or a world map available.
- Predetermine small groups for Small Group Reading time.

Spelling

- On chart paper, create the Spelling Table or prepare to display Digital Projection DP.U9.L1.1.

'u' > /ue/	'u_e' > /ue/	'ue' > /ue/

- Write the Spelling Words on the board, or prepare to display Digital Projection DP.U9.L1.2.

1. hue	11. amusement
2. cubical	12. accuse
3. perfume	13. uniform
4. useful	14. mute
5. unify	15. confuse
6. utensils	16. rescue
7. continue	17. fuming
8. bugle	18. issue
9. argue	Challenge Word: <i>impossible</i>
10. occupy	Challenge Word: <i>journal</i>
	Content Word: <i>explorer</i>

Universal Access

- Create and display cards with the vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Project digital images in the classroom during and after instruction to reinforce ideas.
- Display a world map in the classroom to track expeditions of early explorers.

~~~~~ Start Lesson ~~~~~

### Lesson 1: Introduction to European Exploration of North America

# Core Connection



**Primary Focus:** Students will locate key places visited by early explorers.

 **TEKS 3.1.A**

### INTRODUCING THE UNIT (10 MIN.)

- Ask students, “What continent do we live on?” (North America)
- Using a world map or a globe, ask students to locate North America.
- Ask a student to locate Europe. Have a volunteer point to the European continent.
- Ask a different student volunteer if he or she can locate Spain on a world map or globe.
- Tell students that over the next few weeks, they will be learning about European explorers who traveled to different parts of the Americas, and that first they will hear about explorers who sailed for Spain.
- On a world map or globe, point to the areas known as the Americas: North America, Central America, South America, and the islands in the West Indies (the group of islands that separate the Gulf of Mexico and the Caribbean Sea from the Atlantic Ocean).
- Ask students to define *voyage*. Ask if anyone can name a person or people who have taken a *voyage* across the Atlantic Ocean.
  - » Answers may include Christopher Columbus, the Pilgrims, European immigrants, etc.
- Tell students that they will learn about the many reasons Spaniards and other Europeans explored areas with which they were not familiar. Tell students that people from Spain are often referred to as Spaniards. Have students repeat the word *Spaniard* after you. Tell them that they will hear this word throughout the unit.



**ENGLISH  
LANGUAGE  
LEARNERS**

**Speaking and Listening  
Reading/Viewing Closely**

#### Beginning

Ask students to look at the world map and point to the following places: Spain, North America, South America, Central America, the West Indies, the Atlantic Ocean, and the Caribbean Sea.

#### Intermediate

Ask students, “What are some other words for *voyage*? (trip, trek, expedition, journey)

#### Advanced/Advanced High

Ask students to share what they already know about the Age of Exploration.

 **ELPS 3.B**

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments.

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

## Lesson 1: Introduction to European Exploration of North America

# Reading



**Primary Focus:** Students will answer questions about the European quest for spices and Toscanelli's map. **TEKS 3.6.E; TEKS 3.6.G; TEKS 3.10.C**

### VOCABULARY FOR INTRODUCTION TO “THE AGE OF EXPLORATION”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**explorer**, a person who sets out to find new things

**conquistador**, a former warrior, usually from Spain, who took control of something by force

**funding**, money provided for a special purpose

**TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.10.C** Explain the author’s use of print and graphic features to achieve specific purposes.

| Vocabulary Chart for “The Age of Exploration” |                                 |                                  |
|-----------------------------------------------|---------------------------------|----------------------------------|
| Type                                          | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
| Vocabulary                                    | conquistador                    | explorer<br>funding              |
| Multiple Meaning Vocabulary Words             |                                 |                                  |
| Sayings and Phrases                           |                                 |                                  |

### INTRODUCING THE READING (5 MIN.)

- Make sure that each student has a copy of the Unit 9 Student Reader, *The Age of Exploration*.
- Read the title of the Reader with students and tell students that this Reader is nonfiction.
- Have students turn to the Table of Contents.
- Either read several titles from the Table of Contents aloud to students or have students read them.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students if they have any predictions about the Reader.
- Tell students that the titles of today’s chapters are Introduction to *The Age of Exploration*, “The Lure of Spices,” and “Toscanelli’s Map.” Explain to students that we will be reading as a whole group, independently, and with a small group.
- Ask students to turn to the Table of Contents, locate the Introduction, and then turn to the first page of the Introduction.
- Ask students if they have any predictions about the Introduction to *The Age of Exploration*.

## Introduction to *The Age of Exploration*

In 1491, most Europeans did not know that North and South America existed. The people of the Americas did not know that Europe existed. Although other **explorers** had visited the Americas before, Europeans did not know that.

In 1492, that changed. In that year, Christopher Columbus sailed across the Atlantic Ocean and accidentally landed on islands off the coast of the Americas. His **explorations** marked the start of the Age of **Exploration**.



An artist's illustration of Columbus landing in the Americas

### WHOLE GROUP READING: “INTRODUCTION TO THE AGE OF EXPLORATION” (10 MIN.)

#### Pages 2–3

##### Support

Reread sentences in the reading that contain the answer to the discussion questions.

- Read **page 2** of the Introduction to *The Age of Exploration* together.

What was the world like in 1491?

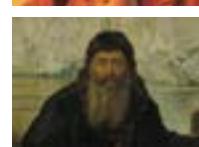
» The people of the Americas did not know the Europeans existed and vice versa.

- Take a few minutes to read the caption on **page 3**, and discuss the image showing Christopher Columbus going ashore on the first land he sighted.
- Remind students that there were no cameras at that time, so this is an artist's illustration of what it may have looked like.

As news spread about what Columbus had found, men from all over Spain raced to find treasure. Spanish **conquistadors**, such as Francisco Vasquez de Coronado, set out in search of silver and gold. They slashed their way through swamps. They marched across deserts. They **explored** and conquered many lands.

A few years later, other European countries got involved. John Cabot went **exploring** for England. Henry Hudson **explored** for England and for the Netherlands. Samuel de Champlain **explored** for France.

These **explorers** changed the world. They uncovered land that was new to Europeans. But they also impacted the Native populations in the Americas, who had been living there for thousands of years. You will read about some of their journeys here.

| Some European Explorers                                                             |                               |                                        |
|-------------------------------------------------------------------------------------|-------------------------------|----------------------------------------|
| Explorers                                                                           | Name                          | Source of Funding                      |
|   | Christopher Columbus          | Spain                                  |
|   | Francisco Vasquez de Coronado | Spain                                  |
|   | John Cabot                    | England                                |
|   | Henry Hudson                  | Dutch East India Company (Netherlands) |
|  | Samuel de Champlain           | France                                 |

## Pages 4–5

- Turn to **page 4**. Read this page together as a class.

How did the early explorers change the world?

  - » They connected Europe with the Americas, which brought people from very different cultures together. They uncovered land that was new to Europeans, and impacted the lives of Native Americans already living there.

- Spend some time discussing the chart on **page 5**. Show students on the world map or globe where these countries are located.

Were your predictions correct about the Age of Exploration? Why or why not?

  - » Answers may vary.

The chart on **page 5** has a column titled “Source of Funding.” What does this mean?

  - » the place that provided money for the explorer’s voyage

## Challenge

Write a sentence summarizing the reading.



ENGLISH  
LANGUAGE  
LEARNERS

## Speaking and Listening Reading/Viewing Closely

### Beginning

Ask students to look at the picture in the Reader on page 3. Ask them to point to the explorer. (Columbus). Ask, "Where are they?" (on an island in the Americas)

### Intermediate

Ask students to complete this sentence frame: In 1491, most Europeans did not know \_\_\_ and existed. (North America; South America)

### Advanced/Advanced High

Ask students to state a fact they learned from the Read-Aloud.

**ELPS 3.B; ELPS 4.I**



### Check for Understanding

True or False:

- In 1491, most Europeans did not know that North and South America existed. (True)
- In 1491, most people of the Americas already knew that Europe existed. (False)
- Christopher Columbus landed in what was called the East Indies just as he planned. (False)
- The Spanish explorers set out to find gold and silver. (True)

## INTRODUCING THE READING (5 MIN.)

- Tell students that the title of Chapter 1 is “The Lure of Spices.”
- Ask students to turn to the title of the chapter, and then turn to the first page of the chapter.
- Preview the following vocabulary words and definitions with the students.

## VOCABULARY FOR “THE LURE OF SPICES”

**spice**, a substance from a plant that has a specific smell or taste and is used to add flavor to food (**spices**)

**overwhelm**, to take over completely

**import**, to bring in from somewhere else (**imported**)

Vocabulary Chart for “The Lure of Spices”

| Type                              | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|-----------------------------------|---------------------------------|----------------------------------|
| Vocabulary                        |                                 | spice<br>overwhelm<br>import     |
| Multiple Meaning Vocabulary Words |                                 |                                  |
| Sayings and Phrases               |                                 |                                  |

## INDEPENDENT READING: “THE LURE OF SPICES” (10 MIN.)

- Have students turn to Chapter 1, “The Lure of Spices,” in the Reader.
- Remind students that this Reader is about explorers who were trying to find a shorter, quicker route to the Far East to get spices.
- Have students read the chapter independently.

### Support

Pull a small group aside and read the chapter aloud. Use the following Guided Reading Supports.

# Chapter 1 The Lure of Spices

Many European **explorers** were hoping to find gold and other precious metals.

You can probably understand why **explorers** were eager to find gold. Gold is a valuable metal even today. However, you may be surprised to learn that many **explorers** were also excited about finding **spices**. You might be saying, “**Spices**? Really? Why were they so eager to find **spices**?”

Here’s the answer: Things that are scarce, or hard to find, tend to be expensive. That’s why gold is expensive today. That’s also why **spices** were expensive five hundred years ago. Back then, **spices** were scarce in Europe. They were hard to find. So they cost a lot. Some **spices** were almost worth their weight in gold.



*Gold*

## GUIDED READING SUPPORTS

### Pages 6–7

- Review the vocabulary word *spice*.
- Ask students to read **page 6** to themselves to learn about something that is scarce and expensive today.
- When students have finished reading, restate the question and ask students to answer.
  - » gold
- Direct students’ attention to the image on **page 7**.



*Spices displayed in a spice market*

The red balls in the center of this image are red peppercorns. A cook can add a few whole peppercorns to soup. They can use a spice grinder to grind the peppercorns into tiny bits. Either way, the pepper will add flavor to the soup. It will make the soup spicier and tastier.

To the left of the red peppercorns, you can see white peppercorns. These come from the same plants as red peppercorns but they are prepared in a different way. White peppercorns start out as red peppercorns but the outer hull of the red peppercorn is removed to reveal the inner kernel, which is white. They can be used in the same way as red peppercorns.

8

The black bowl in the upper right of this image is filled with cloves. Cloves are dried flower buds. They are used to add flavor to meats and stews, some teas, and pumpkin pie. Cloves are very strong. Cooks who use them must be careful because adding too many of them may **overwhelm** other flavors in the dish.

Peppercorns can't be grown in Europe. They can only be grown in warm, wet places, like India. The image shows unharvested peppercorns.

Today, we can get peppercorns from India pretty easily. An airplane or a ship can transport large amounts of them. You can go to a grocery store and get almost any **spice** you want. A little jar of cloves might cost a dollar or two. A can of peppercorns might cost five or six dollars.

Five hundred years ago, Europeans were not so lucky. The world was not as well connected as it is today. **Spices** were hard to get and transport. They cost a lot of money.

A Spaniard who wanted pepper would have to pay for a lot more



*Unharvested peppercorns*

9

## Pages 8–9

- Review the vocabulary word *overwhelm*.
- Ask students to read **pages 8 and 9** to find out what peppercorns and cloves are used for.
  - » to add flavor to food
- Ask students to read **pages 8 and 9** to themselves to find new facts about peppercorns.
- When students have finished reading, restate the question and ask students to answer.
  - » Answers may vary but should include that peppercorns cannot be grown in Europe, peppercorns from India are easy to come by, and peppercorns can be purchased in grocery stores today.

than just the pepper. He would have to pay the cost of shipping the pepper over land all the way from India, using donkeys, mules, and camels.

It was the same with cloves and cinnamon. These plants could not be grown in Europe. They had to be **imported**, or brought in, to Europe from faraway places, like the Indies.

Many of the **spices** we use are the flowers, the fruits, or the seeds of the plant. Cinnamon is different. In this case, the part of the plant we use is the bark. Strips of bark are cut off the tree. The outer bark is cut away. The inner bark is kept and rolled up like little scrolls. These are called cinnamon sticks. Cinnamon can also be ground up, like pepper.

Do you like the taste of cinnamon? Do you like cinnamon on toast? How much do you like it? Would you be willing to sail across an ocean to get some cinnamon for your toast? In a sense, that is what European **explorers** were trying to do.



Star anise, cinnamon, and cloves (clockwise from star anise)

## Pages 10–11

- Review the vocabulary word *import*.
- Ask students to read **page 10** and view the image on **page 11** to find new facts about other spices.
  - » Answers may vary but should include that cloves and cinnamon cannot be grown in Europe.

## DISCUSSING THE READING (15 MIN.)

1. **Literal.** What were European explorers looking for?
    - » Answers may vary but should include gold, spices, and a shorter way to the Far East.
  2. **Literal.** Why is gold still expensive today?
    - » It is very scarce.
  3. **Literal.** How is cinnamon different from other spices?
    - » It is made from the inner bark of a plant.
  4. **Inferential.** Why were the European explorers so eager to find spices?
    - » Spices were scarce in Europe, and so it was expensive. Finding spices could bring great wealth to the explorers.
- Have students take out Activity Page 1.1.
  - Go over directions for completing the activity page as a whole group. Remind students to write their answers using complete sentences.
  - Have students complete the activity page independently.
  - After you have collected students' completed activity page, tell students that they will continue to read from our Readers, Chapter 2: "Toscanelli's Map."

## Activity Page 1.1



## INTRODUCING THE READING (5 MIN.)

- Ask students to turn to the first page of "Toscanelli's Map."
- Review the following vocabulary words and definitions for the class:  
**whiz**, a person who is extremely skilled at something  
**voyage**, a long journey, usually by water

Vocabulary Chart for "Toscanelli's Map"

| Type                              | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|-----------------------------------|---------------------------------|----------------------------------|
| Vocabulary                        |                                 | whiz<br>voyage                   |
| Multiple Meaning Vocabulary Words |                                 |                                  |
| Sayings and Phrases               |                                 |                                  |

## Activity Page 1.2



### SMALL GROUP READING: “TOSCANELLI’S MAP” (10 MIN.)

- Tell students that for the next chapter, they will read in small groups.
- Have students take out Activity Page 1.2.
- Explain that students will read in a small group and complete Activity Page 1.2.

**Note:** The Guided Reading Supports that follow are intended for use while you work with students in Small Group 1.

- **Small Group 1:** Ask these students to assemble as a group and read the chapter with you. Have students complete Activity Page 1.2 after they read. This is an excellent time for you to make notes in your anecdotal records.
- **Small Group 2:** Ask these students to read the chapter independently and then complete Activity Page 1.2 as they read. Ask students to find out who Toscanelli was and what role he played in the planning and journeys of European explorers. Tell students to be prepared to discuss the chapter after reading.

## Chapter

# 2

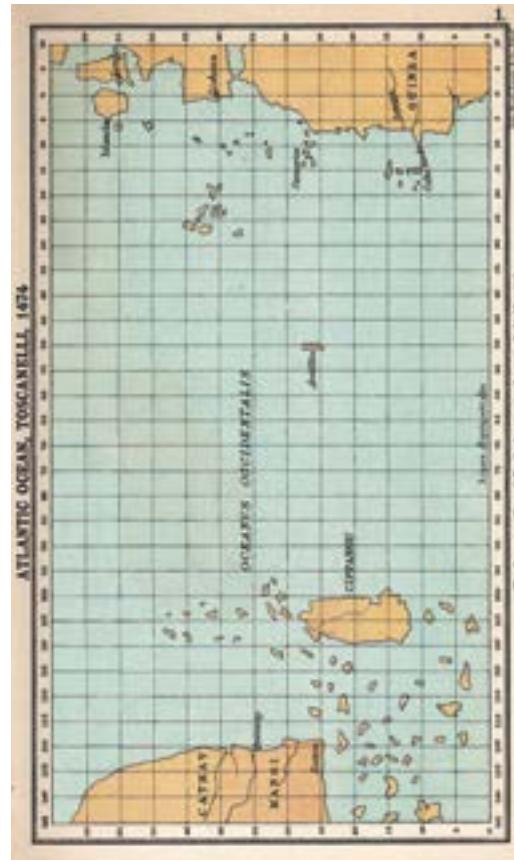
## Toscanelli's Map

An Italian man named Paolo [pow-loe] Toscanelli [tos-koh-nel-ee] may have been responsible for the Europeans landing in the Americas.

Toscanelli was a math **whiz**, an astronomer, and a mapmaker. In 1474, he made a map of the world, which he sent with a letter to the King of Portugal telling how to reach the Indies by sailing west. The King was very interested but Toscanelli was not correct.

On the right side of Toscanelli's map, you can see some parts of Europe in orange. You may know some of them: Ireland, labeled "Irlanda;" London, England; and Lisbon, Portugal, labeled "Lisbona."

To the south of Europe, you can see part of Africa. The part Europeans called Guinea is labeled. The Canary Islands, just off the coast of Africa, are labeled "Canariae."



The right side of this map is mostly correct.

### GUIDED READING SUPPORTS

#### Pages 12–19

- Read the title of the chapter together as a group, "Toscanelli's Map."
- Review the vocabulary words, *whiz* and *voyage*.
- Ask students to read **pages 12–19** to find out who Toscanelli was and what role he played in the planning and journeys of European explorers.
- When students have finished reading, restate the questions and have students answer.
  - » Toscanelli was a mapmaker who created a map based on where he thought places were in the world. Many European explorers used this map to try to find a new route to the Far East.

#### Challenge

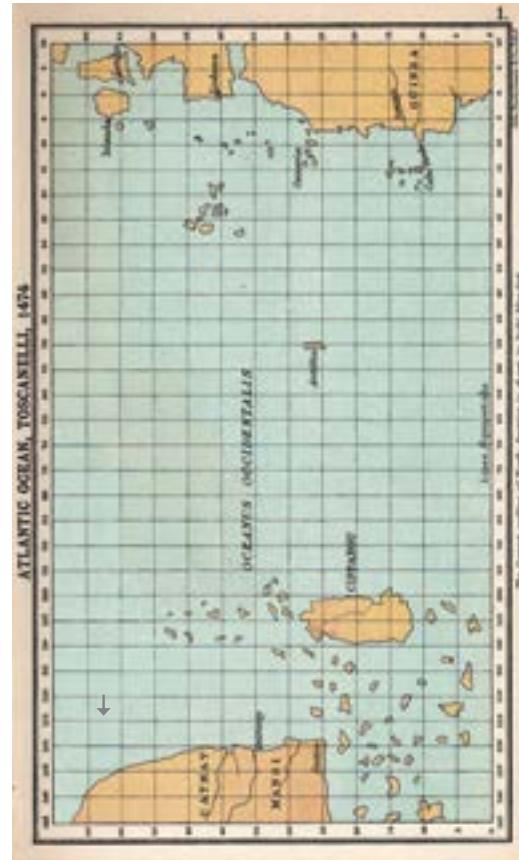
Have students add details to the sentence:  
Following Columbus's voyage in 1492, many European explorers made trips west using Toscanelli's map as a guide in search of spices and treasure.

Look at the left side of the map. This side shows parts of Asia, or, rather, it shows parts of Asia where Toscanelli thought they might be.

Do you see the big island labeled “Cippangu”? That was what Toscanelli and other Europeans called Japan. They had heard about Japan. They knew it was somewhere in Asia. But they did not know exactly where. Toscanelli put it on his map where he thought it might be.

Do you see the land labeled “Cathay Mangi”? That was what Toscanelli and others of his day called China. They had read about China in a book called *The Travels of Marco Polo*. But they did not know exactly where it was. Again, the map shows where Toscanelli thought China was, not where it really is.

Do you see the islands just south of Cathay Mangi? Those are parts of the Indies. They are the “**spice** islands” that Europeans were so eager to reach.



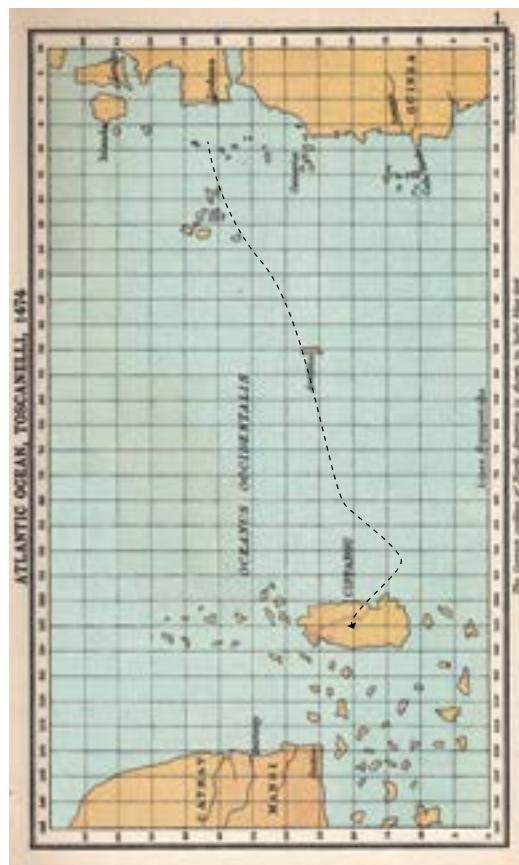
The left side of the map is what Toscanelli thought was there.

Notice that Asia does not seem to be too far from Europe. That was one of Toscanelli's big ideas. He thought Earth was not that big. He thought Asia was probably not too far from Europe. So that's how he drew it on his map.

Now, imagine you are Christopher Columbus. You want to find a way to get to the Indies. You look at Toscanelli's map.

"Wow!" you say. "Look at that! Asia is right there. It's not so far from Europe. There's nothing in between but a little water! It would not be hard to get to Asia! Why, I could get there in a few weeks. All I would need to do is sail west!"

We can never be sure what was in Christopher Columbus's mind when he first looked at Toscanelli's map. We do know he made a plan to travel to the Indies based on Toscanelli's map. Then, he set out to find someone who would pay for his **voyage**. In the end, he convinced King Ferdinand and Queen Isabella of Spain to pay for it.



The route Columbus planned to take

Now, here is the same map with something added. The light blue shows what is really there, not what Toscanelli thought was there. You can see the outline of North America and part of South America.

The orange parts of the map show the Asian lands Columbus expected to reach. The light blue outline shows the lands where he actually accidentally landed.

Toscanelli's map explains a lot. It helps us see where Columbus got the idea of sailing west to reach the Indies. It also helps us see why he ran into the islands of the Caribbean and why he thought he was close to China.



*The route Columbus actually took*



### Check for Understanding

- Which sentence is the best summary of today's lesson?
  - a. Cinnamon is different from other spices because it is made from the bark of a plant.
  - b. Following Columbus's voyage in 1492, many European explorers made trips west using Toscanelli's map as a guide in search of spices and treasure.
  - c. Columbus's explorations marked the start of the Age of Exploration.
    - » b

### DISCUSSING THE READING (15 MIN.)

1. **Literal.** How did Europeans know about China?
    - » They had read the book journaling Marco Polo's trip to the Far East.
  2. **Inferential.** What is another solution that may lead to finding a quicker route to the Far East?
    - » Answers may vary.
  3. **Inferential.** How does Toscanelli's map explain why Columbus and other European explorers confused the West with the East Indies?
    - » Toscanelli's map showed that if you sailed west from Europe, you would eventually reach the Indies (Asia), but it did not show the Americas because Toscanelli did not know it was there. So when Columbus and other European explorers sailed west and arrived in the Americas, they thought they reached the Indies.
- If time permits, review Activity Page 1.2 as a whole group.

### Support

Provide sentence frames for responses:

1. The explorers were looking for spices and gold because they were \_\_\_\_ and \_\_\_\_\_. (scarce; expensive)
2. Toscanelli's map was not \_\_\_\_\_. (correct)



ENGLISH  
LANGUAGE  
LEARNERS

### Reading Reading/Viewing Closely

#### Beginning

Write the following sentences on strips of paper and have students find pictures in the Reader that match the sentences.

1. In 1492, Columbus landed on islands off the coast of the Americas.
2. The explorers were looking for spices and gold.
3. Toscanelli's map was not correct. It did not show North and South America.

#### Intermediate

Have students find text in the Reader that matches each picture.

**Advanced/Advanced High**  
Encourage students to answer questions in complete sentences.

**ELPS 4.D; ELPS 4.I**

---

## Lesson 1: Introduction to European Exploration of North America

# Writing



**Primary Focus:** Students will write an opinion piece on the motivating factors of the early explorers supporting their point of view with reasons. **TEKS 3.12.C**

### WRITING PRE-ASSESSMENT: OPINION (15 MIN.)

- Have students get out a sheet of lined paper and a sharpened pencil. As students prepare, write the following prompt on the board:  
*The early explorers were motivated by several things including riches, fame, and power. What would motivate you to take a long and dangerous journey? Explain why.* (Use opinion words such as *think, believe, or feel*).
- Tell students that they will write a response to the writing prompt.
- Tell students that when they write, they should skip lines and keep writing until told to stop.

**Note:** Students will have 12 minutes and should write the whole time to try to fill the page.

- Tell students that at the end of 12 minutes, you will ask them to stop. It is acceptable to stop wherever they may be in their writing, even if it is in mid-sentence.
- Read the writing prompt aloud with the students.
- Have students write for 12 minutes on their own sheet of paper.
- While students write, walk around the room encouraging individual students, pointing out sentences or thoughts students have written that answer the prompt well (using opinion words such as *think, believe or feel*). Spend less than a minute with any individual student. Try to speak quietly to as many students as you can in the 12 minutes.
- After 12 minutes, ask students to stop where they are.
- Ask volunteers to share their writing. After a student has shared, listeners should raise their hands to give a positive compliment to the sharer.

---

**TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

---

## Lesson 1: Introduction to European Exploration of North America

# Language



**Primary Focus:** Students will write words using spelling patterns and rules for words with the /ue/ sound. **TEKS 3.2.B.i**

### INTRODUCE SPELLING WORDS (20 MIN.)

- Tell students that this week they will review the spellings of /ue/spelled 'u', 'u\_e', and 'ue'.
- Write the words on the board, pronouncing each word or display Digital Projection DP.U9.L1.2.

#### ➤ Spelling Words (Projection DP.U9.L1.2)

|             |                                          |
|-------------|------------------------------------------|
| 1. hue      | 11. amusement                            |
| 2. cubical  | 12. accuse                               |
| 3. perfume  | 13. uniform                              |
| 4. useful   | 14. mute                                 |
| 5. unify    | 15. confuse                              |
| 6. utensils | 16. rescue                               |
| 7. continue | 17. fuming                               |
| 8. bugle    | 18. issue                                |
| 9. argue    | <b>Challenge Word:</b> <i>impossible</i> |
| 10. occupy  | <b>Challenge Word:</b> <i>journal</i>    |
|             | <b>Content Word:</b> <i>explorer</i>     |

➤ **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Go back through the list of words, having students read the words and tell you what letters to circle for the sound /ue/.

|             |                                          |
|-------------|------------------------------------------|
| 1. hue      | 11. amusement                            |
| 2. cubical  | 12. accuse                               |
| 3. perfume  | 13. uniform                              |
| 4. useful   | 14. mute                                 |
| 5. unify    | 15. confuse                              |
| 6. utensils | 16. rescue                               |
| 7. continue | 17. fuming                               |
| 8. bugle    | 18. issue                                |
| 9. argue    | <b>Challenge Word:</b> <i>impossible</i> |
| 10. occupy  | <b>Challenge Word:</b> <i>journal</i>    |
|             | <b>Content Word:</b> <i>explorer</i>     |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *impossible* and *journal*, are also part of the spelling list and are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.
- Use the Challenge Words in sentences as examples for students: “It was nearly impossible to get that grass stain out of my shirt.” “Do you keep a journal that you write in daily?”
- Remind students that this week, they again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *explorer*, does not follow the spelling patterns for this week. *Explorer* is a content-related word, as they are studying explorers in the Age of Exploration.

- Now, draw the following table on the board or display Digital Projection DP.U9.L1.1.

| 'u' > /ue/ | 'u_e' > /ue/ | 'ue' > /ue/ |
|------------|--------------|-------------|
|            |              |             |
|            |              |             |
|            |              |             |
|            |              |             |
|            |              |             |
|            |              |             |
|            |              |             |

- Ask students to refer to the spellings for /ue/ on the **Individual Code Chart page 4**. Point out that there are three spellings for /ue/.
- Ask students which spelling is most frequently used.
  - » 'u' > /ue/
- Ask students to tell you which words to list under the 'u' > /ue/ header. Briefly explain the meaning of each word.
- Ask students to tell you which words to list under the remaining headers for /ue/. Briefly explain the meaning of each word.

| 'u' > /ue/ | 'u_e' > /ue/ | 'ue' > /ue/ |
|------------|--------------|-------------|
| cubical    | perfume      | hue         |
| unify      | useful       | continue    |
| utensils   | amusement    | argue       |
| bugle      | accuse       | rescue      |
| occupy     | mute         | issue       |
| uniform    | confuse      |             |
| fuming     |              |             |

## Support

Have students find words that rhyme. (e.g., useful/cubical, unify/occupy, argue/rescue, accuse/confuse)

## Challenge

Have students write a poem using at least six of the spelling words.

ENGLISH  
LANGUAGE  
LEARNERS



## Language Foundational Skills

### Beginning

Use an echo reading strategy by reading the word and having students repeat the words.

### Intermediate

Have students act or draw out the word meanings.

### Advanced/Advanced High

Have students create their own sentences for the words.

**ELPS 1.E**

- Practice the words as follows during the remaining time: Call on a student to read any word on the chart. Then have the student use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: "Does the sentence make sense?" If the class says yes, then the student puts a check mark in front of the word and calls another student to come to the front and take a turn. If the class says no, have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all of the words are used or time has run out. Tell students this table will remain on display until the assessment so that students may refer to it during the week.

- Tell students they will take home Activity Page 1.3 with this week's spelling words to share with a family member.
- Tell students this table will remain on display until the assessment so that students may refer to it during the week.

**Lesson 1: Introduction to European Exploration of North America**

# Take-Home Material

- Have students take home Activity Page 1.3 to share with an adult.

**Activity Page 1.3**



# 1492: A Year That Changed the World

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will determine the central idea of “1492: A Year That Changed the World” and recount the key details using the 5 Ws (who, what, where, when, why). **TEKS 3.1.A; TEKS 3.9.D.i**

Students will use context clues to determine the meaning of unfamiliar words.

 **TEKS 3.3.B**

### Reading

Students will refer to the text to answer questions about navigation in the Age of Exploration and explain how explorers kept track of where they were

 **TEKS 3.6.E; TEKS 3.7.C; TEKS 3.7.G**

### Writing

Students will use linking words *for example* to connect reasons and to connect ideas with categories of information. **TEKS 3.11.D.v**

 Students will use commas to separate items in a series. **TEKS 3.11.D.x**

### Language

Students will use a glossary to determine or clarify the precise meaning of key words and phrases. **TEKS 3.3.A**

## FORMATIVE ASSESSMENT

### Activity Page 2.1

### Navigation in the Age of Exploration

Answer comprehension questions. **TEKS 3.6.E; TEKS 3.7.G**

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.9.D.i** Recognize characteristics and structures of informational text, including: the central idea with supporting evidence; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.11.D** Edit drafts using standard English conventions, including: (v) adverbs that convey time and adverbs that convey manner; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

## LESSON AT A GLANCE

|                                                             | <b>Grouping</b>             | <b>Time</b> | <b>Materials</b>                                                                                                                                                                          |
|-------------------------------------------------------------|-----------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (55 min.)</b>                     |                             |             |                                                                                                                                                                                           |
| Introducing the Read-Aloud                                  | Whole Group                 | 10 min.     | <input type="checkbox"/> blank paper<br><input type="checkbox"/> Digital Flip Book:<br>U9.L2.1—U9.L2.7<br><input type="checkbox"/> World map<br><input type="checkbox"/> globe (optional) |
| Read-Aloud: “1492: A Year That Changed the World”           | Whole Group                 | 20 min.     |                                                                                                                                                                                           |
| Discussing the Read-Aloud                                   | Whole Group/<br>Partner     | 20 min.     |                                                                                                                                                                                           |
| Word Work: <i>Propose</i>                                   | Whole Group                 | 5 min.      |                                                                                                                                                                                           |
| <b>Reading (25 min.)</b>                                    |                             |             |                                                                                                                                                                                           |
| Introducing the Reading                                     | Whole Group                 | 5 min.      | <input type="checkbox"/> <i>The Age of Exploration</i><br><input type="checkbox"/> Activity Page 2.1                                                                                      |
| Independent Reading: “Navigation in the Age of Exploration” | Independent                 | 10 min.     |                                                                                                                                                                                           |
| Discussing the Reading                                      | Whole Group/<br>Independent | 10 min.     |                                                                                                                                                                                           |
| <b>Writing (25 min.)</b>                                    |                             |             |                                                                                                                                                                                           |
| The Linking Words <i>for example</i>                        | Whole Group/<br>Small Group | 25 min.     | <input type="checkbox"/> Activity Page 2.2<br><input type="checkbox"/> Grammar Practice Sample<br>Sentences                                                                               |
| <b>Language (15 min.)</b>                                   |                             |             |                                                                                                                                                                                           |
| Multiple-Meaning Words                                      | Small Group                 | 15 min.     | <input type="checkbox"/> Activity Pages 2.3, 2.4                                                                                                                                          |
| <b>Take-Home Material</b>                                   |                             |             |                                                                                                                                                                                           |
| “Navigation in the Age of Exploration”                      |                             |             | <input type="checkbox"/> Activity Page 2.5                                                                                                                                                |

## ADVANCE PREPARATION

### Speaking and Listening

- Prepare to project the following digital images on the program's digital components site during the Read-Aloud: U9.L2.1–U9.L2.7.
- Have a world map globe (optional) available.

### Writing

- Predetermine small groups in teams of three students.
- Prepare the Grammar Practice Page at the end of the lesson (one copy per three students).

### Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Project digital images in the classroom during and after instruction to reinforce ideas.
- Display a world map in the classroom to track expeditions of early explorers.

~~~~~Start Lesson~~~~~

Lesson 2: 1492: A Year That Changed the World

Speaking and Listening



Primary Focus: Students will determine the central idea of “1492: A Year That Changed the World” and recount the key details using the 5 Ws (who, what, where, when, why). **TEKS 3.1.A; TEKS 3.9.D.i**

Students will use context clues to determine the meaning of unfamiliar words.



TEKS 3.3.B



TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.9.D.i**

Recognize characteristics and structures of informational text, including: the central idea with supporting evidence;

TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

VOCABULARY: “1492: A YEAR THAT CHANGED THE WORLD”

enterprise, a plan or project that is often risky or difficult to carry out

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

sphere, an object shaped like a ball

sponsors, people who pay for the cost of an activity or event

uncharted, unexplored or unknown

Vocabulary Chart for “1492: A Year That Changed the World”

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|-----------------------------------|---------------------------------|----------------------------------|
| Vocabulary | fleet
uncharted | enterprise
sphere
sponsors |
| Multiple Meaning Vocabulary Words | | |
| Sayings and Phrases | | |

INTRODUCING THE READ-ALOUD (10 MIN.)

- Remind students that, in the previous lesson, they read three stories about exploration.
- On a blank piece of paper, have students write down key words and pictures they remember from their reading yesterday.
- If time permits, have students share their words and drawings in a small or whole group setting.
- Read students the title of today’s Read-Aloud: “1492: A Year That Changed the World.” Ask students to predict what happened in the year 1492 to change the world.

READ-ALOUD: “1492: A YEAR THAT CHANGED THE WORLD” (20 MIN.)



Show Image U9.L2.1

Christopher Columbus

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

It is said that in this year the explorer

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

In fourteen hundred ninety-two,

Columbus sailed the ocean blue.

Columbus and other Europeans had known nothing about these islands prior to his voyage. Sometimes people say that Columbus "discovered" the Americas.

- On a world map or globe, have a volunteer point to the areas known as the Americas: North America, Central America, South America, and the islands in the West Indies.
-

But did he truly discover something new? We know that Native Americans were already living in these lands. Columbus was actually looking for a different part of the world. Does anyone know what lands Columbus was *trying* to reach?

Christopher Columbus was trying to sail to a part of Asia known at that time as "the Indies." When Christopher Columbus and other Europeans at that time talked about "the Indies," they were thinking about a part of the continent of Asia known today as India, as well as many surrounding islands. He wanted to sail to the area known as

"the Indies" because he had heard and read that they were wealthy lands, full of gold and spices. Columbus actually journeyed to what is now called the Caribbean islands, or the West Indies, even though Columbus was sure he had reached parts of Asia that was called the East Indies. These lands are parts of Asia that lay south of China and north of Australia. They include the present-day nations of India, Indonesia, Vietnam, and the Philippines, as well as some other parts of Asia. Spices like pepper, cinnamon, and cloves were grown in the East Indies. Then they were carried to other parts of the world by spice traders. The spice traders transported spices to Europe by going through the Middle East.



Check for Understanding

Why do you think it was so important for Europeans to have spices?

- » Spices were used for not only flavoring food but also for medicine, special diets, and cleansing.
-



Show Image U9.L2.2 Pack Animals along Spice Road

It was a long and dangerous journey. The traders had to load the spices onto pack animals, like donkeys or camels, and then lead these animals

across deserts and mountains, along dangerous roads where the traders might be robbed or killed.

- Point to the pack animals, the packs, and the robbers in the image.
 - Explain that it took a lot of time and money to transport spices to Europe—and that meant that spices were very expensive.
-

In the 1400s, Europeans were looking for a better way to get to the spice-producing lands known as the “Spice Islands” in the area they called “the Indies.” They figured if they could find a way to sail there, they could fill their ships with spices, sail home, sell the spices, and get rich. The possibility of getting rich, as well as becoming famous for finding new routes and discoveries, inspired a lot of people to take risks and explore **uncharted** land and water. Uncharted land and water are areas that have not been charted, or mapped out yet.



Show Image U9.L2.3

Young Columbus Proposing Route

Christopher Columbus was only one of many men thinking about “the Indies” and the money that could be made if one could find a way to sail there.

Columbus was born in the city of Genoa, Italy. In Italy, he was known as Cristoforo Colombo. As a young man, he had worked as a sailor and a mapmaker. He had sailed all around the Mediterranean Sea, along the northwestern coast of Africa, and as far north as England.

Show these areas on a world map or globe.

Columbus had also read the reports of Marco Polo, an Italian merchant who had traveled to China almost 200 years earlier.

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

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

- » showing an ability to take risks; confident and courageous **TEKS 3.3.B**



Show Image U9.L2.4

Toscanelli's Map Showing North America

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

The first problem was that Columbus was wrong about the size of the earth.

The earth is actually much larger than he thought—and that meant that what was called the East Indies are much farther away from Europe than he realized. Point to Spain in the image. Then point to the East Indies. Is Spain as close to the East Indies as Columbus thought?

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



Show Image U9.L2.5

Columbus Sailing Out on Three Ships

Columbus convinced the king and queen of Spain, Ferdinand and Isabella, to be his **sponsors**, funding his voyage of sailing west to find what was called

the East Indies. Columbus set sail in August of 1492 with three ships.

Does anyone remember the names of the ships in his **fleet**? That's right—the *Niña* (/nē*nyə/), the *Pinta*, and the *Santa Maria*.



TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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

» a group of ships

Columbus sailed west for 5 weeks. After a while, the sailors started to get worried and scared about how far they had sailed. Nobody had ever sailed so far west from Europe. Then one day a sailor sighted land. Columbus became excited. He thought he had reached Asia and the East Indies. In fact, he had landed on one of the islands in the Bahamas, off the coast of North America.

Support

Explain that “to stake a flag” involves digging the pole into the ground so it stands upright.



Show Image U9.L2.6

Columbus Claiming Lands for Spain

Columbus and his men explored the island. Even though there were people already inhabiting this land, they staked a flag and claimed the island

for Spain, on behalf of the Spanish King and Queen who had provided the resources for their journey.

They made contact with the Native Americans who lived there, the Taino (/tai*nō/), who were welcoming to them. Columbus called the Taino people “Indians” because he thought he had sailed to an island in or near the East Indies. The Native people Columbus met were peaceful and friendly. They traded with the Europeans, as the Taino were accustomed to trading with other Native peoples. They had never before encountered or traded with Europeans, however. Columbus and his men gave the Taino people beads and bells, which were considered cheap and of no value to the Europeans. In return, the Taino people gave the Spaniards food, fresh water, and colorful parrots. They each gave the other something that was plentiful on their continent but rare on the other.

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

Columbus sailed off, looking for islands of gold and spices. He visited several islands in the Caribbean Sea. On December 6, 1492, he began exploring a big island he decided to name La Isla Hispaniola, or the Island of Spain, for the empire that sponsored his journey. Native people had given these places names before, but Columbus and other European settlers gave names to land in the Americas that would be used for years to come. In recent years, some of the names that the Native people had given to the land have been restored.



Check for Understanding

Think-Pair-Share: Discuss the 5Ws

- Who is the explorer in this reading? (Columbus)
- What is he looking for? (the East Indies)
- Where did he land? (on one of the islands in the Bahamas, off the coast of North America)
- When? (in 1492)
- Why? (to find gold and spices)

The teacher should circulate while students share briefly.

Two weeks later, on Christmas Day, the *Santa Maria* got stuck on a rock off the coast of Hispaniola. Columbus could not get the ship afloat, so he told his men to use the wood and supplies from the ship to build a fort on Hispaniola. Thirty-nine men volunteered to stay behind at the fort when the time came for Columbus to sail back to Spain to report his findings to the king and queen.



Show Image U9.L2.7

Columbus's Return to Spain

On his return voyage to Spain, Columbus kidnapped some Natives and took them as prisoners on the ship back to Spain to show proof to the king and queen that he had really reached “the Indies.”

On the way back across the Atlantic, Columbus wrote a report for the king and queen. He described having discovered and claimed several islands in honor of Spain. Once he arrived in Spain, Columbus presented Ferdinand and Isabella with the Natives and shared many facts about the islands he had discovered. But Columbus also exaggerated.



Check for Understanding

What does it mean to exaggerate something?

- » to represent something as being larger, greater, better, or worse than it really is

Why do you think he did this? Listen carefully to find out.

He called the island of Hispaniola “a miracle,” describing it like heaven on earth. He said it had good harbors, rich soil, lots of spices, and rivers full of gold.

Columbus boasted that the other islands he had visited were full of spices, but really, he and his crew were unfamiliar with the exotic plants and trees that produced spices. Columbus more boldly exaggerated when it came to gold. He told the king and queen that Hispaniola was absolutely full of gold. He said there was gold in the rivers, gold in the fields, gold in vast mines—gold just waiting to be claimed. Columbus did not want to tell the king and queen only about the few Taino wearing golden earrings and the few flakes in the rivers of Hispaniola that he believed were gold.

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

DISCUSSING THE READ-ALOUD (20 MIN.)

1. **Evaluative.** Who were Columbus's sponsors on his “Enterprise to the Indies”?
 - » King Ferdinand and Queen Isabella of Spain
2. **Inferential.** How did Columbus first interact with the Taino he met on the island?
 - » He called the people he made contact with “Indians.” The Taino people were friendly, and the Europeans traded with the Native Americans.
3. **Literal.** How did the Europeans and the Taino communicate with each other?
 - » with gestures because they did not speak the same language
- Assign the following questions as Think-Pair-Share questions. Tell students that you will have them work with a partner to answer a discussion question. Have students write their question and answer on a sheet of paper. Let students know that in 5 minutes, we will come back together as a class for each pair to share their answers.
4. **Evaluative.** Why was it important for Columbus to find a new route to what was called the East Indies?
 - » Spice traders in Europe transported spices by going through the Middle East on a long, dangerous journey. It took a lot of time to transport the spices through the Middle East, and that made buying spices expensive. Columbus wanted to find a new route to make trading spices and other Asian goods cheaper.

Challenge

Have students write in their own words the central idea and details of today’s Read-Aloud.

Support

Have students use the 5Ws to write the central idea and details of today’s Read-Aloud.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening Reading/Viewing Closely

Beginning

Provide sentence frames for the central idea and details.

Intermediate

Have students use the 5Ws to write the central idea and details.

Advanced/Advanced High

Have students write in their own words the central idea and details.

ELPS 4.G; ELPS 4.I

5. **Inferential.** Describe Columbus's uncharted voyage and his landing.

- » Columbus sailed in uncharted and unfamiliar waters for 5 weeks with a fleet of three ships. His sailors grew nervous. One sailor spotted land. Columbus thought he had reached the East Indies in Asia, when he had really reached the West Indies. Columbus and his crew explored the island and staked a flag in honor of Spain.

6. **Evaluative.** Columbus described the islands he saw as full of gold. Why do you think Columbus exaggerated his findings to the king and queen of Spain?

- » Answers may vary but may include the following: He wanted to have them as future sponsors for another voyage; he wanted fame for his travels; he wanted to return to the area where he had landed and continue looking for gold and spices.
- Go over answers to Think-Pair-Share questions. Conclude the Speaking and Listening session with the following summary question and answer:

7. **Evaluative.** How would you summarize the central ideas, or important points, of today's Read-Aloud?

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

WORD WORK: PROPOSE (5 MIN.)

1. In the Read-Aloud, you heard, “Columbus thought the earth was a lot smaller than most people thought, and that led him to propose his ‘Enterprise of the Indies.’”
2. Say the word *propose* with me.
3. To *propose* something means “to offer or suggest” it.
4. Scientists propose new theories when their old theories prove to be wrong.
5. Is there a rule or practice at school, at home, or in a group you belong to that you would like to see changed? What kind of change would you propose? Why would you propose it? Be sure to use the word *propose* when you tell about it.
 - Ask two or three students.
 - If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I would like to propose _____ because . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *propose*? Use a Synonyms activity for follow-up. Ask students, “What does *propose* mean? What are some synonyms of *propose*, or words that have a similar meaning?” Prompt students to provide words like *offer*, *invite*, *request*, *suggest*, *present*, etc. As students share synonyms, guide them to use the word *propose* in a complete sentence: “*Offer* is a synonym of *propose*.”

Lesson 2: 1492: A Year That Changed the World

Reading



Primary Focus: Students will refer to the text to answer questions about navigation in the Age of Exploration and explain how explorers kept track of where they were going.

TEKS 3.6.E; TEKS 3.7.C; TEKS 3.7.G

VOCABULARY: “NAVIGATION IN THE AGE OF EXPLORATION”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Student Reader.

landmark, an object on land that is easy to see and recognize (**landmarks**)

magnetic field, the area around each pole of a magnet that has the power to attract other metals

dead reckoning, a way to measure speed when traveling through water by throwing a knotted rope with a piece of wood on the end overboard and observing how much of and how fast the rope is pulled into the water

compass, a tool used for finding directions with a magnetic pointer that always points north

hourglass, a tool for measuring time; it is a glass container with an upper part and lower part connected in the middle by a narrow tube, and sand falls from the upper part into the lower part in a fixed amount of time, usually an hour

forerunner, something that came before

estimate, to make a guess based on information you have; (noun) a guess made based on information you have

method, a way of doing things

Support

Write the following question on the board so student can refer to it during the reading: “What are some of the ways explorers kept track of where they were?”

TEKS 3.6.E Make connections to personal experiences, ideas in other texts, and society; TEKS 3.7.C Use text evidence to support an appropriate response; TEKS 3.7.G Discuss specific ideas in the text that are important to the meaning.

| Vocabulary Chart for “Navigation in the Age of Exploration” | | |
|---|---|---|
| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Vocabulary | landmark
magnetic field
dead reckoning
hourglass | compass
forerunner
estimate
method |
| Multiple Meaning Vocabulary Words | | |
| Sayings and Phrases | | |



ENGLISH
LANGUAGE
LEARNERS

Reading
Reading/Viewing Closely

Beginning

Ask students to point to the different navigational tools in their Reader when you ask questions such as, “Where is the compass?”

Intermediate

Pair a student with a partner who can support the student in rereading the text if necessary and answering the questions.

Advanced/Advanced High

Encourage students to answer questions in complete sentences.

ELPS 4.F; ELPS 4.I

INTRODUCING THE READING (5 MIN.)

- Tell students that the title is “Navigation in the Age of Exploration.”
- Ask students to locate the title of the chapter, and then turn to the first page of the chapter.
- Ask students to make predictions about the story based on the title.

Chapter 3 Navigation in the Age of Exploration

Do you ever go on trips with your family? How do the adults in your family find the places they want to visit? Do they write down directions? Do they use maps? Do they look for **landmarks** along the way? Do they have an electronic device that tells them where to turn?

Early European **explorers** didn't have most of those things. Most sailors in those days stayed close to land and looked for familiar **landmarks**. However, this would not work for **explorers**. They could not look for familiar **landmarks** because they were sailing into unknown waters.

Early **explorers** did have some maps but they were not always accurate. So how did the **explorers** keep track of where they were?

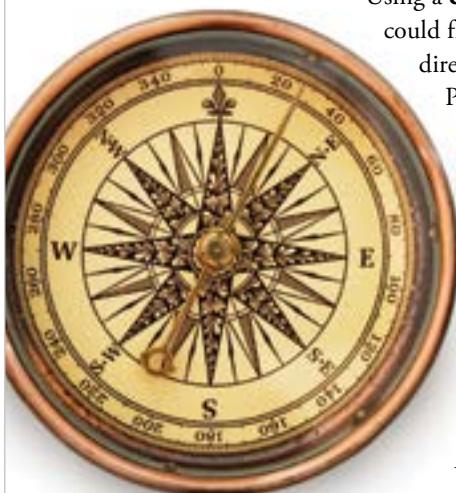


Things we use today to find places we want to visit

INDEPENDENT READING: “NAVIGATION IN THE AGE OF EXPLORATION” (10 MIN.)

- During independent reading, have student focus on reading the text aloud in a whisper voice. Remind students to think about making exclamations and speed during their reading.

They had several tools that they might have used. One of them was a **compass**. A **compass** is a very simple device. It is just a little magnet that sits on a pin so it can spin. The pointer on the magnet points north. Back then, nobody knew why. Now, we know it's because Earth has a **magnetic field**, which is strongest at the poles. Magnets are attracted to the **magnetic field** of the North Pole.



Using a **compass**, a sailor could figure out which direction was north. Plus, if he knew which direction was north, he could figure out south, east, and west. That was a big help.

A compass

Explorers also used the stars to keep track of their position. Sailors in this day used two gadgets. One was called a quadrant. The other one was called an astrolabe. The details of how these gadgets work are complicated but the basic idea is not. The idea is that you can keep track of your position on Earth by keeping track of where certain stars appear to be in the night sky. If you can tell where the sun, the North Star and other key stars are, you should be able to figure out where you are on Earth.



An astrolabe

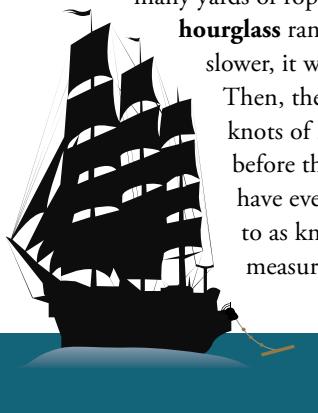
Others may have kept track of how far they had traveled using a **method** called **dead reckoning**.

Here's how **dead reckoning** worked: a sailor had a piece of wood that was tied to a rope. The rope was knotted at regular intervals. There might be a knot every five feet. The sailor would toss the piece of wood overboard while the ship was sailing. When the wood hit the water, the sailor would turn over an **hourglass**.

The sailor or the captain of the ship would then **watch** to see how much rope was pulled out of the ship and into the sea. If the ship was going fast, it would quickly leave the piece of wood behind. It would pull

many yards of rope out of the ship before the **hourglass** ran out. If the ship was going slower, it would not pull as much rope out.

Then, the person would count how many knots of rope got pulled out of the ship before the **hourglass** emptied out. If you have ever heard of a ship's speed referred to as knots, this is a **forerunner** of that measurement of speed.



Dead reckoning helped sailors keep track of how fast and how far they had traveled.

24



Explorers used many tools to help them navigate.

A ship's captain could use **dead reckoning** to make an **estimate** of how fast the ship was moving. Then, he could **estimate** how far the ship would travel in an hour or a day. He could use a **compass** to know which way he was heading. He could put all this together to make an **estimate** of where he was.

25

DISCUSSING THE READING (10 MIN.)

Challenge

Have students research the concept of dead reckoning.

Activity Page 2.1



Lesson 2: 1492: A Year That Changed the World

Writing



- Primary Focus:** Students will use linking words *for example* to connect reasons and to connect ideas with categories of information. **TEKS 3.11.D.v**
- Students will use commas to separate items in a series. **TEKS 3.11.D.x**

THE LINKING WORDS FOR EXAMPLE (25 MIN.)

- Tell students you will read two sentences aloud. Have them listen first and then vote for the sentence they feel is more interesting and informative.
- Ask students to vote by holding up one hand for sentence #1 and two hands for sentence #2.
- Read the following sentences aloud:
 - Sentence #1: My cousin loves to play games with me.
 - Sentence #2: My cousin loves to play games with me, for example, basketball, soccer, board games, hide and seek, and card games.
- Ask students to vote. (Students should vote for sentence #2.)
What is the difference between the two sentences?
 - » Sentence #2 has specific examples of the games my cousin and I play.
- Why would having specific examples be important?
 - » Specific examples give more information and meaning, add clarity, and deepen understanding.
- Draw students' attention to the words *for example*. Point out that these words, when added to a sentence, announce a list of examples to follow.
- Tell students the words *for example* link the examples that follow to the sentence. Words like *for example* are called "linking words" for that reason.
- Point out that the first part of the sentence is a complete sentence and could end with a period. When using linking words, such as *for example*, a comma is added, then the words *for example*, then another comma, and finally, the list of examples separated by commas.
- Remind students that when a writer lists words in a series, they are separated by commas. (An example could be: red, blue, and yellow.) **TEKS 3.11.D.x**

TEKS 3.11.D Edit drafts using standard English conventions, including: (v) adverbs that convey time and adverbs that convey manner; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

- Divide your class into teams of three students.
- Have students decide which of the three on their team will be the recorder.
- Distribute one copy per team of the Grammar Practice that you prepared in advance.
- Note for students that the paper has two parts. Students should look at the sentences on the top half of the paper.
- Tell students that they will complete the sentences by adding lists of examples to each. The recorder for each team will add the team's examples to the sentences on the paper you distributed.
- Tell students that they will all do the sample sentence together as a class.
- Direct students' attention to the sample sentence. (The ice cream parlor has a wide variety of flavors.)
- Ask students for examples of ice cream flavors.
 - » vanilla, chocolate, peppermint stick, strawberry, cookies and cream, butter pecan, etc.
- Have the teams confer and decide which examples of flavors they wish to include on their paper.
- Remind students of the format for adding the words *for example* to announce that a list follows and the correct usage of commas:
 - Instead of ending your complete sentence with a period, add a comma.
 - Add the words *for example*, followed by a comma.
 - Add the list of examples you wish to include, separating them with commas.
 - Add end punctuation.
- Have the recorder for each team add the comma, the words *for example*, the next comma, and the flavors the team chose to add to the first sentence.
- Call on the recorders from several teams to read their sentences. (An example could be: The ice cream parlor has a wide variety of flavors, for example, butter pecan, vanilla, and chocolate.)
- Together, have students brainstorm examples to add to the remaining sentences on the top half of the paper you distributed. Have the recorder of each group record the team's choices for the three sentences by following the procedure for adding linking words and examples.
- After most student teams have finished and a few have offered a completed sentence, tell students that there is another way *for example* can be used to add more information.

- Tell students that at times, a writer chooses to add another complete sentence following the first sentence to show an example, as opposed to a list.
 - Read the following to students:
 - My family and I enjoy playing games together. For example, last night we played checkers and tonight we will play Bingo.
 - Note for students that the second sentence begins with the words *For example*.
-



Check for Understanding

If the sentence begins with the words, *for example*, how would you write the letter 'f' in *for*?"

- » with a capital letter
-

- Point out to students that a comma still follows the words *For example* when they are used at the beginning of a sentence.
 - Could the writer have listed the two games and used the first procedure for adding examples instead of adding a complete sentence?
 - » Yes, but the writer chose to add a complete sentence instead.
-



Check for Understanding

Place commas where needed:

- Irene likes to read nonfiction for example science articles newspapers and biographies.
 - » Irene likes to read nonfiction, for example, science articles, newspapers, and biographies.
 - Shaun is good at sports involving running for example soccer and basketball.
 - » Shaun is good at sports involving running, for example, soccer and basketball.
-

- Direct students' attention to the paper you distributed and point out the second sample sentence found at the bottom of the paper. (My grandparents travel all over the world.)
 - Have students read the sample sentences that could be added. (Last summer, they flew to France and Spain. They are planning a trip to South America.)
-

Challenge

Have students write three additional sentences using *for example*.

Support

Reading sentences aloud with students to see where the natural pauses are can help with correct comma placement.



ENGLISH
LANGUAGE
LEARNERS

Language Connecting Ideas

Beginning

Have students work with partners and practice reading sentences aloud.

Intermediate

Have students work with partners and dictate sentences to each other.

Advanced/Advanced High

Have students work with partners.

ELPS 3.E

Activity Page 2.2



- When using the words *For example* to add a full sentence that is an example, use the following procedure:
 - Complete the first sentence with a period.
 - Begin the second sentence with the words *For example* followed by a comma.
 - Add the second sentence, followed by an end punctuation mark.
 - Have teams complete the three sentences on the bottom of the paper.
 - Have students turn to Activity Page 2.2 and complete it independently.
-

Lesson 2: 1492: A Year That Changed the World

Language



Primary Focus: Students will use a glossary to determine or clarify the precise meaning of key words and phrases. **TEKS 3.3.A**



MULTIPLE MEANING WORDS (15 MIN.)

TEKS 3.3.A

- Remind students that words can have multiple definitions or meanings.
- Say, “I can bat the ball with my baseball bat.”
- Ask, “What is the definition of the word *bat* as it is used first in the sentence?”
 - » the act of hitting a ball with a bat
- Ask, “What is the part of speech for *bat* in this case?”
 - » verb
- Ask, “What is the definition of the word *bat* as it is used last in the sentence?”
 - » the wooden tool used in baseball to hit the ball
- Ask, “What is the part of speech for *bat* in this case?”
 - » noun
- Point out to students that vocabulary words in the Student Reader can also have multiple definitions or meanings as well as different parts of speech.
- Tell students that today they will receive a copy of a dictionary page (Activity Page 2.3) that includes some vocabulary words from *The Age of Exploration* and they will notice that each word has multiple definitions. They will also receive a sheet numbered 1–4 that they will cut apart so they can use the numbers to show which definition they have chosen during an oral activity (Activity Page 2.4).



TEKS 3.3.A Use print or digital resources to determine meaning, syllabication, and pronunciation.

- Say, “I will read eight sentences, each including one of the vocabulary words from the dictionary page, and you will determine which definition matches the usage of the vocabulary word. If you think the usage matches definition 1, you will hold up number 1, etc. You will also read what part of speech your choice is.”
- Tell students that once a definition has been matched, they will mark through the definition on their worksheets to show that it has been used.
- Have students tear out Activity Page 2.3 to use and Activity Page 2.4 to cut apart.
- After students have cut apart Activity Page 2.4, read these sentences and allow students to answer.

1. Father pruned the weeping willow trees in our front yard so we could walk under them.

» *prune, definition 1, verb*

2. My older brother’s bowling league is full of great players!

» *league, definition 2, noun*

3. The magician in the movie said, “Watch out!” just before he made the castle disappear.

» *watch, definition 4, verb*

4. You were lucky to get a fancy cupcake. Mine is plain vanilla with white frosting.

» *plain, definition 1, adjective*

5. The sailor drifted off into the ocean in a gleaming boat with white sails and a red hull.

» *hull, definition 1, noun*

6. The miners claimed the gold they had found was truly theirs and theirs alone!

» *claim, definition 2, verb*

7. The play had showy characters, such as princes, princesses, and nobles from the grand castle.

» *noble, definition 2, noun*

8. The settlers tanned the deer hide so they could make clothing out of it.

» *tan, definition 2, verb*

- Now say, “It’s your turn to make sentences. Scan the remaining definitions and raise your hand to make a sentence using a word from the paper to match a remaining definition. The class will determine which definition your usage matches.”
- Continue until time is up or all definitions have been used.

Activity Pages 2.3 and 2.4



Support

Have students work together in teams of two or three.

Challenge

Ask students to list some common words with multiple meanings.



ENGLISH LANGUAGE LEARNERS

Language Reading/Viewing Closely

Beginning

Use an echo reading strategy by reading the words and having students repeat the words.

Intermediate

Have students act or draw out the word meanings.

Advanced/Advanced High

Have students create their own sentences for the words.

ELPS 1.D; ELPS 1.E

Lesson 2: 1492: A Year That Changed the World

Take-Home Material

Activity Page 2.5



- Have students take home Activity Page 2.5 to read to a family member.

Grammar Practice

Sample Sentence

The ice cream parlor has a wide variety of flavors

(vanilla, chocolate, peppermint stick, strawberry, cookies and cream, butter pecan, etc.)

A possible sentence could be: The ice cream parlor has a wide variety of flavors, for example, butter pecan, vanilla, and chocolate.

1. My painting includes some of my favorite colors
2. The sports camp I attended last summer taught many sports
3. The library has many books about different animals

Sample Sentence

My grandparents travel all over the world

(Last summer, they flew to France and Spain. They are planning a trip to South America.)

Possible sentences could be: My grandparents travel all over the world. For example, last summer, they flew to France and Spain.

1. My brother reads several books each week
2. Fluffy, my furry dog, knows lots of tricks
3. Our neighbor has hired a crew of workers to remodel his house

3

Columbus and the Conquistadors

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will categorize and organize facts about the explorations of

- Christopher Columbus. **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.7.E**

Reading

Students will closely read “Navigation in the Age of Exploration” and determine the meaning of words and phrases relevant to navigation.

- TEKS 3.3.B; TEKS 3.7.B; TEKS 3.7.C; TEKS 3.7.F**

Language

Students will identify and use the meaning of prefixes *pro-* and *anti-*.

- TEKS 3.2.A.v; TEKS 3.3.C**

Writing

Students will use linking words *in conclusion* to connect reasons and to

- connect ideas with categories of information. **TEKS 3.11.D.v**

FORMATIVE ASSESSMENT

Activity Page 3.1

Expedition Log Write information learned about

- Columbus. **TEKS 3.7.E**

Activity Page 3.2

“Navigation in the Age of Exploration” Close

Reading Define vocabulary and answer key questions from the reading.

- TEKS 3.3.B; TEKS 3.7.B; TEKS 3.7.C; TEKS 3.7.F**

Activity Page 3.7

Linking Words *in conclusion* Create sentences using

- linking words *in conclusion*. **TEKS 3.11.D.v**

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|--------------------------|-------------|---|
| Speaking and Listening (60 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | <input type="checkbox"/> World map
<input type="checkbox"/> Image Cards C.U9.L3.1 and C.U9.L3.2
<input type="checkbox"/> globe (optional)
<input type="checkbox"/> Digital Flip Book: U9.L3.1–U9.L3.7
<input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> drawing tools
<input type="checkbox"/> chart paper, chalkboard, or whiteboard |
| Read-Aloud: “Columbus and the Conquistadors” | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group/ Partner | 10 min. | |
| Expedition Log | Partner/ Independent | 15 min. | |
| Word Work: <i>Conquistadors</i> | Whole Group/ Partner | 5 min. | |
| Reading (20 min.) | | | |
| Introducing the Reading | Small Group | 5 min. | <input type="checkbox"/> World map (optional)
<input type="checkbox"/> globe (optional) |
| Close Reading: “Navigation in the Age of Exploration” | Independent/ Whole Group | 10 min. | <input type="checkbox"/> <i>The Age of Exploration</i>
<input type="checkbox"/> Activity Page 3.2 |
| Wrapping up the Reading | Independent | 5 min. | |
| Language (25 min.) | | | |
| The Prefixes <i>pro-</i> and <i>anti-</i> | Whole Group | 25 min. | <input type="checkbox"/> Activity Pages 3.3–3.6 |
| Writing (15 min.) | | | |
| The Linking Words <i>in conclusion</i> | Independent | 15 min. | <input type="checkbox"/> Activity Page 3.7
<input type="checkbox"/> board or chart paper |
| Take-Home Material | | | |
| Blank Busters | | | <input type="checkbox"/> Activity Page 3.8 |

ADVANCE PREPARATION

Speaking and Listening

- Prepare to project the following digital images on the program's digital components site to project during the Read-Aloud: U9.L3.1–U9.L3.7.
- Prepare Image Cards C.U9.L3.1 and C.U9.L3.2.
- Have a globe and a world map available.

Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Display the world map in the classroom to track expeditions of early explorers.

~~~~~ Start Lesson ~~~~~

### Lesson 3: Columbus and the Conquistadors

# Speaking and Listening



**Primary Focus:** Students will categorize and organize facts about the explorations of Christopher Columbus. | **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.7.E**

### VOCABULARY: “COLUMBUS AND THE CONQUISTADORS”

**conquering**, taking control of by using force or great effort

**conquistadors** (/kän\*kēs\*tə\*dôrz/), the Spanish word for conquerors; travelers, soldiers, and explorers from Spain who traveled to North, Central, and South America to look for wealth, conquer Native peoples, and gain control of land

**immune**, protected from disease

**quantities**, amounts or numbers of something

**raided**, attacked in a sudden and unexpected way, often to steal goods

**recruiting**, persuading someone to become a new member of a group or organization

**trek**, a difficult journey or trip

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct, or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

| Vocabulary Chart for “Columbus and the Conquistadors” |                                 |                                                                    |
|-------------------------------------------------------|---------------------------------|--------------------------------------------------------------------|
| Type                                                  | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                   |
| Vocabulary                                            | conquistadors                   | conquering<br>immune<br>quantities<br>raided<br>recruiting<br>trek |
| Multiple Meaning Vocabulary Words                     |                                 |                                                                    |
| Sayings and Phrases                                   |                                 |                                                                    |

### INTRODUCING THE READ-ALOUD (10 MIN.)

- Briefly review with the students the content they learned from the previous Read-Aloud. To guide the review, you may wish to show any images from the previous Read-Aloud, and/or ask the following questions:
- Using Image Card C.U9.L3.2 (Routes of Exploration), have a student volunteer trace Christopher Columbus’s voyage (brown dots) from Spain to the Americas, which European explorers called the “New World.” As the student traces the voyage, encourage him or her to name the places along the journey; e.g., “Columbus started in Spain, traveled to the Canary Islands,” etc.

- What area was Columbus hoping to reach?
  - » the East Indies
- Have a student volunteer point to this area on Image Card C.U9.L3.1, or on a world map or globe.
- Why was Columbus eager to find a shorter route to what was called the East Indies?
  - » to gain wealth and fame
- Why did King Ferdinand and Queen Isabella agree to sponsor his voyage?
  - » They wanted to claim wealth and new lands in honor of Spain.
- Where did he end up landing?
  - » the West Indies or what is now the Bahamas in the Caribbean

Image Card  
C.U9.L3.2

Routes of Exploration



Image Card  
C.U9.L3.1

World Map



- Have a student volunteer point to this area on Image Card C.U9.L3.1, or on a world map or globe.
- 



### Check for Understanding

---

What year did Columbus sail to islands in the Caribbean, or the West Indies?

» 1492

What was the name Christopher Columbus gave to the island he landed on, claimed for Spain, and built a fort on?

» Hispaniola

---

- Have a student volunteer point to the island of Hispaniola—the island that today is comprised of Haiti and the Dominican Republic—on Image Card C.U9.L3.1, or on a world map or globe.
- Review the information covered thus far, highlighting the sequence of events. Emphasize that, although Columbus and his crew were the first known Europeans to sail to the islands of the Caribbean, he and his crew were not the first people to arrive there; the Native Americans called the Taino were there before him.

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

- Ask students to share what they know about enslaved people and slavery. Remind students that throughout history, many different groups of people in different areas of the world enslaved other people. Remind students that enslaved people were considered the property of their owners; they had to obey their owners and do difficult work for no pay. They were often treated poorly and did not have many freedoms. Remind students that during the time of ancient Rome and the Vikings, the enslaved were often the people on the losing side of a war when Rome was expanding into new territories or were the people captured by the Vikings on one of their raids. Ask students what

they remember about slavery in the United States, from the time of the birth of our nation to around the time of the U.S. Civil War. Remind students that a little more than 100 years after Columbus's voyages, millions of Africans were captured in Africa, sold to traders, and shipped across the Atlantic Ocean to be sold in markets like property. These enslaved Africans worked on large areas of farmland, called plantations. Tell students that in today's Read-Aloud and in future Read-Alouds in this domain, they will hear how Native Americans were often captured by Europeans, treated poorly, and enslaved. Explain to students, however, that slavery was also practiced among Native American tribes. Like the Romans and Vikings, Native Americans would enslave the people who were on the losing side of a war between tribes.

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

### READ-ALOUD: "COLUMBUS AND THE CONQUISTADORS" (20 MIN.)

---



#### Show Image U9.L3.1 Map of Columbus's Four Voyages

Christopher Columbus made four voyages to the West Indies, convinced he had reached the East Indies in Asia.

The voyage most people know about

is the first one, the voyage when Columbus landed in the West Indies.

In some ways, Columbus's second voyage was even more important.

If you want to understand what happened in the Americas with European exploration over the following hundred years or so after Columbus, it helps to know something about his second voyage.

---

## Support

Explain that an admiral is a high-ranking leader in the navy.



### Show Image U9.L3.2

#### Columbus Preparing for Return Trip

When Columbus returned to Europe after his first transatlantic voyage, he was greeted as a hero, despite his exaggeration about his findings.

Who remembers what *trans-* means from the Light and Sound unit?

» across

So, what do you think *transatlantic* means?

» across the Atlantic

Word of his expeditions spread rapidly in Spain and throughout Europe. The report he sent to King Ferdinand and Queen Isabella of Spain was printed in large **quantities**, or amounts, using the recent invention of the printing press. Thousands of Europeans read Columbus's report, and others heard the reports read aloud. Soon everybody was talking about Columbus and his "discoveries." We say "discoveries" in quotation marks, as Columbus exaggerated some of his findings, and we know that Native people discovered this land and its resources thousands of years earlier. Some people were not sure if he had really sailed to Asia as he claimed, but they were sure he had found something new and exciting, and they wanted to be a part of it. Columbus was honored by King Ferdinand and Queen Isabella. He was named "Admiral of the Ocean Sea," and, as he had hoped, he was given ships and money for a second voyage.

The second voyage was a much, much bigger operation than the first voyage. Columbus had a fleet of three ships and about 100 men for his first voyage. On the second voyage, he had a fleet of 17 ships and more than 1,000 men! When he was recruiting sailors for his first voyage, Columbus had a hard time finding sailors who were willing to sail west into uncharted waters. When he was **recruiting** men for his second voyage, he had so many eager, interested sailors that he had to turn many of them away.



### Show Image U9.L3.3

#### Columbus Returning to Hispaniola

The ships of the second voyage left Spain in September of 1493. After a stop in the Canary Islands, off the coast of Africa, Columbus and his men sailed west.

- Turn back to digital image **U9.L3.1** and point to the Canary Islands on the map.

They sighted land in early November. Columbus explored the coasts of several islands, but he was eager to get back to the fort he and 39 of his crew members had built on Hispaniola on his first voyage. He hoped that, in his absence, the men he had left behind would have developed peaceful trading relationships with the Taino and that they would have collected a lot of gold. What Columbus actually found was quite different—the fort had been burned to the ground; the Spaniards he had left on the island had been killed; and there was no great horde of collected gold. Instead of trading peacefully with the Taino of Hispaniola, the Spaniards had treated them cruelly. The Europeans had **raided** their villages and had kidnapped many people. They had taken gold wherever they could find it. After a while, the Taino fought back, attacked the fort, and killed the Spaniards.



### Show Image U9.L3.4

#### Columbus and His Angry Men

Columbus decided to build another fort on Hispaniola and name it Isabella, after the queen of Spain. He left his brother Diego in charge of it and urged

him to find the gold that Columbus felt sure was on the island. Diego and his men found some gold, but not as much as Columbus had led

the king and queen to think was on the island. By 1495, Columbus's men had become unhappy, and Columbus grew anxious. It became clear to his men that there was much less gold than Columbus had exaggerated in his report. They felt that Columbus had lied to them. Some of them had already sailed back to Spain to complain about Columbus's exaggerations and leadership.

- Point to the angry men in the foreground of digital image **U9.L3.4**, and the men leaving in the background.
- 



### Show Image U9.L3.5

#### Native Population as Enslaved People

Columbus continued to look for gold and was motivated to get as much gold as he could. He made laws that enslaved and punished Natives if they didn't collect enough gold for the Spaniards.



#### Check for Understanding

---

Who can tell me what *enslaved* means?

- » Enslaved people were considered the property of their owners; they had to obey their owners and do difficult work for no pay.

Do you think this was fair treatment?

- » Answers may vary.
- 

What made the laws even more cruel was the fact that Hispaniola had only a little gold. There was no way the enslaved Native people could supply the amount of gold Columbus demanded. As if this weren't bad enough, many of the Taino became infected with diseases to which many of the Spaniards had become **immune**. The Taino on Hispaniola had never been exposed to the types of germs the Spaniards carried in their bodies. Through interacting with the Spaniards, the Natives came in contact with germs that their bodies could not fight. Over the next several years, many of the Taino

became sick, and hundreds of thousands of them died of diseases, the most common of which was smallpox. When Columbus first arrived, there were many Taino, perhaps more than a million people living on the three islands (Hispaniola, Puerto Rico, Jamaica). But as a result of the diseases brought by explorers and the brutality of the Spanish rule, the Taino population fell to only a few thousand in the years that followed the arrival of Columbus and his men.

---



### Check for Understanding

---

Ask students to do a “thumbs up” for true or “thumbs down” for false to the following statements:

- Christopher Columbus made four voyages to the West Indies. (true)
  - Columbus’s men were very happy, and Columbus was relaxed. (false)
  - Columbus used cruel methods to get as much gold as he could. (true)
  - Columbus treated the Tainos fairly. (false)
- 



### Show Image U9.L3.6 Spanish Conquistadors

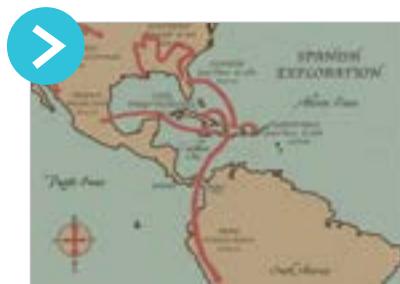
By 1496, it was clear that there was no more gold to be found on Hispaniola. Columbus decided to make a new law that said that Native people had

to help develop large farms called plantations and work as enslaved persons for the Spaniards. In just a few years, the Spaniards were firmly in control of the island of Hispaniola. After that point, they began to spread out, exploring and **conquering** other nearby islands in the Caribbean. The many men who led these voyages of exploration and conquest were known as **conquistadors**, the Spanish word for “conquerors.” These conquistadors were travelers, soldiers, and explorers from Spain who traveled to North, Central, and South America to look for wealth, conquer Native peoples, and gain control of land. They came to the Americas to find the same things Columbus had been looking for in unexplored parts of America: gold, spices, land, enslaved people, fame, and power.

After Columbus' first voyage, the head of the Catholic Church at the time, Pope Alexander VI, issued what was called the Doctrine of Discovery. Based on Columbus' reports, Alexander declared that anyone could claim foreign land and resources as their own, in the name of converting the Natives that lived there to Christianity. Supported by Alexander's declaration, the Spanish conquistadors did not respect the religious beliefs that Native Americans held. Many conquistadors that claimed new lands were accompanied by missionaries (people who tried to convert the Native peoples to their own religion).

---

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



### Show Image U9.L3.7 Map of Conquistadors' Voyages

By the year 1542, fifty years after the first voyage of Christopher Columbus, many Spanish conquistadors had explored and conquered most of

South America, all of Central America, and a significant part of North America. Christopher Columbus died believing he had reached the islands of the East Indies in Asia, known at that time just as "the Indies." When the Spaniards realized this mistake, it was decided to name the area where Columbus had landed, the West Indies, and the Spice Islands in Asia that he had tried to reach, the East Indies. What happened in those 50 years after Columbus's first voyage?

First, a conquistador named Juan Ponce de León (/wän\*pōns\*dā\*lā\*ōn/) conquered the island of Puerto Rico to the east of the island of Hispaniola. At about the same time, another conquistador by the name of Diego Velázquez conquered the island of Cuba, an island to the west of Hispaniola. Soon the Spanish began to extend their control beyond the islands of the Caribbean Sea. They began to explore and conquer the mainland of North and South America. In

1513, Ponce de León explored the coast of Florida and claimed it for Spain. In the very same year, Vasco Núñez de Balboa fought his way through the jungles of Panama and became the first Spaniard to reach the Pacific Ocean. Point to Balboa's route through Panama in the image.

A few years later, in 1519, Hernán Cortés led a Spanish army into Mexico. He ordered that the fleet of ships be burned when he and his crew landed so that everyone would understand there was no turning back.

He marched his army inland and eventually conquered the mighty Aztec Empire and its king, Moctezuma II (/mok\*tə\*zoo\*mə/). The conquistador Francisco Pizarro led his men deep into South America and, by 1532, had conquered the other great empire of the Americas, the Inca Empire, in Peru. The defeat of this great empire was due in large part to disease. Because Native people had no immunity to the diseases the Europeans brought with them, many, many Incas became sick and/or died of these diseases after coming into contact with the Europeans.

---

### Check for Understanding

---



Who can tell me what *immune* means?

» protected from disease

So, the Inca caught European diseases just like the Taino. Why do you think this led to their defeat?

» Because they were not protected from the diseases that the Europeans brought with them, they died of their illnesses.

---

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

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

---

### DISCUSSING THE READ-ALOUD (10 MIN.)

1. **Evaluative.** Were your predictions correct about what Columbus found on his second voyage? Why or why not?
  - » Answers may vary.
2. **Inferential.** How many voyages did Columbus make to the West Indies?
  - » four
  - Have a student volunteer to locate the West Indies on Image Card C.U9.L3.1, or on a world map or globe. Remind students that Columbus believed he reached the East Indies in Asia, even though he ended up landing in the West Indies.
3. **Inferential.** How did the Spanish public respond to Columbus on his return to Spain?
  - » He was well received as a hero. The king and queen of Spain named him the "Admiral of the Ocean Sea," a big honor.
4. **Literal.** How was Columbus's report able to spread so quickly and easily?
  - » It was printed in great quantities on the newly invented printing press.
5. **Inferential.** Who sponsored Columbus's second voyage?
  - » the king and queen of Spain, Ferdinand and Isabella
6. **Literal.** Who were the conquistadors?
  - » The many men who explored and conquered lands for Spain were known as conquistadors, the Spanish word for conquerors. Conquistadors were travelers, soldiers, and explorers from Spain who traveled to the Americas to look for wealth, conquer Native peoples, and take over land.
  - Have students turn to a partner and discuss the following question. Circulate and listen to responses.
7. **Inferential.** Describe the way Columbus and his crew members treated the Taino.

- » The crew members left behind from the first voyage raided their villages and enslaved many Tainos. When Columbus returned on his second voyage, he forced the Taino to collect gold and work on plantations. Columbus enslaved some Native Americans and took them back to Europe. Many Native Americans were killed and many more died because they were not immune to the germs the Europeans carried in their bodies.

- Wrap up the discussion by asking this follow-up question to the whole group:

**8. Inferential.** How did the Taino respond to this treatment?

- » Many of them fought against the conquering Europeans but did not have much success. They were weakened by disease.

### EXPEDITION LOG (15 MIN.)

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

- Explain to students that explorers wrote in journals, or logs, to help them remember important information about their expedition. These journals described the landscape of a certain area, the people they encountered, and the resources they found on their travels. Tell students that some explorers also sketched images of the places, people, and things they encountered. Sometimes these logs would get printed and shared with the public upon their return to their home country. Remind students that Columbus's report to the king and queen of Spain was printed on the newly invented printing press, and because of that, word about his travels quickly spread throughout Europe, encouraging the age of exploration.
- Tell students that they will be creating an expedition log to help them remember important information they learn in this domain. Tell students that page 1 of the journal will be about Christopher Columbus and his voyages.
- Have students use the information heard in the first two Read-Alouds and the images from the Read-Aloud to help them remember details about Christopher Columbus and answer the questions on Activity Page 3.1 independently.
- After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.

### Activity Page 3.1



ENGLISH  
LANGUAGE  
LEARNERS

Speaking and Listening  
Writing

#### Beginning

Provide sentence starters to complete Activity Page 3.1:

1. Columbus sailed because he was looking for \_\_\_\_.
2. He sailed to \_\_\_\_.
3. He explored \_\_\_\_.
4. He found \_\_\_\_ there.

#### Intermediate

Have students work with a partner.

#### Advanced/Advanced High

Encourage students to answer questions in complete sentences.

**ELPS 5.G**

#### Challenge

Encourage students to add more details to Activity Page 3.1.

## Support

If necessary, guide and/or rephrase the students' responses to make complete sentences: "The conquistadors saw \_\_\_\_\_ when they arrived in the Americas."

### WORD WORK: CONQUISTADORS (5 MIN.)

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

---

### Lesson 3: Columbus and the Conquistadors

## Reading



**Primary Focus:** Students will closely read "Navigation in the Age of Exploration" and determine the meaning of words and phrases relevant to navigation.

 **TEKS 3.3.B; TEKS 3.7.B; TEKS 3.7.C; TEKS 3.7.F**

### VOCABULARY: "NAVIGATION IN THE AGE OF EXPLORATION"

**landmark**, an object on land that is easy to see and recognize

**magnetic field**, the area around each pole of a magnet that has the power to attract other metals

 **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.



**dead reckoning**, a way to measure speed when traveling through water by throwing a knotted rope with a piece of wood on the end overboard and observing how much of and how fast the rope is pulled into the water

**compass**, a tool used for finding directions with a magnetic pointer that always points north

**hourglass**, a tool for measuring time; it is a glass container with an upper part and lower part connected in the middle by a narrow tube and sand falls from the upper part into the lower part in a fixed amount of time, usually an hour

**forerunner**, something that came before

**estimate**, to make a guess based on information you have; (noun) a guess made based on information you have

**method**, a way of doing things

| Vocabulary Chart for “Navigation in the Age of Exploration” |                                                           |                                             |
|-------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------|
| Type                                                        | Tier 3<br>Domain-Specific Words                           | Tier 2<br>General Academic Words            |
| Vocabulary                                                  | landmark<br>magnetic field<br>dead reckoning<br>hourglass | compass<br>forerunner<br>estimate<br>method |
| Multiple Meaning Vocabulary Words                           |                                                           |                                             |
| Sayings and Phrases                                         |                                                           |                                             |

### Beginning

Ask students to point to the different navigational tools in their Student Reader when you ask questions such as, “Where is the compass?”

### Intermediate

Pair a student with a partner who can support the student in rereading the text, if necessary, and answering the questions.

### Advanced/Advanced High

Encourage students to answer questions in complete sentences.

**ELPS 4.F; ELPS 4.I**

## INTRODUCING THE READING (5 MIN.)

- Tell students that we will be reviewing the chapter “Navigation in the Age of Exploration” more closely today.
- Ask students to locate the title of the chapter, and then turn to the first page of the chapter.

## Chapter 3 Navigation in the Age of Exploration

Do you ever go on trips with your family? How do the adults in your family find the places they want to visit? Do they write down directions? Do they use maps? Do they look for **landmarks** along the way? Do they have an electronic device that tells them where to turn?

Early European **explorers** didn't have most of those things. Most sailors in those days stayed close to land and looked for familiar **landmarks**. However, this would not work for **explorers**. They could not look for familiar **landmarks** because they were sailing into unknown waters.

Early **explorers** did have some maps but they were not always accurate. So how did the **explorers** keep track of where they were?



Things we use today to find places we want to visit

### CLOSE READING: "NAVIGATION IN THE AGE OF EXPLORATION" (10 MIN.)

#### Pages 20–21

- The teacher reads **page 20**.

**COMP Inferential.** What were some of the challenges of traveling that early explorers faced?

- » They didn't have accurate maps, electronic devices, or familiar landmarks to help them find their way.

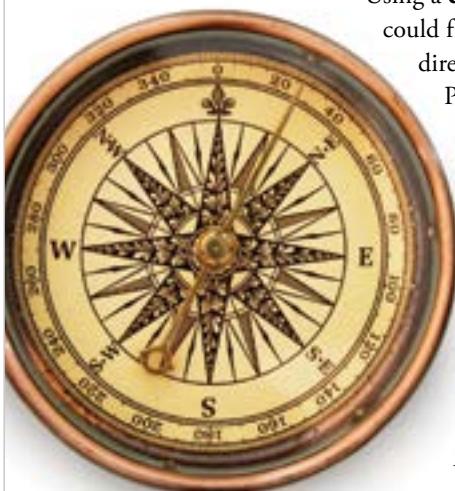
**VOC Inferential.** How would a landmark be helpful?

- » It is easy to see a landmark from afar, so it can help you tell where you are.  
For example, if you could see the White House you would know that you are in Washington, D.C.

**LIT Inferential.** What does the phrase, "keep track of where you are" mean?

- » know where you are located

They had several tools that they might have used. One of them was a **compass**. A **compass** is a very simple device. It is just a little magnet that sits on a pin so it can spin. The pointer on the magnet points north. Back then, nobody knew why. Now, we know it's because Earth has a **magnetic field**, which is strongest at the poles. Magnets are attracted to the **magnetic field** of the North Pole.



Using a **compass**, a sailor could figure out which direction was north. Plus, if he knew which direction was north, he could figure out south, east, and west. That was a big help.

*A compass*

**Explorers** also used the stars to keep track of their position. Sailors in this day used two gadgets. One was called a quadrant. The other one was called an astrolabe. The details of how these gadgets work are complicated but the basic idea is not. The idea is that you can keep track of your position on Earth by keeping track of where certain stars appear to be in the night sky. If you can tell where the sun, the North Star and other key stars are, you should be able to figure out where you are on Earth.



*An astrolabe*

## Pages 22–23

- Students silently read **page 22**.

**COMP Inferential.** How is a compass useful, especially if you are at sea?

» Using a compass, a sailor could figure out which direction was north.

- The teacher reads **page 23**.

**COMP Inferential.** How does keeping track of the stars help in travel?

» You can keep track of your position on Earth by keeping track of where certain stars appear to be in the night sky.

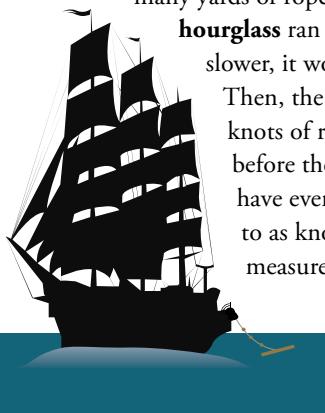
Others may have kept track of how far they had traveled using a **method** called **dead reckoning**.

Here's how **dead reckoning** worked: a sailor had a piece of wood that was tied to a rope. The rope was knotted at regular intervals. There might be a knot every five feet. The sailor would toss the piece of wood overboard while the ship was sailing. When the wood hit the water, the sailor would turn over an **hourglass**.

The sailor or the captain of the ship would then **watch** to see how much rope was pulled out of the ship and into the sea. If the ship was going fast, it would quickly leave the piece of wood behind. It would pull

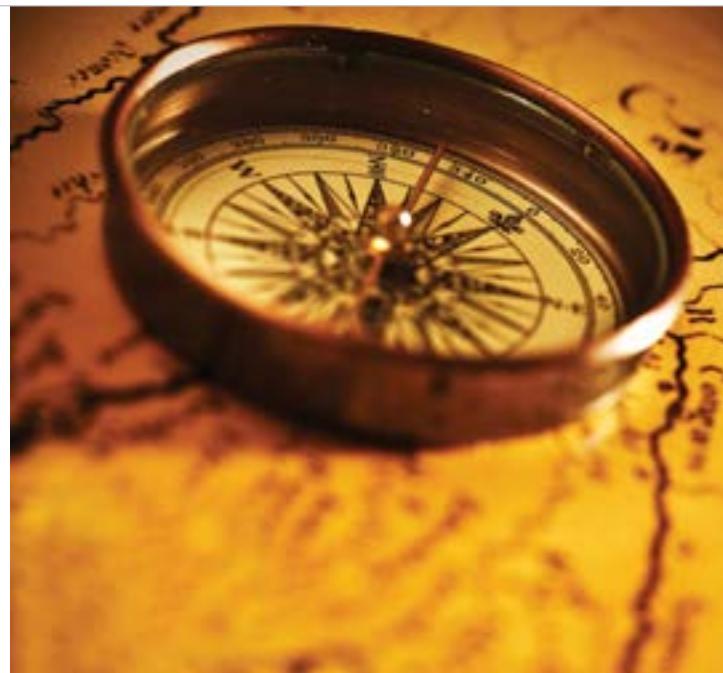
many yards of rope out of the ship before the **hourglass** ran out. If the ship was going slower, it would not pull as much rope out.

Then, the person would count how many knots of rope got pulled out of the ship before the **hourglass** emptied out. If you have ever heard of a ship's speed referred to as knots, this is a **forerunner** of that measurement of speed.



*Dead reckoning helped sailors keep track of how fast and how far they had traveled.*

24



*Explorers used many tools to help them navigate.*

A ship's captain could use **dead reckoning** to make an **estimate** of how fast the ship was moving. Then, he could **estimate** how far the ship would travel in an hour or a day. He could use a **compass** to know which way he was heading. He could put all this together to make an **estimate** of where he was.

25

## Pages 24–25

- Students silently read **pages 24–25**.

**COMP Literal.** Dead reckoning was a method used to measure what?

- » how far you have traveled by sea

**VOC Evaluative.** Have you ever heard of a ship's speed referred to as "knots"?

- » Answers may vary.

**Evaluative.** Sailors navigating in the Age of Exploration did not have the technological equipment we have today, but they used tools to make educated guesses to estimate many things, such as . . . ?

- » speed and distance traveled

## WRAPPING UP THE READING (5 MIN.)

- Ask students to turn to Activity Page 3.2 and complete it independently.

## Activity Page 3.2



### Challenge

Have students research how the stars help with navigation.



### Lesson 3: Columbus and the Conquistadors

# Language

**Primary Focus:** Students will identify and use the meaning of prefixes *pro-* and *anti-*. **TEKS 3.2.A.v; TEKS 3.3.C**

## THE PREFIXES PRO- AND ANTI- (25 MIN.)

- Tell students that in the last few units, they have worked with suffixes, which are added to the end of root words to make new words.
- Then tell students that in this unit, they will work with prefixes, which are added to the beginning of root words to make new words.
- Tell students that the two prefixes they will study this week are *pro-* and *anti-*.
- Write the prefixes on the board and point out that the prefix *pro-* is pronounced /prō/, and the prefix *anti-* can be pronounced /antī/, /antə/, or /antē/.
- Also, tell students that in previous units, they learned about root words that were English words with prefixes and suffixes added to them. Provide examples. (e.g., *unhealthy*, *nonstick*, *repaint*, *preview*, *actor*, *farmer*, *dangerous*)
- Then tell students that not all of the root words they will learn about in this lesson are English root words.

### Support

Review with students key vocabulary on Activity Page 3.2.

### Prefix *pro-*

- Explain to students that *pro-* means “forward” or “before.”
- Tell students that words with the prefix *pro-* can be nouns, verbs, or adjectives. Students will have to examine how these words are used in sentences to help them remember the part of speech.
- Write the word *proactive* on the board. Underline the prefix *pro-*.
- Ask students to identify and read the prefix, and then read the rest of the word. (*pro-, active*) Then have students read the entire word, *proactive*.

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Ask students what *active* means (relating to doing or behaving) and point out that students learned this word in a previous unit. Also, point out that this is an English root word.
- Tell students that *proactive* is an adjective and means “doing things before something happens” or “preparing for what needs to be done.”
- Share the following sentence with students to demonstrate the meaning of *proactive*: Dan was proactive in getting his homework done before his mother asked him about it.
- Next, write the word *proceed* on the board. Ask students to identify and read the prefix.
  - » *pro-*
- Ask students what the prefix *pro-* means again.
  - » forward or before
- Have students read the entire word, *proceed*.
- Note for students that the word *proceed* does not have an English root word. (*Ceed* is not an English root; *Cedere* is a Latin root meaning “go” or “surrender.”)
- Discuss the meaning of *proceed* with students. (to move forward). Point out the part of speech. (verb). Ask students what verbs are. (action words)
- Share the following sentence with students to demonstrate the meaning of *proceed*: We can proceed with our math homework since we finished our math lesson.
- Remind students that *proceed* means “to move forward.” Ask students if they have ever heard the phrase, *proceed with caution*. Tell them that this phrase means “move forward (or continue) with caution (carefully).”
- Continue in this manner for the remaining *pro-* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board, as that information is intended for use during oral instruction.

- Note for students when words do not have an English root word, as indicated in the chart. Also, note that the word *proposal* relates to the word *propose* (verb).

| Affixed Word | Meaning                                                                            | English Root Word                                              | Sentence                                                                                         |
|--------------|------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| prologue     | (noun) an introduction to a book or play that comes before the book or play starts | none<br>(Latin root <i>logue</i> , meaning "thought")          | The narrator recited the <u>prologue</u> to describe the setting of the play before Act I began. |
| proposal     | (noun) something put forward or presented for people to consider                   | none<br>(Latin root <i>pos</i> , meaning "put")                | My dad worked on a <u>proposal</u> for a new project at work.                                    |
| progress     | (noun) movement forward; improvement or development over time                      | none<br>(Latin root <i>gress</i> , meaning "step")             | The builders made progress on the new house last week and the exterior is almost finished.       |
| project      | (verb) to throw forward                                                            | none<br>(Latin root <i>ject</i> , meaning "throw")             | We can <u>project</u> pictures on the whiteboard with the document camera.                       |
| propel       | (verb) to push or drive forward                                                    | none<br>(Latin root <i>pellere</i> , meaning "drive, push")    | Mike had to use an oar to <u>propel</u> the canoe forward across the lake.                       |
| prophecy     | (noun) a prediction of something before it happens                                 | none<br>(Latin root <i>prophetia</i> , meaning "speak before") | One <u>prophecy</u> in Viking myths predicted the gods would die.                                |

## Prefix anti-

- Explain to students that *anti-* means “against” or “opposite.”
- Tell students that words with the prefix *anti-* can be nouns or adjectives. Students will have to examine how these words are used in sentences to help them remember the part of speech.
- Write the word *antifreeze* on the board. Underline the prefix *anti-*.
- Ask students to identify and read the prefix, and then read the rest of the word. (*anti-, freeze*) Then have students read the entire word, *antifreeze*.
- Ask students what *freeze* means (to turn from a liquid to a solid due to a low temperature) and point out that this is an English root word.
- Tell students that *antifreeze* is a noun that means “a substance that works against freezing.”

- Share the following sentence with students to demonstrate the meaning of *antifreeze*: My mom put more antifreeze in the engine before trying to start the truck, since it was the coldest day so far this winter.
- Point out to students that antifreeze helps water in all different kinds of engines to keep from freezing when temperatures are very, very cold; *antifreeze* works against freezing.
- Next, write the word *antidote* on the board. Ask students to identify and read the prefix.
  - » *anti-*
- Ask students what the prefix *anti-* means again.
  - » against or opposite
- Have students read the entire word, *antidote*.
- Note for students that while the word *dote* is an English root word, its meaning does not apply to the affixed word *antidote*. So, in this case, the root word is not an English root word. (*Dote* means “to lavish attention on,” which is not related to the word *antidote*.)
- Discuss the meaning of *antidote* with students. (a substance that works against poison or something bad). Point out the part of speech. (noun)
- Share the following sentence with students to demonstrate the meaning of *antidote*: The doctor had an antidote for the snakebite so Rob would feel better.
- Remind students that an *antidote* is a substance that works against poison or something bad; it works to prevent poison or something bad from spreading (usually within the body).
- Continue in this manner for the remaining *anti-* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

- Note for students when words do not have an English root word, as indicated in the chart. Also, note that the word *anticlimactic* relates to the word *climax* (noun) and the word *antiperspirant* relates to the word *perspire* (verb). For *antibodies*, note that even though the word *bodies* is part of this word, the meaning of *bodies* does not relate to the affixed word, much like with the word *antidote*.

## Activity Pages 3.3–3.6



ENGLISH  
LANGUAGE  
LEARNERS

## Language Foundational Skills

### Beginning

Point out Spanish cognates: proceed/*proceder*, propel/*propulsar*, antibiotic/*antibótico*, progress/*progresar*, prophecy/*profecía*, project/*proyectar*, antidote/*antídoto*.

### Intermediate

Remind students that several of these words are Spanish cognates. Point out a few.

### Advanced/Advanced High

Remind students that several of these words are Spanish cognates.

**ELPS 1.A; ELPS 1.F**

| Affixed Word   | Meaning                                                                               | English Root Word                                | Sentence                                                                                       |
|----------------|---------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------|
| anticlimactic  | (adjective) the opposite of the most exciting part of a story; disappointing          | climactic                                        | The <u>anticlimactic</u> ending to the movie was really disappointing because I expected more. |
| antiperspirant | (noun) a substance that works against sweating                                        | perspire, with the suffix <i>-ant</i>            | I needed to put on some <u>antiperspirant</u> before running the marathon.                     |
| antibiotic     | (noun) medicine that works against harmful bacteria and cures infections              | none<br>(Latin root <i>bio</i> , meaning “life”) | When my sister got pink eye, the doctor gave her an <u>antibiotic</u> to help clear it up.     |
| antibodies     | (noun) substances in the body that fight against disease                              | bodies (but the meaning does not apply here)     | He needed to build up his <u>antibodies</u> before flu season so he wouldn’t get sick.         |
| antisocial     | (adjective) the opposite of friendly toward others; does not want to be around people | social                                           | One of the adults at the party was <u>antisocial</u> and didn’t talk to anyone.                |

- Have students complete Activity Pages 3.3–3.6 as teacher-guided activities.

## Lesson 3: Columbus and the Conquistadors

# Writing



**Primary Focus:** Students will use linking words *in conclusion* to connect reasons and to connect ideas with categories of information. **TEKS 3.11.D.v**

### THE LINKING WORDS IN CONCLUSION (15 MIN.)

- Tell students they will learn another set of linking words in this lesson.
- Tell students that these words are *in conclusion*, and they announce that a conclusion is coming.

 **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.

## Activity Page 3.7



### Challenge

Write an additional paragraph for Activity Page 3.7. Make sure to end with a concluding sentence.

### Support

To complete Activity Page 3.7, read the first paragraph together. Point out that the text is organized with an introductory sentence, then supporting sentences, and that the concluding sentence will echo the introduction.

ENGLISH  
LANGUAGE  
LEARNERS



Language  
Connecting Ideas

### Beginning

To complete Activity Page 3.7, have partners read aloud the paragraph together, then peer conference to come up with a concluding sentence.

### Intermediate

Have partners compare answers.

### Advanced/Advanced High

Remind students to write a complete sentence, beginning with a capital letter and ending with the proper punctuation.

**ELPS 4.F; ELPS 5.G**

- Say to students, “In writing a paragraph, name the sentence that wraps up the paragraph and restates the topic sentence.”
  - » concluding sentence
- Tell students that the words *in conclusion* could be added to the beginning of a concluding sentence to announce that a conclusion is coming.
- Ask if students can hear the similarities in the words *concluding* and *conclusion*.
  - » Both come from the same root word, *conclude*.
- Ask students what the word *conclude* means.
  - » to end, to wrap up
- Say to students, “In a previous unit, you learned to summarize. What does it mean to summarize?”
  - » A summary is a group of sentences that includes the important words and/or phrases found in a selection and never includes opinion.
- Have students recall summarizing the chapters in *Native American Stories*.
- Tell students that they could have included the words *in conclusion* in their summaries.
- Read the following paragraph:

*Hamsters are fascinating pets! They run around their wheels all night like they're trying to escape from something chasing them. They nibble on their food and sip water from their water bottles. When they are worn out, they curl up in tiny balls in a corner of their cages and fall asleep. They usually sleep all day. Hamsters are such interesting animals to watch.*
- Ask, “Which sentence is the concluding sentence?”
  - » the last one, “Hamsters are such interesting animals to watch.”
- Tell students that the linking words *in conclusion* could be added to the last sentence to read: *In conclusion, hamsters are such interesting animals to watch.*
- Point out to students that a comma is needed after the words *in conclusion*.
- Turn to Activity Page 3.7 and complete it independently.

**Lesson 3: Columbus and the Conquistadors**

# Take-Home Material

- Have students take home Activity Page 3.8 for spelling practice.

**Activity Page 3.8**



# Juan Ponce de León

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will summarize facts about Juan Ponce de León's explorations.

TEXS 3.1.A; TEKS 3.6.C; TEKS 3.6.G; TEKS 3.7.E

### Reading

Students will read "El Castillo de San Marcos" and answer questions by

referring explicitly to the text as the basis for the answers. TEKS 3.7.E; TEKS 3.12.A

### Writing

Students will use linking words *in the same way* and *in contrast* to connect

reasons. TEKS 3.9.D.ii; TEKS 3.11.D.v

### Language

Students will use the prefixes *pro-* and *anti-*. TEKS 3.2.A.v; TEKS 3.3.C

## FORMATIVE ASSESSMENT

### Activity Page 4.1

**Expedition Log** Write information you heard about

Ponce de León. TEKS 3.7.E

### Activity Page 4.2

**"El Castillo de San Marcos"** List five facts from the

reading. TEKS 3.7.E; TEKS 3.12.A

TEXS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures; TEKS 3.6.G Evaluate details read to determine key ideas; TEKS 3.7.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; TEKS 3.12.A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; TEKS 3.9.D.ii Recognize characteristics and structures of informational text, including: features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding; TEKS 3.11.D.v Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner; TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; TEKS 3.3.C Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                                    |
|--------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (55 min.)</b>          |             |         |                                                                                                              |
| Introducing the Read-Aloud                       | Whole Group | 10 min. | <input type="checkbox"/> World map<br><input type="checkbox"/> globe (optional)                              |
| Read-Aloud: “Juan Ponce de León”                 | Whole Group | 15 min. | <input type="checkbox"/> Image Card C.U9.L3.1<br><input type="checkbox"/> Digital Flip Book: U9.L4.1–U9.L4.6 |
| Discussing the Read-Aloud                        | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> drawing tools                         |
| Expedition Log                                   | Independent | 10 min. | <input type="checkbox"/> chart paper, chalkboard, or whiteboard                                              |
| Word Work: Colonization                          | Whole Group | 5 min.  |                                                                                                              |
| <b>Reading (25 min.)</b>                         |             |         |                                                                                                              |
| Introducing the Reading                          | Whole Group | 5 min.  | <input type="checkbox"/> World map<br><input type="checkbox"/> globe (optional)                              |
| Independent Reading: “El Castillo de San Marcos” | Independent | 10 min. | <input type="checkbox"/> <i>The Age of Exploration</i><br><input type="checkbox"/> Activity Page 4.2         |
| Wrapping Up the Reading                          | Partner     | 10 min. | <input type="checkbox"/> half sheets of blank paper                                                          |
| <b>Writing (25 min.)</b>                         |             |         |                                                                                                              |
| Compare and Contrast Linking Words               | Whole Group | 25 min. | <input type="checkbox"/> board or chart paper<br><input type="checkbox"/> Activity Page 4.3                  |
| <b>Language (15 min.)</b>                        |             |         |                                                                                                              |
| Practice Prefixes <i>pro-</i> and <i>anti-</i>   | Partner     | 15 min. | <input type="checkbox"/> Activity Page 4.4                                                                   |
| <b>Take-Home Material</b>                        |             |         |                                                                                                              |
| Word Sort: “El Castillo de San Marcos”           |             |         | <input type="checkbox"/> Activity Pages 4.5, 4.6                                                             |

## ADVANCE PREPARATION

### Speaking and Listening

- Prepare the following digital images to project during the Read-Aloud: U9.L4.1–U9.L4.6.
- Prepare Image Card C.U9.L3.1.
- Have a globe and a world map available.

### Reading

- Predetermine partners for lesson activity.

### Universal Access

- Create and display cards with the vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Display digital images in the classroom during and after instruction to reinforce ideas.
- Display a world map in the classroom to track expeditions of early explorers.

~~~~~ Start Lesson ~~~~~

Lesson 4: Juan Ponce de León

Speaking and Listening



Primary Focus: Students will listen to “Juan Ponce de León” and summarize facts about his explorations. **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.G; TEKS 3.7.E**

VOCABULARY: “JUAN PONCE DE LEÓN”

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to the definitions at appropriate times. The words also appear in the glossary in the back of the Student Reader.

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

expedition, a journey taken for a specific purpose, often by a large group of people

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, freewriting, or illustrating.

intriguing, extremely interesting

mistreatment, poor treatment that is harmful; abuse

| Vocabulary Chart for “Juan Ponce de León” | | |
|---|---------------------------------|----------------------------------|
| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Vocabulary | colonization
expedition | intriguing
mistreatment |
| Multiple Meaning Vocabulary Words | | |
| Sayings and Phrases | | |

INTRODUCING THE READ-ALOUD (10 MIN.)

- Review the information covered thus far. Emphasize that, although Columbus and his crew were the first known Europeans to discover the islands of the Caribbean, he and his crew were not the first people to arrive there—the Native Americans were.
- Briefly review with students the content they have learned. To guide the review, you may wish to ask the following questions:
 1. Why did Columbus make a voyage across the Atlantic Ocean?
 - » He hoped to find a shorter route to the East Indies to obtain gold and spices.
 2. Who were Columbus’s sponsors, and why did they sponsor his voyages?
 - » King Ferdinand and Queen Isabella of Spain; to find a western route to the East Indies
 3. Did Columbus find what was called the East Indies?
 - » No, he found the West Indies.
 - Have a student point out the East Indies and the West Indies on a world map or globe.
 4. Did he realize that he had not reached the East Indies?
 - » No, Columbus died believing he had found the East Indies.
 5. What island did Columbus find and claim for Spain, and then built a fort on it?
 - » Hispaniola

Image Card
C.U9.L3.1

World Map



Support

Explain that Moors were Muslims who came to Spain from Morocco and other parts of North Africa.

Muslims practice the religion of Islam and believe in one god named Allah.

- Have a student volunteer point to the island of Hispaniola (the island comprised of Haiti and the Dominican Republic) on Image Card C.U9.L3.1, or on a world map or globe.
6. Who did Columbus find already living on the islands?
 - » Native Americans called the Taino
 7. How did Columbus and his crew ultimately treat the Native Americans?
 - » very poorly, enslaving many
- Tell students that today they will be learning about a conquistador named Juan Ponce de León. Remind students that in the previous Read-Aloud, they heard that Juan Ponce de León explored the coast of Florida. Ask students to predict what they think he found in Florida.
 - Tell students to listen carefully to learn about Juan Ponce de León's expedition and his discoveries. Tell students to listen carefully to hear if their predictions about what Ponce de León found in Florida are correct.

READ-ALOUD: “JUAN PONCE DE LEÓN” (15 MIN.)



Show Image U9.L4.1

Juan Ponce de León

In early 1493, Juan Ponce de León (/wän*pons*dā*lā*ōn/) was uncertain about his future. Trained as a knight, he had spent a few years fighting against the Moors in southern Spain.

In the 8th century (starting in the year 711), the Moors, who were Muslims, crossed from North Africa to Europe and took over most of the Iberian Peninsula, the land where Portugal and Spain are. They ruled much of the Peninsula for more than 700 years. But in 1492, Queen Isabella and King Ferdinand of Spain and their soldiers successfully drove the Moors off the Peninsula. Ponce de Leon, who served in the Spanish military in that conflict, was not sure what he should do next.

That all changed in the spring of 1493, when Christopher Columbus returned to Europe after his first transatlantic voyage. Word swept across Spain that Columbus had discovered new islands, possibly islands in Asia, and that these islands were filled with gold and spices. As you have heard, Columbus wanted to claim more territories in honor of Spain, so he organized another **expedition** to the Americas, or what the Europeans called the “New World.” Thousands of men had come from all over Spain to sign up for Columbus’s second voyage, and Juan Ponce de León was one of them. Ponce de León set sail with Columbus in September of 1493.

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

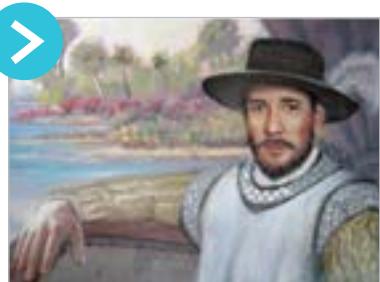
He was with Columbus when the explorer returned to the fort on Hispaniola and found that it had been destroyed. Ponce de León participated in the conquest of the land the Europeans called Hispaniola and eventually settled on the island. Have a student volunteer locate Hispaniola on Image Card C.U9.L3.1, or on a world map or globe.

Check for Understanding



Why did Columbus choose the name Hispaniola?

- » He named it Hispaniola, claiming the island for Spain.
-



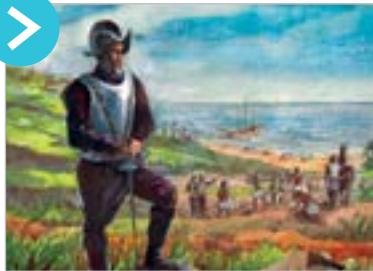
Show Image U9.L4.2 Governor Ponce de León

The Taino on Hispaniola were angered by years of **mistreatment** by the Spanish colonists, who had taken away their land. In 1504, they rose up against the Spanish colonists but were unsuccessful. Ponce de León, who was a top Spanish military official on the island, played an important part in stopping the uprising. and, as a reward, was given a piece of land on Hispaniola, appointed as the governor of the island, and assigned a number of enslaved people to help him cultivate a plantation.

Support

Explain that a plantation is a large farm.

Sweet potatoes and a local crop called cassava (/kə*sā*və/) grew on the plantation, and pigs, cows, and horses were raised there as well. Ponce de León married a Spanish woman and brought her to live with him on Hispaniola.



Show Image U9.L4.3

Ponce de León Searching for Gold in Puerto Rico

By 1506, having helped maintain control for the Spanish monarchy in Hispaniola, Ponce de León had established himself as a notable person on the island in the eyes of the Spaniards. Ponce de León began to hear stories about another island east of Hispaniola, an island that we now call Puerto Rico. He had heard **intriguing** stories about gold on the island, and still wanting more gold and land, he decided to explore it. Ponce de León led an expedition to Puerto Rico in 1506. Point to Puerto Rico on Image Card C.U9.L3.1, or on a world map or globe.

Knowing that there were Natives already living on this land, he brought with him a cousin who had learned the native language and could serve as a translator.



Check for Understanding

What would a translator be expected to do?

- » to translate, or change words from one language to another, so that Natives and Spaniards could understand one another
-

Ponce de León met with the Native Taino of the island and signed a treaty with a Taino chief that allowed him and other Spaniards to hike across the island. To their great delight, they found several large nuggets of gold in the rivers and streams. They also found an excellent, well-sheltered harbor, which is now known as San Juan Bay.

Ponce de León went back to Puerto Rico a second time in 1508. Once again, he struck a deal with one of the Taino tribal leaders, who supplied him with workers. These men built a settlement near San Juan Bay and cleared land for a plantation, while the Spaniards searched for gold. In 1509, Ponce de León was made governor of Puerto Rico.

Support

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

Check for Understanding

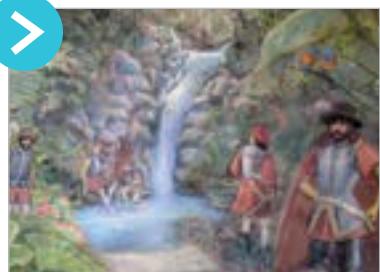


Who can tell me what a governor is?

- » a person who is the leader of the government of a state, province, etc.
-

He encouraged Spanish settlement on the island and the search for more gold.

In 1511, the Taino people of Puerto Rico rose up against the Spaniards, and fought to gain back their land. Like in Hispaniola, the Spaniards were better equipped than the Taino, fighting back with swords, guns, horses and attack dogs. The Taino uprising failed again. Juan Ponce de León once again assumed his leadership was safe in Puerto Rico but political problems arose. Diego Columbus, the son of Christopher Columbus, had gotten himself appointed viceroy, in charge of Hispaniola. He didn't like Juan Ponce de León, so Columbus had Ponce de León removed from office.



Show Image U9.L4.4 Ponce de León Searching for Gold in Florida

Ponce de León decided to explore lands that would lie outside of the territory governed by his enemy,

Diego Columbus. In 1512, Ponce de León received King Ferdinand's permission to look for a place that the Native people called Bimini.

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

What do you think Juan Ponce de León was hoping to find in Bimini? If you thought he was looking for gold, that's a good idea! It shows that you've been listening closely. The Spaniards were usually looking for gold, and Juan Ponce de León was no exception.

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

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



Show Image U9.L4.5 Map of Ponce de León's Explorations and Gulf Stream

Only a few documents from this voyage have survived, so historians are not sure about all of the details of his travels.

As you read the following sentences, point to Ponce de León's route.

Ponce de León sailed north along the east coast of Florida, and after some time, he turned south. About halfway down the eastern coast of Florida, Ponce de León and his captains made an interesting discovery. They discovered that, even though the wind was blowing briskly and should have been pushing their ships southward, the ships were actually moving north! Can any of you guess why the ships were moving “backward,” even though the wind was pushing them forward?

Ponce de León and his men were sailing against a strong ocean current. In fact, they had discovered one of the strongest and most important currents in the Atlantic Ocean—the Gulf Stream.

Point to the area of the Gulf Stream in the Atlantic Ocean.

The Gulf Stream is like a river within the Atlantic Ocean. It is a current of warm water that flows out of the Gulf of Mexico, around Florida, along the southeastern coast of the United States, and then northeast, all the way to northern Europe. Later explorers learned that a good way to get back to Europe quickly was to sail into the Gulf Stream and then ride the current back to Europe.

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

Eventually, Ponce de León decided to return to Puerto Rico and report on the lands he had discovered. On the way back, he and his men visited islands off the coast of Florida that were home

Support

Priests are leaders in a Christian church. Priests started accompanying explorers on their expeditions in hopes of converting Native people to Christianity. You'll hear more about this aspect of European exploration throughout the unit.

Challenge

Have students add details to the sentence:

Ponce de León joined Columbus on his second voyage, became governor of Hispaniola, and went on to explore the coast of Florida, which led him to discover the Gulf Stream.

Support

Provide sentence starters for responses:

The Gulf Stream was an important discovery because...

Ponce de León was searching for...

to thousands of sea turtles. Ponce de León named these islands Tortugas—the Spanish word for turtles.

Ponce de León went back to Spain to tell the king about his discoveries. He was not able to return to Florida for several years. In 1521, he launched a second expedition focused on colonization. Ponce de León wanted to establish a Spanish colony in Florida. He loaded his ships with more than 200 men, including farmers and priests. He also brought horses, sheep, pigs, and goats.



Show Image U9.L4.6

Injured Ponce de León and Colonists Retreating from Florida Colony

Ponce de León and his men landed somewhere along the southwestern coast of Florida. We don't know where exactly. They began setting up a colony, but after a few weeks they were driven away by the Calusa people, Native Americans of the region. The Calusa people, the original Natives of Florida, have no living relatives today. The death of the Calusa people was due mostly to diseases and enslavement brought on by later Spanish and French settlers. In this particular battle, Ponce de León was wounded when an arrow struck him in the thigh. The Spaniards gave up on their Florida settlement and retreated to Cuba.

Point to Cuba on Image Card C.U9.L3.1, or on a world map or globe.

While in Cuba, Ponce de León's wound became infected. He died in July of 1521. Some years later, his remains were transferred to San Juan, Puerto Rico, the city he had founded many years earlier.



Check for Understanding

Which sentence is the best summary of today's lesson?

- Legend has it that Ponce de León was looking for the Fountain of Youth.
- The Taino were badly mistreated by the Spanish, and they eventually rebelled.



Beginning

Provide sentence frames for responses:

Ponce de León joined ____ on his second voyage.

» Columbus

He became ____ of Hispaniola.

» governor

He was searching for ____, but he accidentally discovered ____.

» gold; the Gulf Stream

Intermediate

Provide sentence starters for responses:

The Gulf Stream was an important discovery because ____.

Ponce de León was searching for ____.

Advanced/Advanced High

Encourage students to answer questions in complete sentences.

ELPS 5.G

Activity Page 4.1



- c. Ponce de León joined Columbus on his second voyage, became governor of Hispaniola, and went on to explore the coast of Florida, which led him to discover the Gulf Stream.

» Answer: c

DISCUSSING THE READ-ALOUD (15 MIN.)

1. **Evaluative.** Were your predictions correct about what Ponce de León would discover? Why or why not?
 - » Answers may vary.
2. **Evaluative.** On which of Columbus's expeditions did Ponce de León travel?
 - » the second voyage, or expedition
3. **Inferential.** How do you think Columbus may have influenced Ponce de León?
 - » Answers may vary but may include that Columbus inspired Ponce de León to explore and find the wealth Columbus had reported.
4. **Evaluative.** Did Ponce de León ever find the Fountain of Youth? (no). Do you think the Fountain of Youth really exists? Why or why not?
 - » Answers may vary, but no, it does not really exist. However, there are many tourist areas throughout Florida and the Caribbean, which claim to be the Fountain of Youth.
5. **Inferential.** What happened to Ponce de León in the end?
 - » He decided to give up on his settlement and retreated to Cuba, injured. His wound became infected, and he died.

EXPEDITION LOG (10 MIN.)

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

- Tell students that they will continue creating an expedition log to help them remember important information they learned in this domain. Tell students that today they will complete Juan Ponce de León's expedition log.
- Have students use the information heard in today's Read-Aloud and the images from the Read-Aloud to help them remember details about Juan Ponce de León and answer the questions on Activity Page 4.1.

- After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.

WORD WORK: COLONIZATION (5 MIN.)

1. In the Read-Aloud you heard, “In 1521, [Ponce de León] launched a second expedition focused on *colonization*.”
2. Say the word *colonization* with me.
3. Colonization is the process of taking control of an area and its people and sending people to the newly controlled land to develop a settlement there.
4. England’s colonization of North America resulted in the 13 colonies along the Atlantic coastline.
5. What do you think are some of the problems with colonization? What are the advantages of colonization? Be sure to use the word *colonization* when you discuss these questions.
 - Ask two or three students.
 - If necessary, guide and/or rephrase the students’ responses to be complete sentences: “A problem or disadvantage of colonization is . . .” or “An advantage of colonization is . . .”
6. What’s the word we’ve been talking about? What part of speech is the word *colonization*?

Lesson 4: Juan Ponce de León

Reading



Primary Focus: Students will read “El Castillo de San Marcos” and answer questions by referring explicitly to the text as the basis for the answers. **TEKS 3.7.E; TEKS 3.12.A**

PREVIEWING VOCABULARY

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Student Reader.

 **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
TEKS 3.12.A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

VOCABULARY: “EL CASTILLO DE SAN MARCOS”

establish, to start something that is meant to last a long time (**established**)

bastion, a raised gun platform in a fort

occupied, lived and worked in

shatter, to suddenly break into many small pieces

ravelin, a small building one must pass through first in order to enter a fort or castle



ENGLISH
LANGUAGE
LEARNERS

Reading
Reading/Viewing Closely

| Vocabulary Chart for “El Castillo de San Marcos” | | |
|--|---------------------------------|----------------------------------|
| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Vocabulary | bastion
ravelin | establish
occupied
shatter |
| Multiple Meaning Vocabulary Words | | |
| Sayings and Phrases | | |

INTRODUCING THE READING (5 MIN.)

- Tell students that the title of today's chapter (Chapter 4) is “El Castillo de San Marcos.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Beginning
Provide fill-in-the-blanks for support on Activity Page 4.2, such as “The fort was built by the Spanish in the 1600s.”

Intermediate
Pair students with a partner who can support the student in rereading the text.

Advanced/Advanced High
Encourage students to answer in their own words.

ELPS 4.E

Support

Pull a small group of students to read the story aloud. Provide students with two key facts, and brainstorm additional facts as a group for Activity Page 4.2.

Challenge

Encourage students to research additional facts about El Castillo de San Marcos.

INDEPENDENT READING: “EL CASTILLO DE SAN MARCOS” (10 MIN.)

- Ask students to turn to Activity Page 4.2.
- Tell students that as they read this chapter, they should record five facts about “El Castillo de San Marcos.”
- Students will independently read the story and independently complete Activity Page 4.2.
- As students read silently, you should circulate throughout the room, lending assistance as needed.

Chapter
4 El Castillo
de San Marcos

The building on the right is a fort in St. Augustine, Florida, where the Spanish **established** a settlement in 1565. It is the oldest continuously **occupied** European settlement in the United States. You can visit there today and still see the old buildings standing.

This fort was built by the Spaniards in the 1600s. It is called El Castillo de San Marcos. That is its Spanish name. Its English name is the Castle (or Fort) of Saint Mark.



*The inside of the fort is shaped like a square. On each corner, there is a **bastion** shaped like an arrow. A **bastion** is a raised gun platform. The **bastions** stick out from the fort. They let the Spaniards fire out of the fort in just about any direction.*

El Castillo de San Marcos was not the first fort the Spaniards built in St. Augustine. They built seven or eight forts before they built this one. But these earlier forts were made of wood and were not very strong. Some of them were destroyed in wars. Others were wrecked by hurricanes. In 1672, the Spaniards decided to build a new fort. This time, they decided they would use stone to make it strong.



A bastion

Can you guess what the walls of El Castillo de San Marcos are made of? Believe it or not, they are made of seashells! The Spaniards used a kind of rock called coquina. Coquina is a mixture of fossils and seashells.

Look at the stone on the right. It is coquina. Can you see the seashells? Those shells are the remains of tiny animals that lived in the sea long, long ago.

The Spaniards found coquina along the Florida seashore. They used it to build the fort.

Coquina turned out to be a good stone for building forts. It is softer than other rocks. That means it does not crack or **shatter** when cannonballs hit it. A cannonball might make a dent in a coquina wall or it might be absorbed into the wall. But, in most cases, it would not crack the wall.



Coquina

The fort was surrounded by a moat. It is no longer filled with water. It is now a dry moat.

There was only one way into the fort. You had to enter a mini-fort that stood just in front of the main fort. This mini-fort was called the **ravelin**.

A bridge led from the **ravelin** across the moat and into the main fort. The last part of this bridge was a drawbridge. It could be lifted up to keep people from getting in.

It was not easy to open the drawbridge. It took five men fifteen minutes to open it.

In this image, you can see the bridge that leads into the fort. It is on the left.

El Castillo de San Marcos was a strong fortress. It was attacked many times but it was never captured.



*The drawbridge leading from the **ravelin** to the main fort*

WRAPPING UP THE READING (10 MIN.)

- If time permits, have students share their paragraphs describing what it would have been like to help build or live in the fort (page 2 of Activity Page 4.2).
-

Lesson 4: Juan Ponce de León

Writing



Primary Focus: Students will use linking words *in the same way* and *in contrast* to connect reasons. **TEKS 3.9.D.ii; TEKS 3.11.D.v**

COMPARE AND CONTRAST LINKING WORDS (25 MIN.)

- Tell students they will learn two new sets of linking words in this lesson, *in the same way* and *in contrast*, which are opposites.
- Tell students that they will be comparing and contrasting people, places, things, or activities.
- Tell students that in this lesson, comparing is finding out what is the same between two things or activities, and contrasting is finding out what is different between the two.
- Ask two students to come forward. Have students say what characteristics or traits they notice that are the same between two children (we'll call them Bill and Betty) and what characteristics are different. Have students focus on specific traits such as eye color, hair color, and clothing.
- Place their ideas on the board in a chart.
- Possible examples could be:

| Bill | Betty |
|-------------------------|----------------------|
| boy | girl |
| brown hair | blond hair |
| blue eyes | blue eyes |
| wearing blue jeans | wearing blue jeans |
| wearing striped sweater | wearing a pink shirt |

 **TEKS 3.9.D.ii** Recognize characteristics and structures of informational text, including: features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding; **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.

- Ask, “Do you see characteristics that both Bill and Betty possess?”
 - » yes: eye color, wearing blue jeans
- Underline these matching characteristics on each side of the chart.

| Bill | Betty |
|---------------------------|---------------------------|
| boy | girl |
| brown hair | blond hair |
| <u>blue eyes</u> | <u>blue eyes</u> |
| <u>wearing blue jeans</u> | <u>wearing blue jeans</u> |
| wearing striped sweater | wearing a pink shirt |

- Remind students that when comparing two people, or two of anything, we are looking for characteristics that are the same.
- Remind students we will use the words *in the same way* when describing the characteristics they have in common.
- To compare Bill and Betty using the characteristics listed on the board that are the same (and are underlined), have students create a sentence describing Bill, using only the underlined (matching) characteristics.
 - Bill has blue eyes and is wearing blue jeans.
- Have students create a second sentence about Betty’s characteristics using the words *in the same way* to show that, when comparing Bill and Betty, these are the characteristics they have in common.
 - Bill has blue eyes and is wearing blue jeans. In the same way, Betty has blue eyes and is wearing blue jeans.
- Ask, “Do you see characteristics that are different?”
 - » yes: hair color, boy/girl, sweater/shirt

Activity Page 4.3



Challenge

List some things from Unit 9 we can compare and contrast. (e.g., the explorers' journeys, the actions of the Natives and of the conquistadors, the outcome of the exploration, the explorers' motivations.)

Support

Provide a word list for students to choose from to support them in completing Activity Page 4.3. (e.g., black, white, round, oval, hard, you kick it, you throw it)

ENGLISH
LANGUAGE
LEARNERS



Writing
Connecting Ideas

Beginning

Provide a word list for students to choose from to support them in completing Activity Page 4.3; e.g., black, white, round, oval, hard, you kick it, you throw it

Intermediate

Have a bilingual dictionary available for students.

Advanced/Advanced High
Remind students to write in complete sentences.

- Tell students to place an X next to the characteristics that are different.

| Bill | Betty |
|---------------------------|---------------------------|
| boy X | girl X |
| brown hair X | blond hair X |
| <u>blue eyes</u> | <u>blue eyes</u> |
| <u>wearing blue jeans</u> | <u>wearing blue jeans</u> |
| wearing striped sweater X | wearing a pink shirt X |

- To contrast Bill and Betty using the characteristics listed on the board that are different (and have an X written next to them), have students create a sentence describing Bill, using only the characteristics that do not match Betty's.
 - Bill is a boy with brown hair who is wearing a striped sweater.
- Have students create a second sentence about Betty's characteristics using the words *in contrast* to show that, when contrasting Bill and Betty, these are the characteristics they have that differ.
 - Bill is a boy with brown hair who is wearing a striped sweater. In contrast, Betty is a girl with blond hair who is wearing a pink shirt.
- Have students turn to Activity Page 4.3 and complete it as a teacher-guided activity.

Note: Collect completed Activity Page 4.3 for use in the next Grammar lesson.

Lesson 4: Juan Ponce de León

Language



 **Primary Focus:** Students will use the prefixes *pro-* and *anti-*. **TEKS 3.2.A.v; TEKS 3.3.C**

 **PRACTICE PREFIXES PRO- AND ANTI- (15 MIN.)** **TEKS 3.2.A.v**

- Ask students the following questions:
 1. What does *pro-* mean?
 - » “forward” or “before”
 2. What does *anti-* mean?
 - » “against” or “opposite”
- Tell students that you will give them two word choices, which have the prefixes *pro-* or *anti-*. Then you will read a statement, and students must decide which of the word choices the statement demonstrates.
 - *Proceed or prologue?* He stopped to read the first few pages at the beginning of the book that provided information to set up the story.
 - » prologue
 - *Antibiotic or antibodies?* The doctor gave me medicine for my infection.
 - » antibiotic
 - *Project or propel?* A sail fills with wind and the boat moves forward.
 - » propel
 - *Freeze or antifreeze?* The dog’s bowl was full of water last night, and this morning it is full of ice.
 - » freeze
 - *Progress or project?* The line to get into the concert finally started moving and we got closer to the door.
 - » progress
 - *Active or proactive?* I made my bed and put my toys away before Mom came home from work so I could ask if I could watch a movie after dinner.
 - » proactive

 **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 3.3.C**
Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

Activity Page 4.4



Challenge

Ask students if there are any other words on Activity Page 4.4 that can be acted out.

Support

Have a dictionary available for students to look up definitions of unfamiliar words.



Language Foundational Skills

Beginning

Point out Spanish cognates: proceed/*proceder*, propel/*propulsar*, antibiotic/*antibiótico*, progress/*progresar*, prophecy/*profecía*, project/*proyectar*, antidote/*antídoto*.

Intermediate

Remind students that several of these words are Spanish cognates. Point out a few.

Advanced/Advanced High

Remind students that several of these words are Spanish cognates.

ELPS 1.A

- *Social* or *antisocial*? Even though I felt a cold coming on, I made sure to say hello to everyone who came to the party.

» social

Check for Understanding



- Have one half of the class act out the word *social*, and then have the other half act out the word *antisocial*.
- Have one half of the class act out the word *climactic*, and then have the other half act out the word *anticlimactic*.
- Have a student volunteer act out the word *progress*.
- Have a student volunteer act out the word *project*.

- Have students complete Activity Page 4.4 with a partner.

Lesson 4: Juan Ponce de León

Take-Home Material

- Have students take home Activity Page 4.5 for spelling practice and Activity Page 4.6 to read to a family member.

Activity Pages
4.5 and 4.6



Hernando de Soto

PRIMARY FOCUS OF LESSON

Language

Students will use spelling patterns and generalizations in writing words with  /ue/ spelled 'u', 'u_e', and 'ue'. **TEKS 3.2.B.i**

Speaking and Listening

Students will demonstrate understanding of the text using information gained from images and words presented about Hernando de Soto.



Reading

Students will compare Hernando de Soto's expeditions with those of Ponce de León. **TEKS 3.6.F; TEKS 3.6.H**

Writing

Students will connect ideas with categories of information using linking  words. **TEKS 3.9.D.iii; TEKS 3.11.D.v**

FORMATIVE ASSESSMENT

Activity Page 5.2

Expedition Log Answer questions about Hernando de  Soto. **TEKS 3.7.E**

Activity Page 5.3

Spanish Explorer Routes Identify routes of Hernando  de Soto and Ponce de León. **TEKS 3.6.H**

Activity Page 5.4

Compare and Contrast Use a Venn diagram to compare and contrast a soccer ball and a  football. **TEKS 3.9.D.iii; TEKS 3.11.D.v**

 **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution; **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-----------------------------|-------------|---|
| Language (25 min.) | | | |
| Spelling Assessment | Independent | 25 min. | <input type="checkbox"/> Activity Page 5.1 |
| Speaking and Listening (55 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | <input type="checkbox"/> Image Card: C.U9.L3.1
<input type="checkbox"/> World map
<input type="checkbox"/> globe (optional)
<input type="checkbox"/> U.S. map |
| Read-Aloud: "Hernando de Soto" | Whole Group | 15 min. | <input type="checkbox"/> <i>The Age of Exploration</i>
<input type="checkbox"/> Activity Page 5.2 |
| Discussing the Read-Aloud | Whole Group/
Partner | 15 min. | <input type="checkbox"/> drawing tools
<input type="checkbox"/> chart paper, chalkboard,
or whiteboard |
| Expedition Log | Independent | 10 min. | |
| Word Work: <i>Disastrous</i> | Whole Group | 5 min. | |
| Reading (25 min.) | | | |
| Introducing the Reading | Whole Group | 5 min. | <input type="checkbox"/> World map
<input type="checkbox"/> globe (optional)
<input type="checkbox"/> <i>The Age of Exploration</i>
<input type="checkbox"/> Activity Page 5.3 |
| Independent Reading: "Hernando de Soto" | Independent/
Small Group | 10 min. | |
| Discussing the Reading | Whole Group | 10 min. | |
| Writing (15 min.) | | | |
| Practice Linking Words | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 4.3 (from Lesson 4)
<input type="checkbox"/> Activity Page 5.4 |
| Take-Home Material | | | |
| "Second Sons" | | | <input type="checkbox"/> Activity Page 5.5 |

ADVANCE PREPARATION

Spelling

- Make sure to erase the spelling table from the board so that students cannot refer to it during the assessment.

Speaking and Listening

- Have a globe and a world map available.
- Prepare Image Card: C.U9.L3.1.

Universal Access

- Create and display cards with the vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Display digital images in the classroom during and after instruction to reinforce ideas.
- Display the world map in the classroom to track expeditions of early explorers.

~~~~~Start Lesson~~~~~

## Lesson 5: Hernando de Soto Language



**Primary Focus:** Students will use spelling patterns and generalizations in writing words with /ue/ spelled 'u', 'u\_e', and 'ue'. **TEKS 3.2.B.i**

### SPELLING ASSESSMENT (25 MIN.)

- Have students turn to Activity Page 5.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *united*, they would write that word under the header 'u' > /ue/.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.

### Activity Page 5.1



**TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

|               |                                              |
|---------------|----------------------------------------------|
| 1. useful     | 12. unify                                    |
| 2. fuming     | 13. perfume                                  |
| 3. argue      | 14. bugle                                    |
| 4. hue        | 15. uniform                                  |
| 5. occupy     | 16. continue                                 |
| 6. rescue     | 17. confuse                                  |
| 7. cubical    | 18. accuse                                   |
| 8. utensils   | 19. <b>Challenge Word:</b> <i>impossible</i> |
| 9. issue      | 20. <b>Challenge Word:</b> <i>journal</i>    |
| 10. mute      | <b>Content Word:</b> <i>explorer</i>         |
| 11. amusement |                                              |

- After you have called out all of the words, including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.
- Ask students to write the following sentences as you dictate them:
  1. Explorers wanted to find many spices in the Indies.
  2. We occupy this classroom together.
- After students have finished, collect pens if used.
- Follow your established procedures to correct the spelling words and the dictated sentences.

**Note:** At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop, or that are persistent among individual students.

## Lesson 5: Hernando de Soto

55M

# Speaking and Listening

**Primary Focus:** Students will demonstrate understanding of the text using information gained from images and words presented about Hernando de Soto.

 TEKS 3.1.A; TEKS 3.7.E

### VOCABULARY: “HERNANDO DE SOTO”

**disastrous**, refers to something that causes great suffering or loss

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

**outposts**, military stations some distance away from the main base

**party**, a group of people brought together for a specific purpose

**scouting**, exploring or searching for something

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

### Vocabulary Chart for “Hernando de Soto”

| Type                | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|---------------------|---------------------------------|----------------------------------|
| Vocabulary          | mutiny<br>outposts<br>scouting  | disastrous<br>translator         |
| Multiple Meaning    | party                           |                                  |
| Sayings and Phrases |                                 |                                  |

### INTRODUCING THE READ-ALOUD (10 MIN.)

- Review the information covered thus far and emphasize that the Native Americans were living in many parts of the Americas before the Europeans explored the areas of North America.

 TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.7.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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

1. How did Columbus and Ponce de León treat the Native Americans?
    - » very poorly, enslaving many
  2. What is the Spanish word for conqueror?
    - » conquistador
  3. What is colonization?
    - » the process of developing a settlement in an area and taking control of the land and the people who live there
  4. Was Ponce de León's colonization of Florida successful? Why or why not?
    - » It was not successful because as they were setting up their colony along the southwestern coast of Florida, they were attacked by the Calusa Natives.
  5. Who can locate on Image Card C.U9.L3.1, or on a map or globe, some of the key places explored and visited by Juan Ponce de León?
- Have student volunteers point to the following on Image Card C.U9.L3.1, or on a world map or globe: the Caribbean Sea, the West Indies, Puerto Rico, Cuba, the Florida coast, and the Gulf of Mexico.
  - Tell students that today they will be learning about a conquistador named Hernando de Soto. Ask students if they can guess de Soto's motivations for traveling to North America.
  - Tell students that, before embarking on his own expedition, de Soto traveled to the Americas with a fellow conquistador in South America, Francisco Pizarro.
  - Remind students that they briefly heard about these conquistadors in a previous lesson. Pizarro conquered the Inca Empire that had developed in South America by enslaving the Inca. Pizarro was easily able to conquer this population because he and his men carried European diseases against which the Inca had no immunity. As a result, the Inca became sick and/or died, and they grew too weak to defend themselves against Pizarro and his men. Tell students that the Inca ruled over the lands that stretch along the Andes Mountains and the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru).
  - Locate these areas on Image Card C.U9.L3.1, or on a world map or globe.
  - Pizarro's conquest of the Incan civilization gave Spain the opportunity to claim this very rich land as its own.

**Image Card  
C.U9.L3.1**

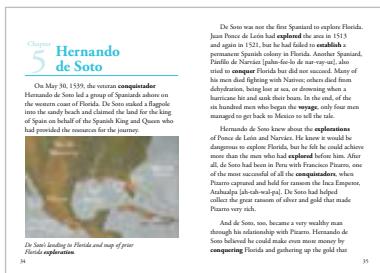
**World Map**



- Explain that just as Juan Ponce de León went on a voyage with Christopher Columbus and learned from him before going on his own expedition, Hernando de Soto traveled with Francisco Pizarro and learned from him. Ask students, “How do you think Pizarro influenced de Soto?” Tell them to listen to find out.
- Tell students to listen carefully to learn about Hernando de Soto’s expedition and his discoveries. Ask students to predict why de Soto went on an expedition and where he went.

### PRESENTING THE READ-ALOUD: “HERNANDO DE SOTO” (15 MIN.)

- Tell students to turn to the Table of Contents and locate the first chapter on Hernando de Soto. Have students turn to the first page of the chapter and follow along during the Read-Aloud.



### Student Reader pages 34–35

#### De Soto’s Landing in Florida and Map of Prior Florida Exploration

On May 30, 1539, the veteran **conquistador** Hernando de Soto led a group of Spaniards ashore on the

western coast of Florida. De Soto staked a flagpole into the sandy beach and claimed the land for the king of Spain on behalf of the Spanish King and Queen who had provided the resources for the journey.

- Point to the flag in the image.
- Explain that Hernando de Soto is being described as a veteran conquistador because he has a lot of experience in conquering new territories.

### Support

Explain that you become dehydrated if you do not drink enough water. Your body cannot survive for more than 3 or 4 days without water.

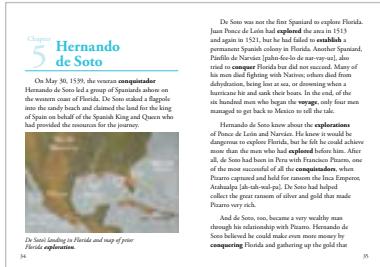
De Soto was not the first Spaniard to explore Florida. Juan Ponce de León had **explored** the area in 1513 and again in 1521, but he had failed to **establish** a permanent Spanish colony in Florida. Another Spaniard, Pánfilo de Narváez (pahn-fee-lo de nar-vay-uz), also tried to **conquer** Florida but did not succeed. Many of his men died fighting with Natives; others died from dehydration, being lost at sea, or drowning when a hurricane hit and sank their boats. In the end, of the 600 men who had started the expedition, only 100 managed to get back to Mexico to tell the tale.

the six hundred men who began the **voyage**, only four men managed to get back to Mexico to tell the tale.

---

Why couldn't the men drink water from the ocean?

- » Ocean water has a lot of salt. People need freshwater, without salt, to survive.
- 



## Student Reader pages 34–35

### Hernando de Soto Preparing for the Expedition

Hernando de Soto knew about the **explorations** of Ponce de León and Narváez. He knew it would be dangerous to explore Florida, but he felt he could achieve more than the men who had **explored** before him. After all, de Soto had been in Peru with Francisco Pizarro, one of the most successful of all the **conquistadors**, when Pizarro captured and held for ransom the Inca Emperor, Atahualpa. De Soto had helped collect the great ransom of silver and gold that made Pizarro very rich.

And de Soto, too, became a very wealthy man through his relationship with Pizarro. Hernando de Soto believed he could make even more money by **conquering** Florida and gathering up the gold that was rumored to be there. De Soto invested much of his own money in his Florida **expedition**, and he prepared for it carefully. De Soto signed up lots of other experts, including soldiers, sailors, tailors, shoemakers, engineers, and priests.

### Check for Understanding

---



Who remembers what a priest is?

- » a religious leader

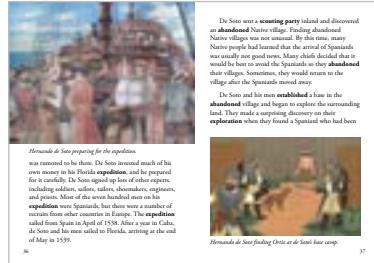
Why did they start taking part in expeditions?

- » to spread Christian beliefs in new lands
-

## Support

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

Most of the seven hundred men on his **expedition** were Spaniards, but there were a number of recruits from other countries in Europe. The **expedition** sailed from Spain in April of 1538. After a year in Cuba, de Soto and his men sailed to Florida, arriving at the end of May in 1539.



## Student Reader page 36–37

### Hernando de Soto Finding Ortiz at de Soto's Base Camp

De Soto sent a **scouting party** inland and discovered an **abandoned** Native village. Finding abandoned

Native villages was not unusual. By this time, many Native people had learned that the arrival of Spaniards was usually not good news. Many chiefs decided that it would be best to avoid the Spaniards so they **abandoned** their villages. Sometimes, they would return to the village after the Spaniards moved away.

De Soto and his men **established** a base in the **abandoned** village and began to explore the surrounding land. They made a surprising discovery on their **exploration** when they found a Spaniard who had been living among Natives and had learned a little of their language. His name was Juan Ortiz, and he had been a member of the **disastrous** Narváez **expedition**. Ortiz’s life was spared by the Native Americans, and he was allowed to live amongst them. The Spaniards listened to his stories and decided to make Ortiz one of their **translators**.



## Check for Understanding

True or False?

De Soto was the first Spaniard to explore Florida.

- » False. De León and another Spaniard, Pánfilo de Narváez had a decade or more earlier.

De Soto did not know about the explorations of de León and Narváez.

- » False. He did know about their failure to conquer Florida, but he was motivated by gold.



Living among Natives and had learned a little of their language. His name was Juan Ortiz, and he had been a member of the disastrous Narváez expedition. Ortiz's job was to find food for the Spanish colonists who were allowed to live amongst them. The Spaniards forced him to do this. The Natives treated him well, but Ortiz was afraid to tell the Natives he heard how dangerous the Spaniards were, they would not believe him.

De Soto left some men near the coast and took some other men to explore inland. He and his men made their way through swamps and forests. They found more

deserted villages and helped themselves to whatever food and supplies were left behind. Some Native Americans fought the Spanish colonists in an attempt to defend their land. De Soto fought viciously, hoping that if the Natives heard how dangerous the Spaniards were, they wouldn't continue to fight.

By mid-September, de Soto and his men arrived at a village called Napituka [na-puh-tue-kah]. The local chief, Vitachuco (vee-ta-choo-ko), seemed friendly, but Juan Ortiz told de Soto that this friendliness might be an act. Ortiz had heard rumors that Vitachuco was plotting against de Soto.

De Soto decided to take no chances. He attacked the people of the village and took Vitachuco prisoner. Vitachuco wasn't treated as poorly as other prisoners. He was allowed to keep some of his servants and often ate with de Soto. De Soto thought that if he kept the chief happy, Vitachuco and his people would cooperate with him. This plan seemed to be working, until one night Vitachuco and his people attacked, in an attempt to gain back control over their village. The Spaniards eventually won the battle and killed Vitachuco.

## Student Reader pages 38–39

### De Soto and His Men Marching Inland

De Soto left some men near the coast and took some other men to **explore** inland. He and his men made their way through swamps and forests.

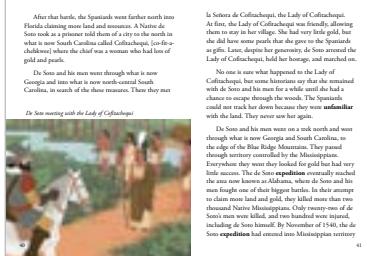
They found more deserted villages and helped themselves to whatever food and supplies were left behind. Some Native Americans fought the Spanish colonists in an attempt to defend their land. De Soto fought viciously, hoping that if the Natives heard how dangerous the Spaniards were, they wouldn't continue to fight.

By mid-September, de Soto and his men arrived at a village called Napituka (na-puh-tue-kah). The local chief, Vitachuco (vee-ta-choo-ko), seemed friendly, but Juan Ortiz told de Soto that this friendliness might be an act. Ortiz had heard rumors that Vitachuco was plotting against de Soto.

De Soto decided to take no chances. He attacked the people of the village and took Vitachuco prisoner. Vitachuco wasn't treated as poorly as other prisoners. He was allowed to keep some of his servants and often ate with de Soto. De Soto thought that if he kept the chief happy, Vitachuco and his people would cooperate with him. This plan seemed to be working, until one night Vitachuco and his people attacked, in an attempt to gain back control over their village. The Spaniards eventually won this battle and killed Vitachuco.

## Support

Remind students that they learned about the Mississippians when they learned about the Native Americans. The Mississippians, along with the Adena and Hopewell, were groups that were given a name because of something they built.



After that battle, the Spaniards went farther north into Florida claiming more land and resources. A Native de Soto took as a prisoner told them of a city to the north in what is now South Carolina called Cofitachequi (co-fit-a-chehkwee) where the chief was a woman who had lots of gold and pearls.

De Soto and his men went through what is now Georgia and into what is now north-central South Carolina, in search of these treasures. There they met la Señora de Cofitachequi.

la Señora de Cofitachequi, the Lady of Cofitachequi. At first, the Lady of Cofitachequi was friendly, allowing them to stay in her village. She had very little gold, but she did have some pearls that she gave to the Spaniards as gifts. Later, despite her generosity, de Soto arrested the Lady of Cofitachequi and held her hostage and marched on.

No one is sure what happened to the Lady of Cofitachequi, but some historians say that she remained with de Soto and his men for a while until she had a chance to escape through the woods. The Spaniards could not track her down because they were unfamiliar with the land. They never saw her again.

## Student Reader pages 40–41

### De Soto Meeting with the Lady of Cofitachequi

After that battle, the Spaniards went farther north into Florida claiming more land and resources. A Native de

Soto took as a prisoner told them of a city to the north in what is now South Carolina, called Cofitachequi (co-fit-a-chehkwee), where the chief was a woman who had lots of gold and pearls.

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

De Soto and his men went through what is now Georgia and into what is now north-central South Carolina, in search of these treasures. There, they met la Señora de Cofitachequi, the Lady of Cofitachequi. At first, the Lady of Cofitachequi was friendly, allowing them to stay in her village. She had very little gold, but she did have some pearls that she gave to the Spaniards as gifts. Later, despite her generosity, de Soto arrested the Lady of Cofitachequi, held her hostage, and marched on.

No one is sure what happened to the Lady of Cofitachequi, but some historians say that she remained with de Soto and his men for a while until she had a chance to escape through the woods. The Spaniards could not track her down because they were **unfamiliar** with the land. They never saw her again.



After that battle, the Spaniards went farther north into Florida claiming more land and resources. A Native de Soto took as a prisoner told them of a city to the north in what is now South Carolina called Cofitachequi (co-fit-a-chehkwee) where the chief was a woman who had lots of gold and pearls.

De Soto and his men went through what is now Georgia and into what is now north-central South Carolina, in search of these treasures. There they met la Señora de Cofitachequi.

## Student Reader pages 40–41

### De Soto's Route with Native Territories Marked

De Soto and his men went on a trek north and west through what is now Georgia and South Carolina, to the edge

of the Blue Ridge Mountains. They passed through territory controlled by the Mississippians.

---

Who can tell us what these three groups were called?

» Mound Builders

---

Everywhere they went they looked for gold but had very little success.

The de Soto **expedition** eventually reached the area now known as Alabama, where de Soto and his men fought one of their biggest battles. In their attempt to conquer more land and gold, they killed more than two thousand Native Mississippians. Only twenty-two of de Soto's men were killed, and two hundred were injured, including de Soto himself. By November of 1540, the de Soto **expedition** had entered into Mississippian territory in northeastern Mississippi.

They spent the winter in what they thought was an **abandoned** Native village. However, the Native Mississippians attacked De Soto's men by firing flaming arrows. The Spaniards managed to escape with the help of their stampeding horses, which scared off some of the Native people.

---



## Student Reader pages 42–43

### De Soto Crossing the Mississippi

With all of the constant marching and fighting, de Soto's men grew very tired and were ready to go home. They no longer believed that there was much gold to be found in these parts of America. Some of them began to plan a **mutiny** against de Soto. De Soto, however, did not want to give up and go home empty-handed. He pushed his men on. They marched and fought their way west.

In May of 1541, they reached the mighty Mississippi River. De Soto and his men constructed flatboats to carry the men and horses, and crossed the river at night to hide from the Natives.

After De Soto and his men crossed the Mississippi River, they **explored** what is now Arkansas. They met Natives near what is now Camden, Arkansas, who lived in tipis and hunted bison. De Soto and his men spent the winter there.

- Have a volunteer point to the Mississippi River on a U.S. map.

By the spring of 1542, even de Soto was starting to lose faith and energy in his quest for riches. De Soto had found almost no gold. He had lost many of his men, and his horses could barely walk. His **translator**, Juan Ortiz, had died, and the other **translators** were having trouble understanding the local Natives.

### Check for Understanding



Why did some of De Soto's men rebel against him?

- » Some of De Soto's men rebelled against him because they were sick of fighting and continuing to search for gold that they could not find.

After De Soto and his men crossed the Mississippi River, they **explored** what is now Arkansas. They met Natives near what is now Camden, Arkansas, who lived in tipis and hunted bison. De Soto and his men spent the winter there.

By the spring of 1542, even de Soto was starting to lose faith and energy in his quest for riches. De Soto had found almost no gold. He had lost many of his men, and his horses could barely walk. His **translator**, Juan Ortiz, had died, and the other **translators** were having trouble understanding the local Natives.

In May of 1542, de Soto came down with a bad fever. He spent his days in bed, but the fever got worse.

He finally died on May 21, 1542. According to legend,

de Soto's men attached stones to his body and then sank it in the Mississippi River, so that the Native Americans would not find it and realize that De Soto had told them a lie about being immortal, or able to live forever.

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

difficult journey, the men on the de Soto **expedition** were the first known Europeans to explore the southeastern United States north and west of present-day Florida.



De Soto buried in the Mississippi

## Student Reader pages 44–45 De Soto Burial in the Mississippi

In May of 1542, de Soto came down with a bad fever. He spent his days in bed, but the fever got worse. He finally died on May 21, 1542. According to legend,

de Soto's men attached stones to his body and then sank it in the Mississippi River, so that the Native Americans would not find it and realize that De Soto had told them a lie about being immortal, or able to live forever.

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

## DISCUSSING THE READ-ALOUD (15 MIN.)

1. **Evaluative.** Were your predictions correct about why Hernando de Soto went on an expedition and where he went? Why or why not?
  - » Answers may vary.
- Assign the following questions as Think-Pair-Share questions. Tell students that you will have them work with a partner to answer one discussion question. Have students write their question and answer on a sheet of paper. Let students know that in 5 minutes, we will come back together as a class for each pair to share their answers.
2. **Inferential.** Describe the interaction between Hernando de Soto and his men and the Native Americans they encountered.
  - » By the time Hernando de Soto made it to Florida, the Natives had learned that the arrival of Spaniards was usually not good news. Hernando de Soto and his men sought to find gold, and believed it was their right to take over the Natives' lands. Natives often fought with the Spaniards to try to defend their villages, but de Soto's men won, killing over 2,000 Native Americans in the most devastating battle. De Soto's men continued to conquer more lands, looking for gold that they never found.
3. **Evaluative.** Why did many of de Soto's men start to rebel against him and why did de Soto continue in his exploration across America?
  - » Many of de Soto's men rebelled because they had gotten tired of marching and fighting and they wanted to go home. However, de Soto and others were motivated by the quest for gold and riches, and wanted to have a reputation of being successful and powerful.
4. **Literal.** What happened to de Soto in the end?
  - » De Soto came down with a bad fever and died. His men threw his body into the Mississippi River so the Native Americans would not find it.
- Go over answers to Think-Pair-Share questions. Conclude the Speaking and Listening session with the following summary question and answer:
5. **Evaluative.** How would you describe the role Hernando de Soto played in Colonial American history?
  - » Answers may vary, but may include that he and his men were the first known Europeans to explore the southeastern United States north and west of present-day Florida. De Soto was probably one of the first Europeans to cross the Mississippi River. De Soto searched for gold on a long journey in the Americas. Along the way, he engaged in many battles with Native Americans, which resulted in him and his men killing many Natives.

## Activity Page 5.2



### Challenge

Have students add more details to Activity Page 5.2.

### ENGLISH LANGUAGE LEARNERS



### Speaking and Listening Writing

#### Beginning

Provide sentence starters to complete Activity Page 5.2:

1. De Soto sailed because he was looking for \_\_\_\_.
2. He sailed to \_\_\_\_.
3. He explored \_\_\_\_.
4. He found \_\_\_\_ there.

#### Intermediate

Have students work with a partner.

#### Advanced/Advanced High

Encourage students to answer questions in complete sentences.

**ELPS 5.G**

## EXPEDITION LOG (10 MIN.)

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

- Tell students that they will continue creating an expedition log to help them remember important information they learn in this unit.
- Have students take out Activity Page 5.2. Tell students that today they will complete Hernando de Soto's expedition log. Have students use the information heard in today's Read-Aloud and the images from the Reader to help them remember details about Hernando de Soto and answer the questions on Activity Page 5.2 independently. After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.

## WORD WORK: DISASTROUS (5 MIN.)

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



### Check for Understanding

Directions: I am going to say a phrase that describes a situation or event. If the situation or event is disastrous, say, "That is disastrous." If the situation or event is not disastrous, say, "That is not disastrous."

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

### Lesson 5: Hernando de Soto

# Reading



**Primary Focus:** Students will compare Hernando de Soto's expeditions with those of Ponce de León. **TEKS 3.6.F; TEKS 3.6.H**

### VOCABULARY: “HERNANDO DE SOTO”

**Note:** The vocabulary for Speaking and Listening and Reading are the same for this lesson.

**disastrous**, refers to something that causes great suffering or loss

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

**outposts**, military stations some distance away from the main base

**party**, a group of people brought together for a specific purpose

**scouting**, exploring or searching for something

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

**TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.H** Synthesize information to create new understanding.

### Vocabulary Chart for “Hernando de Soto”

| Type                              | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|-----------------------------------|---------------------------------|----------------------------------|
| Vocabulary                        | mutiny<br>outposts<br>scouting  | disastrous<br>translator         |
| Multiple Meaning Vocabulary Words | party                           |                                  |
| Sayings and Phrases               |                                 |                                  |

### Activity Page 5.3



#### ENGLISH LANGUAGE LEARNERS



Reading  
Reading/Viewing Closely

#### Beginning

True or False:

- Hernando de Soto found gold. (False)
  - De Soto explored the Mississippi River. (True)
  - Both Ponce de León and Hernando de Soto’s voyages to the Americas resulted in death. (True)

#### Intermediate

Pair students with partners who can support them in rereading the text, if necessary, and answering the questions.

#### Advanced/Advanced High

Encourage students to answer questions in complete sentences.

**ELPS 4.F; ELPS 4.I**

### INTRODUCING THE READING (5 MIN.)

- Tell students they will reread the passage on Hernando de Soto independently to complete Activity Page 5.3.
- Ask students to turn to the Table of Contents to locate the title of the chapter, and then turn to the first page of the chapter.

### INDEPENDENT READING: “HERNANDO DE SOTO” (10 MIN.)

- Have students take out Activity Page 5.3. Review the directions as a whole group.
- Students will independently complete Activity Page 5.3.

### Guided Reading Supports

- **Small Group:** Ask these students to assemble as a group and read the chapter with you. Have students complete Activity Page 5.3 after they read. This is an excellent time for you to make notes in your anecdotal records.

On May 30, 1539, the veteran **conquistador** Hernando de Soto led a group of Spaniards ashore on the western coast of Florida. De Soto staked a flagpole into the sandy beach and claimed the land for the king of Spain on behalf of the Spanish King and Queen who had provided the resources for the journey.



*De Soto's landing in Florida and map of prior Florida exploration.*

De Soto was not the first Spaniard to explore Florida. Juan Ponce de León had **explored** the area in 1513 and again in 1521, but he had failed to **establish** a permanent Spanish colony in Florida. Another Spaniard, Pánfilo de Narváez [pahn-fee-lo de nar-vay-uz], also tried to **conquer** Florida but did not succeed. Many of his men died fighting with Natives; others died from dehydration, being lost at sea, or drowning when a hurricane hit and sank their boats. In the end, of the six hundred men who began the **voyage**, only four men managed to get back to Mexico to tell the tale.

Hernando de Soto knew about the **explorations** of Ponce de León and Narváez. He knew it would be dangerous to explore Florida, but he felt he could achieve more than the men who had **explored** before him. After all, de Soto had been in Peru with Francisco Pizarro, one of the most successful of all the **conquistadors**, when Pizarro captured and held for ransom the Inca Emperor, Atahualpa [ah-tah-wal-pa]. De Soto had helped collect the great ransom of silver and gold that made Pizarro very rich.

And de Soto, too, became a very wealthy man through his relationship with Pizarro. Hernando de Soto believed he could make even more money by **conquering** Florida and gathering up the gold that



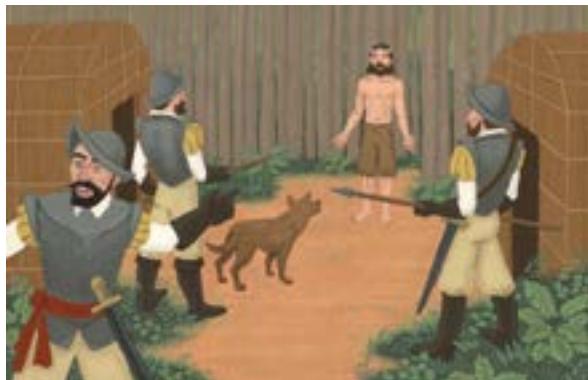
*Hernando de Soto preparing for the expedition.*

was rumored to be there. De Soto invested much of his own money in his Florida **expedition**, and he prepared for it carefully. De Soto signed up lots of other experts, including soldiers, sailors, tailors, shoemakers, engineers, and priests. Most of the seven hundred men on his **expedition** were Spaniards, but there were a number of recruits from other countries in Europe. The **expedition** sailed from Spain in April of 1538. After a year in Cuba, de Soto and his men sailed to Florida, arriving at the end of May in 1539.

36

De Soto sent a **scouting party** inland and discovered an **abandoned** Native village. Finding abandoned Native villages was not unusual. By this time, many Native people had learned that the arrival of Spaniards was usually not good news. Many chiefs decided that it would be best to avoid the Spaniards so they **abandoned** their villages. Sometimes, they would return to the village after the Spaniards moved away.

De Soto and his men **established** a base in the **abandoned** village and began to explore the surrounding land. They made a surprising discovery on their **exploration** when they found a Spaniard who had been



*Hernando de Soto finding Ortiz at de Soto's base camp.*

37

living among Natives and had learned a little of their language. His name was Juan Ortiz, and he had been a member of the **disastrous** Narváez **expedition**. Ortiz's life was spared by the Native Americans, and he was allowed to live amongst them. The Spaniards listened to his stories and decided to make Ortiz one of their **translators**.

De Soto left some men near the coast and took some other men to **explore** inland. He and his men made their way through swamps and forests. They found more

*De Soto and his men marching inland.*



38

deserted villages and helped themselves to whatever food and supplies were left behind. Some Native Americans fought the Spanish colonists in an attempt to defend their land. De Soto fought viciously, hoping that if the Natives heard how dangerous the Spaniards were, they wouldn't continue to fight.

By mid-September, de Soto and his men arrived at a village called Napituka [na-puh-tue-kah]. The local chief, Vitachuco [vee-ta-choo-ko], seemed friendly, but Juan Ortiz told de Soto that this friendliness might be an act. Ortiz had heard rumors that Vitachuco was plotting against de Soto.

De Soto decided to take no chances. He attacked the people of the village and took Vitachuco prisoner. Vitachuco wasn't treated as poorly as other prisoners. He was allowed to keep some of his servants and often ate with de Soto. De Soto thought that if he kept the chief happy, Vitachuco and his people would cooperate with him. This plan seemed to be working, until one night Vitachuco and his people attacked, in attempt to gain back control over their village. The Spaniards eventually won this battle and killed Vitachuco.

39

After that battle, the Spaniards went farther north into Florida claiming more land and resources. A Native de Soto took as a prisoner told them of a city to the north in what is now South Carolina called Cofitachequi, [co-fit-a-chehkwee] where the chief was a woman who had lots of gold and pearls.

De Soto and his men went through what is now Georgia and into what is now north-central South Carolina, in search of these treasures. There they met

*De Soto meeting with the Lady of Cofitachequi*



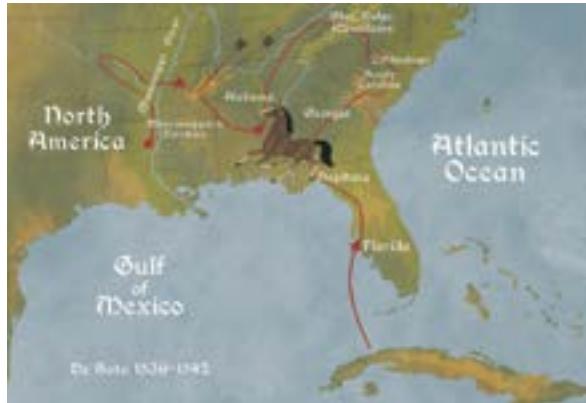
40

41

la Señora de Cofitachequi, the Lady of Cofitachequi. At first, the Lady of Cofitachequi was friendly, allowing them to stay in her village. She had very little gold, but she did have some pearls that she gave to the Spaniards as gifts. Later, despite her generosity, de Soto arrested the Lady of Cofitachequi, held her hostage, and marched on.

No one is sure what happened to the Lady of Cofitachequi, but some historians say that she remained with de Soto and his men for a while until she had a chance to escape through the woods. The Spaniards could not track her down because they were **unfamiliar** with the land. They never saw her again.

De Soto and his men went on a trek north and west through what is now Georgia and South Carolina, to the edge of the Blue Ridge Mountains. They passed through territory controlled by the Mississippians. Everywhere they went they looked for gold but had very little success. The de Soto **expedition** eventually reached the area now known as Alabama, where de Soto and his men fought one of their biggest battles. In their attempt to claim more land and gold, they killed more than two thousand Native Mississippians. Only twenty-two of de Soto's men were killed, and two hundred were injured, including de Soto himself. By November of 1540, the de Soto **expedition** had entered into Mississippian territory



*De Soto's route with Native territories marked*

in northeastern Mississippi. They spent the winter in what they thought was an **abandoned** Native village. However, the Native Mississippians attacked De Soto's men by firing flaming arrows. The Spaniards managed to escape with the help of their stampeding horses, which scared off some of the Native people.

With all of the constant marching and fighting, De Soto's men grew very tired and were ready to go home. They no longer believed that there was much gold to be found in these parts of America. Some of them began to plan a **mutiny** against de Soto. De Soto,

however, did not want to give up and go home empty handed. He pushed his men on. They marched and fought their way west.

In May of 1541, they reached the mighty Mississippi River. De Soto and his men constructed flatboats to carry the men and horses, and crossed the river at night to hide from the Natives.

*De Soto crossing the Mississippi*



After De Soto and his men crossed the Mississippi River, they **explored** what is now Arkansas. They met Natives near what is now Camden, Arkansas, who lived in tipis and hunted bison. De Soto and his men spent the winter there.

By the spring of 1542, even de Soto was starting to lose faith and energy in his quest for riches. De Soto had found almost no gold. He had lost many of his men, and his horses could barely walk. His **translator**, Juan Ortiz, had died, and the other **translators** were having trouble understanding the local Natives.

In May of 1542, de Soto came down with a bad fever. He spent his days in bed, but the fever got worse. He finally died on May 21, 1542. According to legend, de Soto's men attached stones to his body and then sank it in the Mississippi River, so that the Native Americans would not find it and realize that De Soto had told them a lie about being immortal, or able to live forever.

The remaining men of the de Soto **expedition** made their way back to the Gulf of Mexico where they built seven boats. In July of 1543, they floated along the Gulf Coast, past Texas, and eventually made their way back to the Spanish **outposts** in Mexico. Throughout this

difficult journey, the men on the de Soto **expedition** were the first known Europeans to explore the southeastern United States north and west of present day Florida.



*De Soto burial in the Mississippi*

## DISCUSSING THE READING (10 MIN.)

1. **Inferential.** With all of the constant marching, how did de Soto's men react?
    - » They were tired and ready to go home. Some of them began to plan a mutiny against him.
  2. **Evaluative.** Why did de Soto's men plan a mutiny against him?
    - » They were tired of fighting, not finding gold, horses that could barely walk, translators having trouble understanding natives
  3. **Inferential.** Hernando de Soto ventured to the Americas despite knowing of the disastrous attempts made by Pánfilo de Narváez and Juan Ponce de León to conquer Florida. Was he any more successful than they were?
    - » No. In fact, he found no gold, they fought and killed many Natives, his men were tired of fighting, had given up hope of finding gold and planned a mutiny against de Soto, and de Soto eventually came down with a bad fever and died.
- If time permits, review answers on Activity pages 5.2 and 5.3.
- 

## Lesson 5: Hernando de Soto Writing



**Primary Focus:** Students will connect ideas with categories of information using linking words. **TEKS 3.9.D.iii; TEKS 3.11.D.v**

## PRACTICE LINKING WORDS (15 MIN.)

- Practice using linking words *in the same way* and *in contrast*.
- Ask students to describe the manner in which you compared and contrasted two students and two balls in a previous lesson.
- Tell students that there is a graphic organizer they can use to organize information to help in comparing and contrasting.
- Say, “It’s called a Venn diagram.”
- Have students turn to Activity Page 5.4 and ask if they remember ever using a Venn diagram before.
- Distribute previously completed and collected Activity Page 4.3 to students for use in completing Activity Page 5.4.

## Support

On Activity Page 5.3, have students trace the routes of de León and de Soto with different-colored pencils to make it easier for them to reference the map.

## Activity Pages 4.3, 5.4



**TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution; **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.

## Support

Draw the Venn diagram on the board or chart paper and ask student volunteers to help fill it in.

## Challenge

Have students create and fill out a Venn diagram comparing the voyages of Ponce de León and Hernando de Soto.

ENGLISH  
LANGUAGE  
LEARнерS



## Language Foundational Skills

### Beginning

Go through transferring information from Activity Page 4.3 to Activity Page 5.4 step by step.

### Intermediate

Have students work with a partner to complete transferring information from Activity Page 4.3 to Activity Page 5.4.

### Advanced/Advanced High

Have students complete Activity Page 5.4 independently, and then meet with them individually to check for accuracy.

ELPS 1.C

## Activity Page 5.5



- Guide students in transferring the information from Activity Page 4.3 to Activity Page 5.4.
- Once Activity Page 5.4 is filled in, ask students to describe why certain information was placed where it was.

## Check for Understanding



To compare information on a Venn diagram, which information should you use?

- » the information included in the overlapping space on the diagram

When comparing, which words are used to signal that this is a comparison?

- » the words *in the same way*

To contrast information on a Venn diagram, which information should you use?

- » the information in the outside parts of the circles that do not overlap

When contrasting, which words are used to signal that this is a contrast?

- » the words *in contrast*

- With the remaining time, have students create sentences orally using the information on the Venn diagram and the words *in the same way* and *in contrast*.

End Lesson

## Lesson 5: Hernando de Soto

# Take-Home Material

- Have students take home Activity Page 5.5 to read to an adult. This is an additional story, which students have not read previously.

## Spelling Analysis Chart

Name \_\_\_\_\_

1. useful
2. fuming
3. argue
4. hue
5. occupy
6. rescue
7. cubical
8. utensils
9. issue
10. mute
11. amusement
12. unify
13. perfume
14. bugle
15. uniform
16. continue
17. confuse
18. accuse

**Challenge Word:** impossible

**Challenge Word:** journal

**Content Word:** explorer

## SPELLING ANALYSIS DIRECTIONS

### Unit 9, Lesson 5

- Students are likely to write the incorrect form of /ue/:
  - For ‘u’, students may write ‘ue’ or ‘u\_e’
  - For ‘ue’, students may write ‘u’ or ‘u\_e’
  - For ‘u\_e’, students may write ‘u’ or ‘ue’
- While any of the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?
  - Did the student write words for each feature correctly?
  - Also, examine the dictated sentences for errors in capitalization and punctuation.



# Francisco Vasquez de Coronado

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will listen to “Francisco Vasquez de Coronado” and summarize facts about his explorations. **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.7.E**

### Reading

Students will identify areas Francisco Vasquez de Coronado explored.

 **TEKS 3.6.C; TEKS 3.6.F**

### Writing

Students will categorize and organize facts about the Spanish explorers based on reading and notes. **TEKS 3.6.H; TEKS 3.13.C**

 Students will evaluate explorers' motivations, interactions and outcomes of their explorations in preparation for writing an opinion essay. **TEKS 3.12.C**

### Language

Students will write words using spelling patterns and rules for words with the /oo/ sound. **TEKS 3.2.B.i**

## FORMATIVE ASSESSMENT

### Activity Page 6.1

**Expedition Log** Answer questions about Francisco

 Vasquez de Coronado. **TEKS 3.7.E**

### Activity Page 6.3

**Spanish Explorers Chart** Categorize the

Spanish explorers' motivations, interactions, and

 outcomes of their explorations. **TEKS 3.6.H; TEKS 3.13.C**

### Writing Studio



If you are using Writing Studio, you may begin Unit 6, Lesson 1 after completing this lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connection to this unit.

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre,

## LESSON AT A GLANCE

|                                                     | Grouping             | Time    | Materials                                                                                                                                                                        |
|-----------------------------------------------------|----------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (55 min.)</b>             |                      |         |                                                                                                                                                                                  |
| Introducing the Read-Aloud                          | Whole Group          | 10 min. | <input type="checkbox"/> Image Card: C.U9.L3.2<br><input type="checkbox"/> World map<br><input type="checkbox"/> globe (optional)<br><input type="checkbox"/> U.S. map           |
| Read-Aloud: "Francisco Vazquez de Coronado"         | Whole Group          | 15 min. | <input type="checkbox"/> Digital Flip Book: U9.L6.1—U9.L6.9                                                                                                                      |
| Discussing the Read-Aloud                           | Whole Group/ Partner | 15 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> drawing tools                                                                                             |
| Expedition Log                                      | Independent          | 10 min. | <input type="checkbox"/> chart paper, chalkboard, or whiteboard                                                                                                                  |
| Word Work: <i>Investigative</i>                     | Whole Group          | 5 min.  |                                                                                                                                                                                  |
| <b>Reading (25 min.)</b>                            |                      |         |                                                                                                                                                                                  |
| Introducing the Reading                             | Small Group          | 5 min.  | <input type="checkbox"/> <i>The Age of Exploration</i><br><input type="checkbox"/> Activity Page 6.2                                                                             |
| Small Group Reading: "Coronado Reports to the King" | Small Group          | 10 min. |                                                                                                                                                                                  |
| Discussing the Reading                              | Whole Group          | 10 min. |                                                                                                                                                                                  |
| <b>Writing (15 min.)</b>                            |                      |         |                                                                                                                                                                                  |
| Exploration Chart                                   | Independent/ Partner | 15 min. | <input type="checkbox"/> Activity Page 6.3                                                                                                                                       |
| <b>Language (25 min.)</b>                           |                      |         |                                                                                                                                                                                  |
| Introduce Spelling Words                            | Whole Group          | 25 min. | <input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> Spelling Table (Digital Projections)<br><input type="checkbox"/> Spelling Words (Digital Projections) |
| <b>Take-Home Material</b>                           |                      |         |                                                                                                                                                                                  |
| Family Letter<br>"Coronado Reports to the King"     |                      |         | <input type="checkbox"/> Activity Pages 6.4, 6.5                                                                                                                                 |

and structures; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.13.C** Identify and gather relevant information from a variety of sources; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## ADVANCE PREPARATION

### Speaking and Listening

- Prepare Image Card: C.U9.L3.2.
- Prepare to project the following digital images during the Read-Aloud: U9.L6.1–U9.L6.9.
- Have a globe and a world map available.

### Reading

- Predetermine small groups for chapter reading.

### Spelling

- On the board or chart paper, create the following Spelling Table or prepare to display Digital Projection DP.U9.L6.1.

| 'oo' > /oo/ | 'ew' > /oo/ | 'o' > /oo/ | 'o_e' > /oo/ |
|-------------|-------------|------------|--------------|
|             |             |            |              |
|             |             |            |              |
|             |             |            |              |
|             |             |            |              |
|             |             |            |              |
|             |             |            |              |
|             |             |            |              |

- Write the spelling words on the board or prepare to display Digital Projection DP.U9.L6.2.

|               |                                       |
|---------------|---------------------------------------|
| 1. remove     | 12. kangaroo                          |
| 2. whoever    | 13. balloon                           |
| 3. dewdrop    | 14. toothache                         |
| 4. strewn     | 15. newborn                           |
| 5. groove     | 16. improve                           |
| 6. disapprove | 17. chewing                           |
| 7. shrewd     | <b>Challenge Word:</b> <i>country</i> |
| 8. undo       | <b>Challenge Word:</b> <i>through</i> |
| 9. booth      | <b>Challenge Word:</b> <i>threw</i>   |
| 10. lose      | <b>Content Word:</b> <i>discovery</i> |
| 11. movement  |                                       |

## Universal Access

- Create and display cards with the vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Project digital images in the classroom during and after instruction to reinforce ideas.
- Display the world map and U.S. map in the classroom to track expeditions of early explorers.

## Lesson 6: Francisco Vasquez de Coronado

# Speaking and Listening



**Primary Focus:** Students will listen to “Francisco Vasquez de Coronado” and summarize facts about his explorations. **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.7.E**

**VOCABULARY: “FRANCISCO VASQUEZ DE CORONADO”**

**blazed**, marked or shown by marking a path or route

**convert**, to change from one form to another; to change from one religion to another

**stunned**, very surprised or shocked; can sometimes mean upset

**suspicious**, without trust; causing questions or doubt

**Vocabulary Chart for “Francisco Vasquez de Coronado”**

| Type                              | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words           |
|-----------------------------------|---------------------------------|--------------------------------------------|
| Vocabulary                        |                                 | blazed<br>convert<br>stunned<br>suspicious |
| Multiple Meaning Vocabulary Words |                                 |                                            |
| Sayings and Phrases               |                                 |                                            |

**INTRODUCING THE READ-ALOUD (10 MIN.)**

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

Image Card  
C.U9.L3.2

**Routes of Exploration**

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

- Using Image Card C.U9.L3.2 (Routes of Exploration), have a student volunteer trace the voyage of Hernando de Soto (yellow dots). As he or she does so, encourage the students to name the places along the journey.
1. What are some disastrous events that have taken place on the different expeditions so far?
    - » Answers may vary, but may include the following: the many conflicts with the different Native populations, resulting in deaths on both sides (many more on the Native side); mutinies taking place; etc.
  2. Keeping in mind that the goal of the Spanish was to conquer new lands, what have they conquered in their explorations so far?
    - » Even though the conquistadors were searching for gold and found little to no gold, they claimed a lot of land from Native Americans in honor of Spain and explored areas that many Europeans had never before seen.
- Tell students that in today's Read-Aloud, they are going to hear about a friar who traveled alongside two explorers of the Southwest. A friar is a man who is a member of a Christian religious group, and who goes out into the world to teach others about his beliefs. As exploration continued and moved westward on the North American continent, explorers often recruited priests and/or friars to come along with them on their expeditions. You may remember from previous lessons that after Columbus' first voyage, Pope Alexander VI created the Doctrine of Discovery, which allowed explorers to conquer new lands in the name of spreading their religion. You may also remember that a priest is a leader in the Christian religion. Usually, the kings and queens who sponsored the explorers or settlers in a colonization effort expected the travelers to make an effort to change the religious beliefs of the Native Americans to Christianity. This was usually a part of the sponsorship agreement. Some Spaniards believed that teaching the Native Americans about Christianity was helping them, but it was also a way to gain control of them. Tell students they will learn more about how Europeans tried to change many Native American ways of life in the next Read-Aloud.
  - Tell students that in today's Read-Aloud, they are also going to hear about an explorer named Francisco Vasquez de Coronado.
  - Explain that Coronado and his crew trekked approximately 4,000 miles in the southwestern region of what is now the United States, searching for gold. It was a long, hard, frustrating search.

3. What made Coronado think there was gold in this part of North America?

- » Explain to students that they will learn more about this in the Read-Aloud, but one important thing to remember is that Coronado believed there was even more gold in this territory than in the Aztec Empire.
- Explain that at the time Spanish conquistadors came to the Americas, this vast empire was led by Moctezuma II (/mäk\*tə\*zoo\*mə/), emperor of the Aztec people. He lived in an immense palace in the city of Tenochtitlan (/tə\*näch\*tē\*län/), the capital of the Aztec empire.
- Tell students to listen carefully to find out why Francisco Vasquez de Coronado may have thought there was gold in the southwest region of North America.
- Before reading, ask students to make predictions about whether or not he will find gold on his expedition. Ask students to support their predictions with reasons.

#### READ-ALOUD: “FRANCISCO VASQUEZ DE CORONADO” (15 MIN.)

#### Francisco Vasquez de Coronado



#### Show Image U9.L6.1

Álvar Núñez Cabeza de Vaca Telling Don Antonio de Mendoza of His Journey and Tale of Golden Cities.

One day in 1536, Don Antonio de Mendoza, viceroy of New Spain, sat in his office in Mexico City, listening to a fellow Spaniard, Álvar Núñez Cabeza de Vaca, tell an astonishing tale.

- Point to Mendoza (seated) in the image.



#### Check for Understanding

Who can tell me what a viceroy is?

- » a ruling representative for a king or queen
- New Spain is now known as Mexico.

Cabeza de Vaca told Mendoza of his experiences on the disastrous Narváez expedition.

---



### Check for Understanding

---

Who remembers what happened on the disastrous Narváez expedition?

» Exploring Florida, only 4 men out of 600 made it back to Mexico.

---

Mendoza was fascinated by this amazing tale of adventure and survival in foreign lands. But the part of the story that interested Mendoza the most was the report Cabeza de Vaca gave concerning golden cities. While they were living with the Native Americans, Cabeza de Vaca had heard much talk about a land to the north of them, a land that was rich in gold. This land was called the Seven Cities of Cibola. It was believed that Cibola was a region to the north, containing seven wealthy cities, each one bursting with gold. Mendoza was excited by this report and was eager to find this gold.

---

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



### Show Image U9.L6.2 Estéban Traveling

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

In the spring of 1539, these two men, along with a group of Native Americans, set off to the north. They walked along trails that had been **blazed**, or previously marked, by Native traders. Because Estéban knew the land well and traveled at a much faster rate than Friar Marcos, and Friar Marcos wanted to preach Christianity to the Native Americans along the way, the two men decided to split up. Together they came up with a way for Estéban to get messages to Friar Marcos. If Estéban found a good-sized city with some gold, he was supposed to send back a small cross, about the size of a hand. If he found a big city with lots of gold, he was supposed to send back a large cross, about the size of an arm. If he found a huge city and a very large amount of gold, he was supposed to send back an even larger cross.

---



### Show Image U9.L6.3

#### Messengers Bringing Friar Marcos the News about Estéban

After spending a few days scouting the area, Estéban sent Friar Marcos a cross the size of a man, indicating that

Estéban either knew or suspected the existence of large cities with great quantities of gold.

---

### Support

---

Explain that the word *pueblo* describes a building of stone, clay, or mud; a village made up of these buildings; or a group of people who made and lived in these buildings and villages.

---

- Point to the large cross in the image. What do you think this meant?
- 

Friar Marcos was **stunned**, or very surprised, as he continued to follow Estéban's path. Friar Marcos followed Estéban's footsteps for several days, until messengers brought him disturbing news. The messengers told Friar Marcos that Estéban had been killed in a pueblo called Hawikuh (/hu\*wē\*kə/), which was thought to be one of the cities of Cibola. The area known as Hawikuh is in present-day New Mexico. Estéban had presented himself to the Zuni of Hawikuh as a great medicine man and healer. The village elders in the pueblo were suspicious of Esteban and killed him.

- 
- Remember, the Zuni were Native Americans who lived in the southwest region of North America.
- 

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

---



#### Show Image U9.L6.4

#### Spanish Assembling for the Expedition to Cibola under Coronado

The Spaniards listened closely. They asked Friar Marcos if he had seen the golden cities of Cibola. Friar Marcos

said he had. He told the Spaniards that Hawikuh was bigger and richer than Tenochtitlan, the capital of the Aztec Empire. Friar Marcos was so convinced of the truth behind Estéban's message of the large cross, Friar Marcos led the Spaniards into believing he had really seen the city.

---

- So, you have heard three words to describe slightly different states of mind: *believe, know, and suspect*.
- 

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

#### Support

---

Explain that gilded armor is armor covered with a thin layer of gold.

In February of 1540, Coronado assembled his expedition in the town of Compostela, in northern Mexico. Coronado wore bright, gilded armor. He recruited 337 Spanish soldiers, 220 of whom rode on horses. Also on the expedition were 700 Natives who would serve the Spaniards and take care of large herds of sheep and cattle that would be marching with the men. There were also priests and a few women on this expedition. One of the priests was Friar Marcos. Everyone was excited about getting rich from the gold they would find in Cibola.

---



#### Show Image U9.L6.5

#### Coronado and Spaniards Approaching Zuni

Coronado and his men marched north through the hot, dry lands of northern Mexico, covering 10 to 15 miles a day. When they came to rivers, they built makeshift rafts and used them to ferry themselves and their animals across. They saw some small pueblos, but seeing that the Native Americans had no gold, Coronado and his men pressed on, crossing bush and desert and entering into what is now the United States.

---

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

Friar Marcos and the Native guides led Coronado to the pueblo of Hawikuh, where Estéban had met his end. As Coronado and his men approached, the Zuni came out to meet them. They were carrying weapons and rocks, and they drew a line on the ground by sprinkling corn meal as a way of telling the Spaniards they were not to come any farther. They were resolved, or determined, to protect their town.

One of the Spanish priests came forward and began reading a long statement, while an interpreter tried to translate the message to the Zuni. It said that the Natives were expected to **convert**, or change, from their religion to Christianity, and to accept the King of Spain as their king. If they didn't agree to do so, then the Spaniards would attack them. The Native Americans listened for a while but then began shooting arrows and tossing stones. Coronado and his men charged. The Zuni men ran back to their pueblos. They fired arrows and threw rocks from the top of their pueblos built on hills and cliff sides for protection. Coronado was hit by a big rock. Then a second rock struck his helmet and knocked him off his horse. He lay on the ground, unconscious, while his men carried on the battle.

---



### Show Image U9.L6.6 Spaniards Exploring Zuni Pueblo

Coronado's men did, in the end, win the battle. They quickly discovered that Hawikuh was not a vast city on the same scale as Tenochtitlan. The Zuni

lived in pueblos, multi-story houses made out of stone and plaster. The Zuni people who lived there had no gold, no silver, and no valuable jewels. Coronado's men had killed many of them anyway. The conquistadors were furious with Friar Marcos, and some thought he should be put to death for misleading them. What Estéban could have meant by sending back a large cross remains unclear. Regardless, Coronado did not give up hope. He sent men to explore the surrounding area. After all, there were supposed to be seven cities in Cibola. He hoped that some of the other cities would have more gold than Hawikuh.

### Challenge

Ask students to use other adjectives besides *massive* to describe the Grand Canyon.



### Show Image U9.L6.7

#### Map of Coronado's Exploration in the Southwest

For the next few weeks, Coronado and his men continued to explore the region of Cibola. They found many

pueblo villages, but no gold. Coronado decided to split his forces up. He sent scouting parties off in several different directions. One party traveled northwest, through Hopi territory in what is now northern Arizona. They went on until they were stopped in their tracks by a massive canyon, more than a mile deep. These men from the Coronado expedition became the first known Europeans to see the Grand Canyon, which is now considered to be one of the Seven Natural Wonders of the World. Another party traveled southwest, along the Colorado River, several hundred miles downstream from the Grand Canyon. Today, this section of the river forms the border between California and Arizona. A third party headed east from Cibola, through eastern New Mexico. They visited the Acoma pueblo, a pueblo that can still be visited today near present-day Albuquerque, New Mexico. This party crossed the Rio Grande, a large river that runs south through New Mexico and forms part of the present-day border between the United States and Mexico.

- Have a volunteer find the Rio Grande River in the image.



### Show Image U9.L6.8

#### Spaniards Marching through the Plains

They passed north through the land of the 12 Rio Grande Pueblos, an area by the Rio Grande River occupied by Native Americans who the Spaniards called the Tigue ( /tē\*wesh/) Indians.

There, they observed the Great Plains, where great herds of bison roamed, or wandered. The Spaniards were fascinated by the shaggy

bison. At first they found it a difficult animal to hunt. In time, however, they learned to hunt the animal with spears, as the Native Americans did.

While the Spaniards were on the Plains, admiring the bison, one of their Native guides told them of a place far to the east called Quivira (/kē\*vir\*ə/), a wealthy city. Hearing this, Coronado decided to march east, hoping to find Quivira and the gold he had missed in Cibola. Coronado and his men crossed into Texas, then onto the Great Plains, where tens of thousands of bison grazed around them.

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

During their journey, they met the Querechos (/kārāchōs/), a migratory band of the Apache Natives living in the Great Plains, who lived by following the bison herds. These Native Americans of the Great Plains were hunters of the bison. They used the meat of the bison for food, in addition to the plants they gathered. They used the skins to make clothing and shoes. They used the bones of the bison, as well as stones, to make tools. They burned bison dung, or manure, for fuel. Coronado and his men learned a lot about the Querechos' way of life, including the fact that they had no gold. Coronado and his men decided to move on, making their way through parts of Texas, Oklahoma, and Kansas. Coronado's men invaded Native villages and killed many Native people in their search for the Seven Cities of Cibola,

### Activity Page 6.1

---



## Challenge

Have students add details to the sentence:

In search of golden cities, Francisco Vasquez de Coronado led an expedition to the Americas, yet after attacking the Natives, he instead “discovered” the Grand Canyon and the Rio Grande.

## Support

Provide sentence starters for responses:

Coronado and his men were searching for...

The land Coronado found was...

The people Coronado and his men encountered...

ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening Writing

### Beginning

Provide sentence starters to complete Activity Page 6.1; e.g., Coronado sailed because he was looking for \_\_\_\_\_. (gold)

### Intermediate

Provide sentence starters for responses for Activity Page 6.1 such as: Coronado and his men were searching for \_\_\_\_\_.

### Advanced/Advanced High

Encourage student to answer questions in complete sentences.

**ELPS 5.G**



## Show Image U9.L6.9

### Coronado at Quivira

Finally, Coronado and his men reached Quivira. Instead of a wealthy city, they found a few Native villages and some grass huts. Again, there was

no gold whatsoever. He and his men decided to spend the winter near Quivira, before beginning the long journey back to Mexico.

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

## Check for Understanding



Ask students to determine which sentence is the best summary of today's Read-Aloud:

- a. Searching for golden cities, Coronado led an expedition to the Americas, yet after attacking the Natives, he instead “discovered” the Grand Canyon and the Rio Grande.
- b. Coronado and his men admired the bison on the Plains.
- c. Coronado lost a large sum of money that he had invested in the expedition.  
» Answer: a

## DISCUSSING THE READ-ALOUD (15 MIN.)

1. **Evaluative.** Were your predictions correct about why Francisco Vasquez de Coronado went on an expedition and where he went? Why or why not?
  - » Answers may vary.
2. **Inferential.** Describe the events as they occurred in this Read-Aloud.
  - » First, de Vaca told the viceroy, Mendoza, of the Seven Cities of Cibola. Then, Mendoza sent Friar Marcos and Estéban on an expedition. Estéban and Marcos separated. Estéban ended up being killed and Marcos returned to Mexico, claiming there was a city of gold, but he lied about having seen it with his own eyes. Coronado set off on his expedition 1 year later. On Coronado's long expedition, he and his men had many conflicts with Natives and killed many of them. They, came across the massive Grand Canyon, and saw the Great Plains with huge herds of bison. In the end, the men of Coronado's expedition never found gold.
- Ask students to discuss the following question with a partner. You will circulate and listen to their answers.
3. **Evaluative.** What would you say were Coronado's most important discoveries?
  - » Answers may vary, but may include that he and his men were the first known Europeans to see the Grand Canyon, explore the area along the Colorado River, cross the Rio Grande, and see the Great Plains and the roaming bison.

## EXPEDITION LOG (10 MIN.)

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

- Tell students that they will continue creating an expedition log to help them remember important information they learn in this unit. Tell students that today they will complete Francisco Vasquez de Coronado's expedition log.
- Have students take out Activity Page 6.1. Explain that they will record the information heard in today's Read-Aloud about Francisco Vasquez de Coronado and answer the questions on Activity Page 6.1. After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.

### WORD WORK: INVESTIGATIVE (5 MIN.)

1. In the Read-Aloud you heard, “In addition, a man named Estéban, an enslaved man who had traveled with Cabeza de Vaca . . . was recruited to go along as a guide and translator on their *investigative* travels north.”
2. Say the word *investigative* with me.
3. The word *investigative* relates to a search for information.
4. Zhou’s natural curiosity makes her a good investigative reporter.
5. Have you ever taken part in an investigative activity? What was it? What information were you trying to find? Be sure to use the word *investigative* when you tell about it.
  - Ask two or three students.
  - If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I took part in an investigative activity when . . .”
6. What’s the word we’ve been talking about? What part of speech is the word *investigative*?
  - Use a Sharing activity for follow-up.
  - Directions: Turn to your partner and take turns sharing ideas about what situations might require you to use investigative skills. I will call on one or two of you to share your answers with the class. Be sure to use the word *investigative* in a complete sentence when you share.

---

## Lesson 6: Francisco Vasquez de Coronado

# Reading



**Primary Focus:** Students will identify areas Francisco Vasquez de Coronado explored. **TEKS 3.6.C; TEKS 3.6.F**

### VOCABULARY: “CORONADO REPORTS TO THE KING”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Student Reader.

**plain**, a large, flat area of land with no trees

**tan**, to turn animal skin into leather using a specific process

**barbarous**, wild, sometimes violent

**humble**, respectful; not thinking you are better than others

**vassal**, a person who is loyal and serves a lord or king

**Vocabulary Chart for “Coronado Reports to the King”**

| Type                              | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|-----------------------------------|---------------------------------|----------------------------------|
| Vocabulary                        | tan<br>vassal                   | plain<br>barbarous<br>humble     |
| Multiple Meaning Vocabulary Words | tan                             |                                  |
| Sayings and Phrases               |                                 |                                  |

 **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures;  
**TEKS 3.6.F** Make inferences and use evidence to support understanding.

## Activity Page 6.2



### Support

Pull a small group and read the chapter together. Have students complete Activity Page 6.2 after you read. This is an excellent time for you to make notes in your anecdotal records.

### ENGLISH LANGUAGE LEARNERS



### Speaking and Listening Reading/Viewing Closely

#### Beginning

Provide sentence frames for the central idea and details.

#### Intermediate

Have students use the 5Ws to write the main idea and details.

#### Advanced/Advanced High

Have students write in their own words the central idea and details.

**ELPS 4.1; ELPS 5.G**

#### Challenge

Have students write in their own words the central idea and details of today's Read-Aloud.

### Support

Have students use the 5Ws to write the main idea and details of today's Read-Aloud.

## INTRODUCING THE READING (5 MIN.)

- Tell students that the title of today's reading is "Coronado Reports to the King."
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Ask students to predict key information from the Read-Aloud that will be in the reading.
- Before students begin reading, explain that the chapter includes an edited letter written by Coronado, that reflects the negative views some explorers had about Native Americans at this time. Tell students that in this letter, Coronado writes to the king and queen of Spain to convince them that he had a successful expedition and to defend his actions in the Americas. Ask students to compare Coronado's account to the information they learned previously. Tell students that, as they read, they should evaluate which of Coronado's claims are truthful and whether his perspective was biased. Discuss why it is always important to evaluate different perspectives when learning history. Note that in this letter, Coronado describes the Natives he encountered as barbarous, meaning wild or violent. Coronado most likely used this term, because the Native Americans were different in the way that they looked and dressed, and had different cultures, beliefs and ways of life than that of the Europeans. Remind students that at this time, both the Europeans and Native Americans were encountering people for the first time that were entirely unfamiliar. Discuss with students the importance of trying to understand those who are different from us in our lives.

## SMALL GROUP READING: "CORONADO REPORTS TO THE KING" (10 MIN.)

- Explain to students that they will be reading in small groups today.
- Have students take out Activity Page 6.2.
- Ask students to read the chapter with their small group and complete Activity Page 6.2 as they read. Ask students to find out what role Coronado played in the exploration of the Americas. Tell students to be prepared to discuss the chapter after reading.

## 6 Coronado Reports to the King

Francisco Vasquez de Coronado was a Spanish **conquistador**. He **explored** what is now the American Southwest in search of the Seven Cities of Cibola [SEE-boe-lə], which were said to have streets paved with gold. During the trip, Coronado wrote letters to the King of Spain. In his second letter, written in October of 1541, he described his march across the Great **Plains** to Quivira [Kee-VEE-rə], in modern-day Kansas. He told the king about the Native people he and his men met. He also described the bison they saw, which he called “cows.” On the pages that follow is an edited version of Coronado’s letter.



Your Majesty,

After I sent my last letter, I met some Native people from a distant land. They boasted of their land, which is called Quivira. They said the men there lived in large houses. They said their chiefs dined on dishes made of gold. I did not know whether to believe these reports. I made up my mind to go and see Quivira.

We set off last spring and reached the **plains**. These **plains** were vast—so vast that we could not see the end of them. They were flat and open with grasses that blow in the breeze. We traveled over them for more than 300 leagues. The **plains** were full of cows. There were too many of them to count. There was not a single day when we did not see some of them.



*A bison, which Coronado called a “cow”*

After 17 days, we met some Native people. They are called Querechos [Ker-AE-koez]. They do not plant crops. They travel around with the cows. They eat the flesh of the cows they kill. They **tan** the skins of the cows and make clothes from them. They have little tents made of cowhide. They live in these tents while they travel around with the cows. They have dogs that carry their tents and poles from place to place.

We traveled 42 days more. At times, it was hard to find the way. On the **plains**, there are few **landmarks**. There are no hills. There are no stones, trees, or shrubs. All we could see was a sea of grass.

We lived on the flesh of the cows we killed. We went many days without water. Sometimes, what we drank was more mud than water. There are no trees on the **plains** except by the rivers. So, we could rarely find firewood.



*Tents made of "cowhide"*

After 77 days, we arrived in Quivira.

This was the place our guides had described. They had told us of stone houses that were many stories tall. But we found only little grass huts. There were only a few people in the place and they were as **barbarous** as the others we have met. They swore to obey Your Majesty and placed themselves under your royal lordship.

The Natives gave me a piece of copper. I have sent this back to the viceroy of New Spain. I have not seen any other metal in these parts except this and some little copper bells.

We stayed in Quivira for 25 days. I searched the nearby lands to see if there is anything which could be of service to Your Majesty. Besides the land itself and people who live on it, I have not found or heard of anything. I am sure there is no gold here.



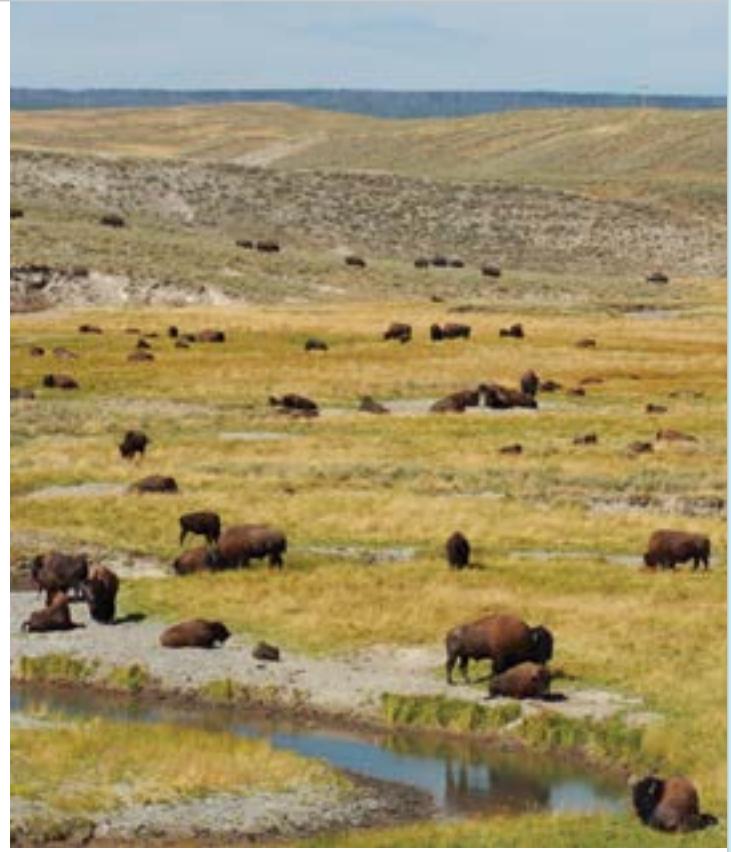
*Copper*

The land in Quivira is the best I have seen for producing crops. The soil is black. The land is well-watered by springs and rivers. I found some prunes like those in Spain. There are some nuts. There are also very good sweet grapes and mulberries.

I have treated the Natives as well as was possible, as Your Majesty commanded. They have received no harm in any way from me or from those who went in my company.

This is my report. I have done all that I possibly could to serve Your Majesty. I remain Your Majesty's **humble** servant and **vassal**,

*Francisco Vasquez de Coronado*



*The plains with bison, called "cows" by Coronado*

## DISCUSSING THE READING (10 MIN.)

- Use the following questions to promote a discussion:
1. **Inferential.** In his letter to the king, Coronado says, “The plains were full of cows.” What animal were they actually?
    - » bison
  2. **Literal.** What did Coronado observe about the Natives called “Querechos”?
    - » that they do not plant crops, but travel with the bison; that they eat bison and make clothes from the bison skin, and also live in tents made of bison hide
  3. **Inferential.** What observation does Coronado share with the king about the land in Quivira?
    - » that it is the best he’s seen for producing crops, and that it is well watered by springs and rivers
  4. **Evaluative.** Why do you think Coronado shares this information with the king?
    - » possibly to suggest that the Spaniards colonize the land to plant crops such as prunes, grapes, mulberries, and nuts
  5. **Evaluative.** Which parts of Coronado’s letter to the king do you think were truthful and which do you think were not? Why?
    - » answers will vary
- Review student responses on Activity Page 6.2.

---

## Activity Page 6.3



### Lesson 6: Francisco Vasquez de Coronado



# Writing

**Primary Focus:** Students will categorize and organize facts about the Spanish explorers based on reading and notes. **TEKS 3.6.H; TEKS 3.13.C**

Students will evaluate explorers' motivations, interactions and outcomes of their explorations in preparation for writing an opinion essay. **TEKS 3.12.C**

### EXPLORATION CHART (15 MIN.) **TEKS 3.12.C**

- Have students take out Activity Page 6.3 (Spanish Explorers Chart).
- Read the directions for Activity Page 6.3, and then go over the headings for each column.
- Students can use the Reader as a reference to find images of each explorer and draw them in the “Picture” column.
- Under the “Motivation” column, have students answer one or both of the questions that are applicable: “Why did they explore?” and “What were they looking for?”
- Under the “Interactions” column, have students answer one or both of the questions that are applicable: “How did they treat Native Americans they encountered?” and “How did they treat their crew?”
- Under the “Outcomes” column, have students answer the question, “What were the outcomes of their exploration (achievements and/or negative impacts)?”
- Once students have completed Activity Page 6.3 on their own, have them share their chart with a partner. They can help each other add any new information.
- Ask students to look at their charts and compare and contrast the different explorers. What did they have in common? How were they different?
- Collect Activity Page 6.3 and let students know that you will return it to them for the next lesson, when they will refer to their charts to write their opinions about the explorers.

## Challenge

Ask students what other categories can be created to compare the explorers.

## Support

Point out that answers to questions such as, “Why did Columbus sail?” from the expedition log can be transferred to the “Motivations” column, and “Describe the people...” can be used to inform the “Interactions” column.



### ENGLISH LANGUAGE LEARNERS

## Writing

### Beginning

Provide a word bank for students to choose from to complete the chart (e.g., gold, spices, the Gulf Stream, the Mississippi River)

### Intermediate

Have students work with a partner.

**Advanced/Advanced High**  
Have students discuss their answers with a partner.

### ELPS 5.B

**TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.13.C** Identify and gather relevant information from a variety of sources; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

---

## Lesson 6: Francisco Vasquez de Coronado

# Language



**Primary Focus:** Students will write words using spelling patterns and rules for words with the /oo/ sound. **TEKS 3.2.B.i**

### INTRODUCE SPELLING WORDS (25 MIN.)

- Tell students that this week, they will review the spellings of /oo/spelled 'oo', 'ew', 'o', and 'o\_e'.
- Display the spelling words by projecting Digital Projection DP.U9.L6.2.

|               |                                       |
|---------------|---------------------------------------|
| 1. remove     | 12. kangaroo                          |
| 2. whoever    | 13. balloon                           |
| 3. dewdrop    | 14. toothache                         |
| 4. strewn     | 15. newborn                           |
| 5. groove     | 16. improve                           |
| 6. disapprove | 17. chewing                           |
| 7. shrewd     | <b>Challenge Word:</b> <i>country</i> |
| 8. undo       | <b>Challenge Word:</b> <i>through</i> |
| 9. booth      | <b>Challenge Word:</b> <i>threw</i>   |
| 10. lose      | <b>Content Word:</b> <i>discovery</i> |
| 11. movement  |                                       |

- Go back through the list of words, having students read the words and tell you what letters to circle for the sound /oo/.

**TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

|                        |                                       |
|------------------------|---------------------------------------|
| 1. rem <u>o</u> ve     | 12. kangar <u>oo</u>                  |
| 2. wh <u>o</u> ever    | 13. ballo <u>on</u>                   |
| 3. d <u>e</u> wdrop    | 14. t <u>oo</u> thache                |
| 4. st <u>r</u> ewn     | 15. n <u>e</u> wborn                  |
| 5. gro <u>o</u> ve     | 16. impr <u>o</u> ve                  |
| 6. disapp <u>ro</u> ve | 17. ch <u>e</u> wing                  |
| 7. shrewd              | <b>Challenge Word:</b> <i>country</i> |
| 8. undo                | <b>Challenge Word:</b> <i>through</i> |
| 9. booth               | <b>Challenge Word:</b> <i>threw</i>   |
| 10. l <u>o</u> se      | <b>Content Word:</b> <i>discovery</i> |
| 11. m <u>o</u> vement  |                                       |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *country*, *through*, and *threw*, are also part of the spelling list and are words used very often. *Country* does not follow the spelling patterns for this week, and although *through* makes the sound /oo/, the spelling 'ough' > /oo/ is so rare that it is not listed on the Individual Code Chart. The Challenge Word *threw* does follow the spelling pattern 'ew' > /oo/. These three Challenge Words will need to be memorized.
- Explain to students that *through* and *threw* are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. Use the Challenge Words in sentences as examples for students: "Many people have fought for their *country*." "Nancy walked *through* the city and *threw* a nickel into the large fountain."
- Remind students that this week, they again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)

## Activity Page 6.4



### Support

Provide students with a copy of the Spelling Table for review.

### Challenge

Have students write a "Letter to the King" using five words from the spelling list.

### ENGLISH LANGUAGE LEARNERS



### Language Foundational Skills

#### Beginning

Use an echo reading strategy by reading the word and having students repeat the words.

#### Intermediate

Have students act or draw out the word meanings.

#### Advanced/Advanced High

Have students create their own sentences for the words.

**ELPS 1.E**

- Tell students that the Content Word, *discovery*, does not follow the spelling patterns for this week. *Discovery* is a content-related word, as explorers hoped to make a discovery when they traveled.
- Display the Spelling Table or project Digital Projection DP.U9.L6.1.

### ➤ Spelling Table (DP.U9.L6.1.)

| 'oo' > /oo/ | 'ew' > /oo/ | 'o' > /oo/ | 'o_e' > /oo/ |
|-------------|-------------|------------|--------------|
|             |             |            |              |
|             |             |            |              |
|             |             |            |              |
|             |             |            |              |
|             |             |            |              |
|             |             |            |              |
|             |             |            |              |
|             |             |            |              |

- Ask students to refer to the spellings for /oo/ on **page 4** of the **Individual Code Chart**. Point out that there are nine spellings for /oo/.
- Ask students which spelling is most frequently used. ('oo' > /oo/)
- Ask students to tell you which words to list under the 'oo' > /oo/ header. Briefly explain the meaning of each word.
- As you have done in previous lessons, ask students to tell you which words to list under the remaining headers for /oo/. Briefly explain the meaning of each word.

| 'oo' > /oo/ | 'ew' > /oo/ | 'o' > /oo/ | 'o_e' > /oo/ |
|-------------|-------------|------------|--------------|
| groove      | dewdrop     | whoever    | remove       |
| booth       | strewn      | undo       | disapprove   |
| kangaroo    | shrewd      |            | lose         |
| balloon     | newborn     |            | movement     |
| toothache   | chewing     |            | improve      |
|             | threw       |            |              |

- Practice the words as follows during the remaining time. Call on a student to read any word on the chart. Then have the student use the word in a meaningful sentence. After the student says the sentence, have them ask the class: “Does the sentence make sense?” If the class says yes, then the student puts a check mark in front of the word and calls on another student to come to the front and take a turn. If the class says no, have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all of the words are used or time has run out.
- Tell students this table will remain on display until the assessment so that students may refer to it during the week.
- Tell students they will take home Activity Page 6.4 with this week’s spelling words to share with a family member.

~~~~~End Lesson~~~~~

Lesson 6: Francisco Vasquez de Coronado

Take-Home Material

- Have students take home Activity Page 6.4 to share with a family member, and Activity Page 6.5 to read to a family member.

**Activity Pages
6.4 and 6.5**



Spanish Settlements

PRIMARY FOCUS OF LESSON

Speaking and Listening

- Students will summarize facts about Spanish missions. **TEKS 3.1.A; TEKS 3.7.E**

Reading

Students will read about Spanish settlements, record facts from the reading, and then write a paragraph about life during the Age of Exploration using facts

- from the reading. **TEKS 3.7.E; TEKS 3.12.A**

Writing

Students will write their opinion of the Spanish explorers' interactions with

- Native Americans. **TEKS 3.7.B; TEKS 3.12.C**

Language

Students will use linking words *for example* to connect reasons and to connect

- ideas with categories of information. **TEKS 3.11.D.iv; TEKS 3.11.D.v**

FORMATIVE ASSESSMENT

Activity Page 7.1

Expedition Log Write information about Spanish

- missions in North America. **TEKS 3.7.E**

Activity Page 7.2

Spanish Settlements Write a paragraph using facts about Spanish explorers.

- TEKS 3.7.E; TEKS 3.12.A**

Activity Page 7.3

Short Answer/Opinion: Spanish Explorers

- Write an opinion of explorers' interactions. **TEKS 3.12.C**

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.11.D** Edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms, (v) adverbs that convey time and adverbs that convey manner.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------------------|---------|--|
| Speaking and Listening (55 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | <input type="checkbox"/> Image Cards: C.U9.L3.1 and C.U9.L3.2 |
| Read-Aloud: "Spanish Settlements" | Whole Group | 20 min. | <input type="checkbox"/> World map
<input type="checkbox"/> globe (optional) |
| Discussing the Read-Aloud | Whole Group | 10 min. | <input type="checkbox"/> U.S. map
<input type="checkbox"/> <i>The Age of Exploration</i> |
| Expedition Log | Independent | 10 min. | <input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> drawing tools |
| Word Work: Achievements | Whole Group | 5 min. | |
| Reading (20 min.) | | | |
| Introducing the Reading | Whole Group | 5 min. | <input type="checkbox"/> <i>The Age of Exploration</i>
<input type="checkbox"/> Activity Page 7.2 |
| Independent Reading: "Spanish Settlements" | Independent/Small Group | 10 min. | |
| Discussing the Reading | Whole Group | 5 min. | |
| Writing (20 min.) | | | |
| Short Answer/Opinion | Partner | 20 min. | <input type="checkbox"/> Activity Pages 6.3, 7.3 |
| Language (25 min.) | | | |
| Build Sentences with the Linking Words
<i>for example</i> | Whole Group/Partner | 25 min. | <input type="checkbox"/> Activity Page 7.4 |
| Take-Home Material | | | |
| Family Letter | | | <input type="checkbox"/> Activity Page 7.5 |

ADVANCE PREPARATION

Speaking and Listening

- Prepare the following Image Cards: C.U9.L3.1 and C.U9.L3.2.
- Have a globe and a world map available.

Universal Access

- Create and display cards with the vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Project digital images in the classroom during and after instruction to reinforce ideas.
- Display the world map in the classroom to track expeditions of early explorers.

~~~~~Start Lesson~~~~~

### Lesson 7: Spanish Settlements

# Speaking and Listening



**Primary Focus:** Students will summarize facts about Spanish missions.



**TEKS 3.1.A; TEKS 3.7.E**

### VOCABULARY: “SPANISH SETTLEMENTS”

**established**, started something that became known and accepted

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

**investment**, money used to earn more money

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

**missions**, communities set up to convert groups of people from one religion to another

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



**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

| Vocabulary Chart for “Spanish Settlements” |                                 |                                                      |
|--------------------------------------------|---------------------------------|------------------------------------------------------|
| Type                                       | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                     |
| Vocabulary                                 | missions<br>mainland            | established<br>extinguish<br>investment<br>rebellion |
| Multiple Meaning Vocabulary Words          |                                 |                                                      |
| Sayings and Phrases                        |                                 |                                                      |

### INTRODUCING THE READ-ALOUD (10 MIN.)

- Show Image Card C.U9.L3.2 (Routes of Exploration). Have four separate student volunteers trace the voyages of Christopher Columbus (brown dots), Juan Ponce de León (purple dots), Hernando de Soto (yellow dots), and Francisco Vasquez de Coronado (blue dots). As they do so, encourage the students to name the places along the journeys.
  - Describe the interactions between the Spanish conquistadors and the Native Americans.
1. Who remembers what we learned about de Soto and his expedition?
    - » They were the first Europeans to explore what is today the southeastern United States, including Florida, Georgia, South Carolina, Alabama, Mississippi, and Arkansas. De Soto searched to find gold across many parts of the Americas, but failed to find any. Along the way, he engaged in multiple battles with Native Americans and killed many of them.
  2. Who remembers where Coronado explored and what we learned about his expedition?
    - » Coronado and his men explored what is now the southwestern United States, including Arizona, New Mexico, Texas, Oklahoma, and Kansas. They were the first known Europeans to see the Grand Canyon. Like de Soto, Coronado failed in finding riches and gold he was looking for. Coronado also engaged in battles with Native Americans, resulting in the deaths of many.
- Tell students that in this Read-Aloud, they will be hearing about a change in the way the explorers viewed North America. Remind students that the early European explorers were initially looking for a shorter and easier route to Asia. Later, they were interested in exploring the lands for riches, but they intended to return to their home countries.

Image Card  
C.U9.L3.2

Routes of Exploration



## Challenge

Ask students to explain the word *settlement*.

- Tell students that in today's Read-Aloud, they will hear how the explorers changed from these early phases to one in which they began to establish settlements. Explain that this change in motivation occurred because of changes taking place in Europe. Europe was overcrowded and lacking resources. Settling in the Americas was a way to gain access to more space and new resources.
- Tell students that in this Read-Aloud, they will hear the word *settlement*.
- Explain to students that a settlement is a place where people have set up a community that they intend to be permanent. In today's Read-Aloud, students will be hearing about settlements that were established in North America by the Spanish explorers. Remind students that earlier this year, in the *Native Americans: Regions and Cultures* unit, they heard about Native American tribes that had established settlements in various regions throughout North America. In today's Read-Aloud, they will hear about Spanish settlements that were established on some of these same lands.
- Tell students that they will learn about a change in the way Spaniards thought about North America when, instead of just exploring and returning to Europe, they started establishing settlements. Ask students to predict why there was a change in the way Spaniards viewed North America, and to listen carefully to see if their predictions are correct.

### READ-ALOUD: "SPANISH SETTLEMENTS" (20 MIN.)

- Tell students to turn to the Table of Contents and locate today's chapter, "Spanish Settlements." Have students turn to the first page of the chapter and follow along during the Read-Aloud.



### Student Reader pages 56–57

#### De Soto (left) and Coronado (right)

The expeditions of de Soto and Coronado showed that the age of the **conquistadors** was ending. Both men had hoped to find fabulous riches and outdo the achievements of Cortés and Pizarro that had been celebrated in Spain. Both the **expeditions** of de Soto and Coronado ended unsuccessfully. Both found little gold. De Soto didn't even make it home.

Coronado did, but he came home beaten down, discouraged and embarrassed because he lost the large **investment** he made in the **expedition** to find wealth. The Spaniards decided that there was no gold to be found in the parts of the North American **mainland** de Soto and Coronado had **explored**.

They began to focus their attention on the colonies they had already **established** farther south, in the Caribbean, Mexico, and South America. However, they did not forget about the rest of North America entirely. They **established** a few forts to protect their colonies and ships, and they sent some missionaries to **convert** the Native Americans to Christianity.

## Support

Explain that an investment is the use of money to make more money.

- Point to these regions on Image Card C.U9.L3.1, or on a world map.  
Who can tell me which European first explored the islands in the Caribbean?  
» Columbus

## Image Card C.U9.L3.1

### World Map



## Student Reader pages 56–57 Founding of St. Augustine

In the 1560s, the French had begun exploring the eastern coast of North America. Some men from the fort became pirates. They started attacking Spanish ships sailing in the Caribbean.

The Spaniards decided to build their own fort along the coast of Florida to protect their ships from competing in that part of North America. They sent a man named Pedro Menéndez de Avilés (mehnen-dez day ah-vee-lace) to set up the fort. He arrived in August of 1565 and found a safe harbor where a river flowed into the Atlantic Ocean to build the fort and named it St. Augustine, after a Christian saint.

Soon after, the Spaniards attacked and captured the French fort, Fort Caroline, and renamed it San Mateo.

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

---



## Student Reader pages 58–59 Spanish Missionary

The Spaniards also sent missionaries who worked to **convert** the Native people to Christianity. The missionaries set up communities called **missions**.

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

---



### Check for Understanding

You just heard two words: *missionaries* and *missions*. How are these words related to one another?

---

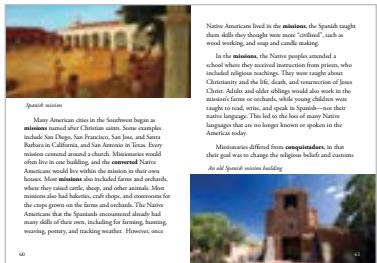


## Student Reader pages 58–59 Spanish Mission

In the 1590s, the Spaniards began establishing **missions** in what is known as the Southwest, including states we now call New Mexico, Arizona, and Texas. In the 1700s, the Spaniards began establishing missions along the Pacific Coast of California. The Spaniards did this not only to **convert** the Natives to Christianity but also to develop allies among the converted people in North America.

Spaniards built many **missions** along the Pacific Coast of California. The Spaniards did this not only to **convert** the Natives to Christianity but also to develop allies among the converted people in North America.

Many American cities in the Southwest began as **missions** named after Christian saints. Some examples include San Diego, San Francisco, San Jose, and Santa Barbara in California, and San Antonio in Texas. Every mission centered around a church. Missionaries would often live in one building, and the **converted** Native Americans would live within the mission in their own houses. Most **missions** also included farms and orchards, where they raised cattle, sheep, and other animals. Most missions also had bakeries, craft shops, and storerooms for the crops grown on the farms and orchards. The Native Americans that the Spaniards encountered already had many skills of their own, including farming, hunting, weaving, pottery, and tracking weather. However, once Native Americans lived in the **missions**, the Spanish taught them skills they thought were more "civilized", such as wood working, and soap and candle making.



## Student Reader pages 60–61 An Old Spanish Mission Building

In the **missions**, the Native peoples attended a school where they received instruction from priests, who included Spanish missionaries. The priests taught Christianity and the life, death, and resurrection of Jesus Christ. Adults and older children would also work in the mission. They were taught to read, write, and speak in Spanish—not their native tongue. This led to the loss of many Native languages and art forms, as well as Spanish.

about Christianity and the life, death, and resurrection of Jesus Christ.

Adults and older siblings would also work in the mission's farms or orchards, while young children were taught to read, write, and speak in Spanish—not their native language. This led to the loss of many Native languages that are no longer known or spoken in the Americas today.

Missionaries differed from **conquistadors**, in that their goal was to change the religious beliefs and customs of the Natives, while **conquistadors** wanted to conquer the land, resources and people. Unlike **conquistadors**, most missionaries did not try to use force. They attempted to convert the Natives to Christianity and convince them to adopt European ways of living. This would mean giving up their traditional ways of life, religion, much of their culture, and language. Both **conquistadors** and some missionaries enslaved Native Americans to work on their farms. When missionaries arrived in the Americas, many of them carried diseases for which the Natives had no immunity. These diseases, similar to the fate suffered by the Natives that encountered Christopher Columbus, resulted in the deaths of many local Native populations.

---

Christopher Columbus and his men.

of the Natives, while **conquistadors** wanted to conquer the land, resources and people. Unlike **conquistadors**, most missionaries did not try to use force. They attempted to convert the Natives to Christianity and convince them to adopt European ways of living. This would mean giving up their traditional ways of life, religion, much of their culture, and language. Both **conquistadors** and some missionaries enslaved Native Americans to work on their farms. When missionaries arrived in the Americas, many of them carried diseases for which the Natives had no immunity. These diseases, similar to the fate suffered by the Natives that encountered Christopher Columbus, resulted in the deaths of many local Native populations.

Some Native Americans accepted Christianity and lived in the local **missions**. Many others did not like being forced to adopt the new European way of life and the new religion. They wanted to keep their language, their religion, and their traditional ways of life. The **missions** in these areas...

In 1680, a Native American from the Tewa Pueblo tribe named Popé (Po-pay) successfully led a **rebellion** that evicted the Spaniards from their pueblos. Once they regained control, the tribe restored their own religion, culture, and traditions. It was only temporary, however, because about a decade after Popé's death, the Spaniards returned and reconquered the land.



Photo of a mission today.  
culture and traditions. It was only temporary, however, because about a decade after Popé's death, the Spaniards returned and reconquered the land.

When the United States expanded to the west, and some of the missions were abandoned in Florida and the Southwest. Most of the Spanish missions were abandoned during the Mexican War of Independence, and the government of the United States, but a few of them still operate today, and many can still be visited. If you live in the Southwest, or can travel there, you can visit a historic mission yourself.

## Student Reader pages 62–63 Photo of a Mission Today

Some Native Americans accepted Christianity and lived in the local **missions**. Many others did not like being forced to adopt the new

European way of life and the Christian religion. They wanted to keep their language, their religion, and their traditional ways of life. Eventually, some Native people **rebelled** against the **missions** in their areas.

In 1680, a Native American from the Tewa Pueblo tribe named Popé (Po-pay) successfully led a **rebellion** that evicted the Spaniards from their pueblos. Once they regained control, the tribe restored their own religion, culture, and traditions. It was only temporary, however, because about a decade after Popé's death, the Spaniards returned and reconquered the land.

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

---



### Check for Understanding

---

True or False:

- In the 1590s, the Spaniards began establishing missions in the Southwest, in what we now call the states of New Mexico, Arizona, and Texas. (True)
  - Adults and older siblings would work in the mission's farms or orchards. (True)
  - The missionaries and conquistadors were alike in every way. (False)
- 

### DISCUSSING THE READ-ALOUD (10 MIN.)

1. **Evaluative.** Were your predictions correct about why there was a change in the way the Spaniards began to view North America? Why or why not?
  - » Answers may vary.
2. **Literal.** What city in southeastern North America was established by the Spaniards as a fort and is the oldest continuously inhabited European settlement in the continental United States?
  - » St. Augustine, Florida.
3. **Inferential.** What events caused the Spanish age of the conquistador to come to an end in North America?
  - » The failure to find gold on the North American mainland, despite large investments in the expeditions.
4. **Literal.** After the Spaniards established missions in Florida, to what other areas of North America did the missions spread?
  - » the current states of New Mexico, Arizona, Texas, and California.

## Activity Page 7.1



### Challenge

Have students write about what they think the world would be like today if the Spanish explorers did not arrive in the Americas.

### Support

Display images for “Spanish Settlements” Read-Aloud for students to reference as they complete the expedition log.

### ENGLISH LANGUAGE LEARNERS



### Speaking and Listening Writing

#### Beginning

Provide sentence starters to help students answer Activity Page 7.1 questions.

#### Intermediate

Have students work with a partner and read each other their answers to Activity Page 7.1.

#### Advanced/Advanced High

Ask students to write at least four complete sentences for Activity Page 7.1.

#### ELPS 5.G

## EXPEDITION LOG (10 MIN.)

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

- Remind students that explorers wrote and sketched in journals, or logs, to help them remember important information about their travels. These expedition logs described the landscape of a certain area, the people they encountered, and the resources they found. Tell students that they will continue to add to their expedition log to help them remember important information they learned about the establishment of Spanish missions in North America.
- Have students use the information and images from the Read-Aloud to help them remember details about the establishment of Spanish missions in North America and answer the questions on Activity Page 7.1.
- After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.

## WORD WORK: ACHIEVEMENTS (5 MIN.)

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

6. What's the word we've been talking about? What part of speech is the word *achievements*?
- 

## Lesson 7: Spanish Settlements

# Reading



**Primary Focus:** Students will read about Spanish settlements, record facts from the reading, and then write a paragraph about life during the Age of Exploration using facts from the reading. **TEKS 3.7.E; TEKS 3.12.A**

### VOCABULARY: “SPANISH SETTLEMENTS”

**Note:** The vocabulary words for the Reader are the same as those for the Read-Aloud.

**established**, started something that became known and accepted

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

**investment**, money used to earn more money

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

**missions**, communities set up to convert groups of people from one religion to another

#### Vocabulary Chart for “Spanish Settlements”

| Type                              | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words        |
|-----------------------------------|---------------------------------|-----------------------------------------|
| Vocabulary                        | missions<br>mainland            | established<br>extinguish<br>investment |
| Multiple Meaning Vocabulary Words |                                 |                                         |
| Sayings and Phrases               |                                 |                                         |

**TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

## Activity Page 7.2



ENGLISH  
LANGUAGE  
LEARNERS



Reading  
Reading/Viewing Closely

### Beginning

Have students match images in the Reader with sentences in the text.

### Intermediate

Pair students with partners who can support them in rereading the text, if necessary, and answering the questions.

### Advanced/Advanced High

Encourage students to answer questions in complete sentences.

**ELPS 4.F**

### Support

Ask students to assemble as a group and read the chapter with you. Have students complete Activity Page 7.2 after the reading. This is an excellent time for you to make notes in your anecdotal records.

### Challenge

Have students include additional reasons to support their opinion.

## INTRODUCING THE READING (5 MIN.)

- Tell students they will reread the passage on Spanish Settlements independently to complete Activity Page 7.2.
- Ask students to turn to the Table of Contents to locate the title of the chapter, and then turn to the first page of the chapter.
- Tell students that in this lesson, they will learn about missionaries, who traveled to the Americas to promote their religious beliefs with the intent of converting Natives to the Christian religion. Tell students that while they are reading, they should think about how there are many people in our world today that have different religious beliefs.

## INDEPENDENT READING: “SPANISH SETTLEMENTS” (10 MIN.)

- Have students take out Activity Page 7.2. Have students read the chapter independently and complete Activity Page 7.2 as they read. For page 1, Ask students to find details from the text describing a Spanish mission in North America from the late 1500s to the 1700s.
- For page 2, ask students to write pieces supporting the point of view of a Spanish missionary or a Native American. Remind students to list reasons using linking words and a concluding statement.
- Tell students to be prepared to discuss the chapter after reading.
- If time permits have student volunteers share their paragraphs.

The expeditions of de Soto and Coronado showed that the age of the **conquistadors** was ending. Both men had hoped to find fabulous riches and outdo the achievements of Cortés and Pizarro that had been celebrated in Spain. Both the **expeditions** of de Soto and Coronado ended unsuccessfully. Both found little gold. De Soto didn't even make it home.



*De Soto (left) and Coronado (right)*

Coronado did, but he came home beaten down, discouraged and embarrassed because he lost the large **investment** he made in the **expedition** to find wealth. The Spaniards decided that there was no gold to be found in the parts of the North American **mainland** de Soto and Coronado had **explored**.

They began to focus their attention on the colonies they had already **established** farther south, in the Caribbean, Mexico, and South America. However, they did not forget about the rest of North America entirely. They **established** a few forts to protect their colonies and ships, and they sent some missionaries to **convert** the Native Americans to Christianity.

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

The Spaniards decided to build their own fort along the coast of Florida to protect their ships and to keep the French from competing in that part of North America. They sent a man named Pedro Menéndez de Avilés [mehnen-dez day ah-vee-lace] to set up the fort. He arrived in August of 1565 and found a safe harbor where a river flowed into the Atlantic Ocean to build the fort and named it St. Augustine, after a Christian saint.



*Founding of St. Augustine*

Soon after, the Spaniards attacked and captured the French fort, Fort Caroline, and renamed it San Mateo.

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

The Spaniards also sent missionaries who worked to **convert** the Native people to Christianity. The missionaries set up communities called **missions**.

Pedro Menéndez, the first Spanish colonial governor of Florida, was an important influence in having missionaries brought to North America. Menéndez

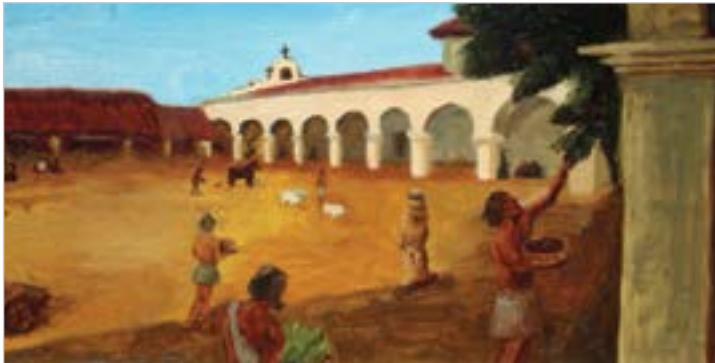
insisted that any ships coming from Spain must include a priest who could serve as a missionary. The Spaniards set up a number of **missions** in the 1570s in Florida and on the islands off the coast of what is today the state of Georgia. Spanish **missions** were also **established** in Mexico, near the border of what we now know as the United States.

In the 1590s, the Spaniards began establishing **missions** in what is known as the Southwest, including states we now call New Mexico, Arizona, and Texas. In the 1700s, the Spaniards built many **missions** along the Pacific Coast of California. The Spaniards did this not only to **convert** the Natives to Christianity, but also to develop allies among the converted people in North America.

*Spanish missionary*



59



*Spanish mission*

Many American cities in the Southwest began as **missions** named after Christian saints. Some examples include San Diego, San Francisco, San Jose, and Santa Barbara in California, and San Antonio in Texas. Every mission centered around a church. Missionaries would often live in one building, and the **converted** Native Americans would live within the mission in their own houses. Most **missions** also included farms and orchards, where they raised cattle, sheep, and other animals. Most missions also had bakeries, craft shops, and storerooms for the crops grown on the farms and orchards. The Native Americans that the Spaniards encountered already had many skills of their own, including for farming, hunting, weaving, pottery, and tracking weather. However, once

Native Americans lived in the **missions**, the Spanish taught them skills they thought were more “civilized”, such as wood working, and soap and candle making.

In the **missions**, the Native peoples attended a school where they received instruction from priests, who included religious teachings. They were taught about Christianity and the life, death, and resurrection of Jesus Christ. Adults and older siblings would also work in the mission’s farms or orchards, while young children were taught to read, write, and speak in Spanish—not their native language. This led to the loss of many Native languages that are no longer known or spoken in the Americas today.

Missionaries differed from **conquistadors**, in that their goal was to change the religious beliefs and customs

*An old Spanish mission building*



of the Natives, while **conquistadors** wanted to conquer the land, resources and people. Unlike **conquistadors**, most missionaries did not try to use force. They attempted to convert the Natives to Christianity and convince them to adopt European ways of living. This would **extinguish** some of the Natives' traditional religions, much of their culture, and languages. Both **conquistadors** and some missionaries enslaved Native Americans to work on their farms. When missionaries arrived in the Americas, many of them carried diseases for which they had immunity, but resulted in the deaths of many local Native populations, similar to the fate suffered by the Natives that encountered Christopher Columbus and his men.

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

In 1680, a Native American from the Tewa Pueblo tribe named Popé (Po-pay) successfully led a **rebellion** that evicted the Spaniards from their pueblos. Once they regained control, the tribe restored their own religion,



*Photo of a mission today*

culture, and traditions. It was only temporary, however, because about a decade after Popé's death, the Spaniards returned and reconquered the land.

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

## DISCUSSING THE READING (5 MIN.)

**Inferential.** Describe a Spanish mission in North America from the late 1500s to the 1700s.

- » Answers may vary, but may include a description of a church made of stone or adobe (sun-dried, clay bricks) with missionaries living in one building, and converted Native Americans living in their own houses within the mission; most missions included farms and orchards; Natives were taught to grow crops like corn, wheat, and barley using European farming techniques; some Natives were taught wood working, and soap and candle making. Depending on the area, some missions also raised livestock, including cattle and sheep, on cattle ranches located just outside the mission. Most missions had bakeries, craft shops, and storerooms for the crops grown on the farms and orchards. Many missions also had tailors, carpenters, and blacksmiths.



ENGLISH  
LANGUAGE  
LEARNERS

Supporting Opinions  
Writing

### Beginning

Have students dictate their answer to the teacher or a proficient student, and then have them copy the written answer on their own Activity Page.

### Intermediate

Encourage students to write in complete sentences.

**Advanced/Advanced High**  
Have students peer conference by explaining their answer to their partner.

ELPS 3.C; ELPS 5.F



Activity Pages  
6.3 and 7.3



### Challenge

Have students use linking words, such as *for example* and *in conclusion* in Activity Page 7.3.

### Support

Have students peer conference by explaining what they wrote to their partner.

# Lesson 7: Spanish Settlements Writing

**Primary Focus:** Students will write their opinion of the Spanish explorers' interactions with Native Americans. **TEKS 3.7.B; TEKS 3.12.C**

## SHORT ANSWER/OPINION (20 MIN.)

- Have students take out Activity Page 7.3 and read the directions together.
- Return students' completed Activity Page 6.3 (Spanish Explorer Chart) for students to reference.
- Have the students work with a partner.
- Tell students to read the first question to their partner and listen to their partner's answer; then have their partner listen to their answer.
- Then have students write down what they shared with their partner.
- Remind students to express their opinions using words such as *I feel*, *I believe*, and *I think* in their answer.
- As students write, use this time to circulate and assist students in their writing.
- If time permits, ask if any students would like to share what they wrote.

**TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text;  
**TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

## Lesson 7: Spanish Settlements

# Language



**Primary Focus:** Students will use linking words *for example* to connect reasons and to connect ideas with categories of information. **TEKS 3.11.D.iv; TEKS 3.11.D.v**

### BUILD SENTENCES WITH THE LINKING WORDS FOR EXAMPLE (25 MIN.)

- Tell students you will read two sentences aloud. Have them listen first and then vote for the sentence they feel is more interesting and informative.
- Tell students they should raise one hand to vote for the first sentence and two hands to vote for the second sentence.
- Read the following sentences aloud:
  - Sentence #1: The bird flew.
  - Sentence #2: The happy-go-lucky bird flew high over the treetops in search of some sort of nibble, for example, a seed, a nut, or a tasty morsel of bread.
- Ask students to vote for the more interesting sentence.
  - » Students should vote for Sentence #2.
- Ask students why they think Sentence #2 is more interesting and informative.
  - » The sentence has adjectives, adverbs, and a list of examples.
- Tell students that when writing, sentences should be long enough to be interesting to readers. Interesting sentences also include descriptive words and phrases.
- Remind students they have practiced writing, or building, more interesting sentences by including adjectives, adverbs, and other interesting words in sentences.
- Remind students that adjectives describe nouns, and adverbs describe verbs.
- Write the following sentence on the board or chart paper, asking students to read the sentence aloud and then identify the subject (*kitten*) and predicate (*scratched*).
  - The kitten scratched.
- Tell students that while this sentence is a complete sentence, it is not a very interesting sentence and does not provide much information. Continue by saying that you will show them how they can make a more interesting sentence by adding adjectives and adverbs.

**TEKS 3.11.D** Edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms, (v) adverbs that convey time and adverbs that convey manner.

- One way to make the sentence more interesting would be to add an adjective or two to describe the kitten. Ask students to brainstorm words that could be used to describe the kitten, prompting them to think of words to answer the question, “What did the kitten look or sound like?” Write down the suggested adjectives in a list on the board or chart paper. (e.g., *furry, sweet, black, shy*)
- Another way to improve this sentence would be to add adverbs to describe the verb. Ask students to brainstorm words that could be used to answer the question. “How did the kitten scratch?” Write these adverbs in a separate list. (Examples could be: *nonstop, softly, noisily*)
- Now ask students to brainstorm words that could be used to answer the question, “When did the kitten scratch?” Write these adverbs and/or phrases in a separate list. (e.g., *all morning, in the middle of the night, always*)
- Now ask students to brainstorm words that could be used to answer the question, “Where did the kitten scratch?” Write these adverbs and/or phrases in a separate list. (e.g., *in the kitchen, outside, in the cat carrier*)
- Remind students that a list of where the kitten scratched could be added to a simple sentence. Remind students that the words *for example* announce that a list is coming.
- Finally, ask students to brainstorm words that could be used to create a list of what the kitten scratched on. (e.g., *the new rug, the arms of Father’s chair, the curtains in the living room, the bedspread*)
- Remind students that, should a writer wish to add an additional sentence instead of a list to serve as an example, the writer should end the original, elaborated sentence with a period and begin a second sentence with the words *For example*.
- Examples of more interesting sentences could be:
  - The furry, black kitten scratched nonstop on almost everything, for example, the new rug and the curtains in the living room.
  - The shy kitten scratched in the house in the middle of the night on many things. For example, she woke me up last night scratching loudly on my bedspread!
- Ask students to turn to Activity Page 7.4, explaining that they are to use the same process to make more interesting sentences with adjectives, adverbs, and examples using the words *for example*.
- Students may complete Activity Page 7.4 independently or with a partner.

## Activity Page 7.4



### Challenge

Have students write three additional sentences using *for example*.

### Support

Reading sentences aloud with students to see where the natural pauses are can help with correct comma placement.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Language Connecting Ideas

#### Beginning

Have students work with partners and practice reading sentences aloud.

#### Intermediate

Have students work with partners and dictate sentences to each other.

#### Advanced/Advanced High

Have students work with partners.

**ELPS 4.F**

**Lesson 7: Spanish Settlements**

# Take-Home Material

Activity Page 7.5



- Have students take home Activity Page 7.5 to share with a family member.

# Pausing Point 1

## Note to Teacher

This is the halfway mark of Early Exploration of North America. Your students have now read and heard the first half of the readings about the European exploration of North America. Students have studied what motivated Europeans to explore and conquer new lands, have located some of the uncharted territory that was explored early on, and have heard detailed accounts of the expeditions of Columbus, Ponce de León, de Soto, and Coronado.

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

### CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

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

### IMAGE REVIEW

**Materials:** digital images on the program's digital components site

- Show the images from any Read-Aloud again, and have students retell the Read-Aloud using the images.

Image Card  
C.U9.L3.2

### Routes of Exploration



Activity Pages  
3.1, 4.1, 5.2 and 6.1



### ROUTES OF EXPLORATION

**Materials:** Image Card C.U9.L3.2 (Routes of Exploration)

- Using Image Card C.U9.L3.2, have four separate student volunteers trace one of the significant voyages of each of the explorers they have learned about thus far. (Christopher Columbus, Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado)
- As the student traces the voyage, encourage them to name the places along the journey.

### GUESS THE WORDS: CONQUISTADORS

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

- Write the word C-O-N-Q-U-I-S-T-A-D-O-R-S on a piece of chart paper, a chalkboard, or a whiteboard.
- Tell students that you are going to use all the letters in the word to form three new words, and you are going to conquer the conquistador! (The three secret words are *quit*, *soon*, and *cards*.)
- On chart paper, a chalkboard, or a whiteboard, draw a blank line for each letter of the first word; under that, draw a blank line for each letter of the second word; and under that, draw a blank line for each letter of the third word.
- As students select the letters, you will fill them in where they go and cross them out at the top.
- Each letter may be used only once. When the group has figured out the first word, ask them, “Is part of the conquistador still there?” Direct them to respond, “Yes, part of the conquistador is still here!”
- After they’ve figured out the second word, repeat the question and answer, and once the conquistador is completely gone after the third word, you may all say, “Goodbye, conquistador! We conquered you!”

### EXPEDITION LOG

**Materials:** Activity Pages 3.1, 4.1, 5.2, and 6.1

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

## VENN DIAGRAM

**Materials:** Activity Page PP.1

- Tell students that they will be creating a Venn diagram to compare and contrast two things or people learned about thus far. Remind students that to *compare* means to “tell how things or people are similar,” and to *contrast* means to “tell how things or people are different.”
  - Two of Christopher Columbus’s voyages
  - Queen Isabella and the Lady of Cofitachequi
  - Spain and the Americas, or what the explorers called the “New World”
  - Any two of the explorers or expeditions learned about thus far

**Activity Page PP.1**



## RIDDLES FOR CORE CONTENT

- Ask students riddles such as the following to review core content:
  - We had lived for thousands of years on the island that Christopher Columbus set his Spanish flag upon and named Hispaniola after his home country, Spain. What Native American tribe are we? (the Taino)
  - Because the route through the Middle East was long and dangerous, the people on this continent were looking for a better way to get to the East Indies to obtain spices. What continent are these people from? (Europe)
  - We sponsored Christopher Columbus’s voyage to find a route to the East Indies. Who are we? (King Ferdinand and Queen Isabella of Spain)
  - The news of my first voyage to what I thought was the East Indies became widely known throughout Europe, thanks to the recent invention of the printing press. Who am I? (Christopher Columbus)
  - I am the “year that changed the world.” What year am I? (1492)
  - I was trained as a knight and spent years fighting against the Moors in southern Spain; then I joined Columbus on his second voyage in 1493, and later I may have gone searching for the mythical Fountain of Youth. Who am I? (Juan Ponce de León)
  - I am the explorer who traded for pearls with the Lady of Cofitachequi, took her and Vitachuco as prisoners, and crossed the Mississippi River. Who am I? (Hernando de Soto)

- I am the conquistador who Hernando de Soto helped to conquer the Inca Empire in South America. We enslaved the Inca and conquered them when they became sick with European diseases. Who am I? (Francisco Pizarro)
- I am the Moor who, with Friar Marcos, was sent to find the Seven Cities of Cibola, and who was killed by the Zunis. Who am I? (Estéban)
- I am the explorer who went searching for the Seven Cities of Cibola after Friar Marcos announced he had seen them. Who am I? (Francisco Vasquez de Coronado)

---

### WRITING PROMPTS

- Students may be given an additional writing prompt such as the following:
  - The most interesting thing I've learned thus far is because ...
  - European kings and queens were interested in finding a route to the East Indies because ...
  - The Spaniards explored the Southwestern portion of what is now the United States because ...
  - Think about the text and reimagine what you have read from a character's point of view. Retell the plot from your chosen point of view.
  - Pretend you accompanied Ponce de León on his legendary search for the Fountain of Youth. Tell about your adventures on this journey.



# John Cabot, Part I

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will compare and contrast the motivating factors and travel trajectories of John Cabot and Christopher Columbus.

 **TEKS 3.1.A; TEKS 3.3.B; TEKS 3.6.G; TEKS 3.6.H**

### Reading

Based on a preview of the reading and background knowledge, students will make and confirm or correct predictions about the chapter.

 **TEKS 3.6.B; TEKS 3.6.C; TEKS 3.7.G**

Students will use context clues to determine the meaning of unfamiliar words.

 **TEKS 3.3.B**

### Language

Students will apply suffixes –er and –est to make comparisons.

 **TEKS 3.2.B.vii; TEKS 3.11.D.iv**

## FORMATIVE ASSESSMENT

### Anecdotal Observation

**Teacher Observation** Observe student participation completing the graphic organizer comparing Christopher Columbus and John Cabot.

 **TEKS 3.6.H**

### Exit card

**John Cabot** Describe Cabot's plans for navigation.

 **TEKS 3.7.G**

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including their comparative and superlative forms.

## LESSON AT A GLANCE

|                                                           | Grouping             | Time    | Materials                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------|----------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (55 min.)</b>                   |                      |         |                                                                                                                                                                                                                                                                           |
| Introducing the Read-Aloud                                | Whole Group          | 15 min. | <input type="checkbox"/> Digital Flip Book: U9.L8.1–U9.L8.8<br><input type="checkbox"/> sticky notes                                                                                                                                                                      |
| Read-Aloud: "John Cabot"                                  | Whole Group          | 30 min. | <input type="checkbox"/> Purpose for Listening (Digital Projections)                                                                                                                                                                                                      |
| Discussing the Read-Aloud                                 | Whole Group/ Partner | 10 min. | <input type="checkbox"/> Comparison of Christopher Columbus and John Cabot (Digital Projections)<br><input type="checkbox"/> Image Card C.U9.L3.1<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> globe<br><input type="checkbox"/> Activity Page 8.1 |
| <b>Reading (40 min.)</b>                                  |                      |         |                                                                                                                                                                                                                                                                           |
| Introducing the Reading                                   | Whole Group          | 5 min.  | <input type="checkbox"/> <i>The Age of Exploration</i><br><input type="checkbox"/> sticky notes                                                                                                                                                                           |
| Previewing Vocabulary                                     | Whole Group          | 5 min.  | <input type="checkbox"/> Sentence Frames (Digital Projections)                                                                                                                                                                                                            |
| Small Group/Partner Reading: "John Cabot"                 | Small Group/ Partner | 15 min. | <input type="checkbox"/> Exit Card (Digital Projections)<br><input type="checkbox"/> half sheet of paper/index card                                                                                                                                                       |
| Discussing the Reading                                    | Small Group/ Partner | 15 min. |                                                                                                                                                                                                                                                                           |
| <b>Language (25 min.)</b>                                 |                      |         |                                                                                                                                                                                                                                                                           |
| Grammar: Introduce Comparative and Superlative Adjectives | Whole Group          | 15 min. | <input type="checkbox"/> Comparative and Superlative Adjectives (Digital Projections)<br><input type="checkbox"/> Activity Page 8.2                                                                                                                                       |
| Grammar: Practice Comparative and Superlative Adjectives  | Whole Group          | 10 min. |                                                                                                                                                                                                                                                                           |
| <b>Take-Home Material</b>                                 |                      |         |                                                                                                                                                                                                                                                                           |
| Word Sort                                                 |                      |         | <input type="checkbox"/> Activity Page 8.3                                                                                                                                                                                                                                |

## ADVANCE PREPARATION

### Speaking and Listening

- Prepare Image Card C.U9.L3.1.
- Identify the following digital images to project during the Read-Aloud: U9.L8.1—U9.L8.8.
- Prepare world map or globe
- Large chart paper or poster board
- Sticky notes
- Write the “Purpose for Listening” on the board, a poster, or chart paper or prepare to display Digital Projection DP.U9.L8.1:

#### Purpose for Listening

- 1) How did knowledge of lines of latitude and longitude shape John Cabot's ideas on how to navigate westward across the Atlantic Ocean?
- 2) What are the similarities and differences between John Cabot and Christopher Columbus and the journeys they took?

- Create a Comparison of Christopher Columbus and John Cabot chart, or prepare to display Digital Projection DP.U9.L8.2:

#### Comparison of Christopher Columbus and John Cabot

| Christopher Columbus | Both | John Cabot |
|----------------------|------|------------|
|                      |      |            |

## **Reading**

- Predetermine partners and groups for reading lesson.
- Write the following Sentence Frames on chart paper or prepare to display Digital Projection DP.U9.L8.3.
  - I predict \_\_\_\_\_ because \_\_\_\_\_.
  - I made a prediction that we would read about \_\_\_\_\_ in this chapter. I was correct because \_\_\_\_\_.
  - I made a prediction that we would read about \_\_\_\_\_ in this chapter. We did not read about that. Instead we read about \_\_\_\_\_.
- Write the following Exit Card question on chart paper or prepare to display Digital Projection DP.U9.L8.4.
  - How did knowledge of lines of latitude and longitude shape John Cabot's ideas on how to navigate westward across the Atlantic Ocean?

## **Language**

- On chart paper, prepare the following graphic organizer or prepare to display Digital Projection DP.U9.L8.5.

| Comparative and Superlative Adjectives   |                                                     |                                                     |                                                    |
|------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|----------------------------------------------------|
| Adjectives Ending in Double Consonants   | Adjectives Ending in 'e'                            | One-Syllable Adjectives Ending in Single Consonants | Two-Syllable Adjectives Ending in 'y'              |
| <b>Tall</b>                              | <b>Wide</b>                                         | <b>Fat</b>                                          | <b>Pretty</b>                                      |
| My brother is ____.                      | The creek is ____.                                  | The piglet is ____.                                 | The flower is ____.                                |
| My mother is ____ than my brother.       | The river is ____ than the creek.                   | The mother pig is ____ than the piglet.             | The bunch of flowers is ____ than a single flower. |
| My father is the ____ one in the family. | The ocean is the ____ of all three bodies of water. | The father pig is the ____ of the whole pig family. | The whole field of flowers is the ____ of all.     |

## **Universal Access**

- Display vocabulary words (*circumference, commodity, embark, geometry, merchandise, navigational, profits*) in the classroom during and after instruction to reinforce word meaning.
- Preteach terms: *latitude* and *longitude*
- Students create picture cards to illustrate the meaning of vocabulary words: *circumference, commodity, embark, geometry, merchandise, navigational, profits*
- Students work in groups or with partners during vocabulary exercises and comprehension discussion for support.
- Provide sentence frames for making and reflecting on predictions (DP.U9.L8.3).
- Project digital images U9.L8.1–U9.L8.8 in the classroom during the Read-Aloud.
- Display graphic organizer DP.U9.L8.5 to help students compartmentalize knowledge.

**Lesson 8: John Cabot, Part I**

# Speaking and Listening



**Primary Focus:** Students will compare and contrast the journeys of Columbus and Cabot. **TEKS 3.1.A; TEKS 3.3.B; TEKS 3.6.G; TEKS 3.6.H**

**VOCABULARY: “JOHN CABOT”**

**circumference**, the distance around the widest part of a round shape

**commodity**, a good or service that can be bought and sold, often delivered by shipment

**embark**, to get on a ship, airplane, or other vehicle and begin a journey; to start a journey

**geometry**, the mathematical study of shapes, lines, and surfaces

**merchandise**, goods that are bought and sold

**navigational**, related to the process of finding a way around a place or to a destination

**profits**, money made in business after all expenses, or costs, are subtracted

**Vocabulary Chart for “John Cabot”**

| Type                              | Tier 3<br>Domain-Specific Words                                                            | Tier 2<br>General Academic Words |
|-----------------------------------|--------------------------------------------------------------------------------------------|----------------------------------|
| Vocabulary                        | circumference<br>commodity<br>embark<br>geometry<br>merchandise<br>navigational<br>profits |                                  |
| Multiple Meaning Vocabulary Words |                                                                                            |                                  |
| Sayings and Phrases               |                                                                                            |                                  |

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding.

## INTRODUCING THE READ-ALOUD (15 MIN.)

- Project the following digital images on the program's digital components site during the Read-Aloud: U9.L8.1–U9.L8.8.
- Ask students to work in partners as a Think-Pair-Share activity to recall all they can from the lessons earlier in this unit about Columbus. While students are sharing, pass out two sticky notes to each group and ask them to choose one piece of information for each sticky note and write it down.
- Display chart paper, Comparison of Christopher Columbus and John Cabot chart, or project Digital Projection DP.U9.L8.2.

### ➤ Comparison Chart (Projection DP.U9.L8.2)

| Comparison of Christopher Columbus and John Cabot |      |            |
|---------------------------------------------------|------|------------|
| Christopher Columbus                              | Both | John Cabot |
|                                                   |      |            |

- Once students have finished writing, ask each group to come and place their sticky notes under the heading “Christopher Columbus” as they read the fact out loud to the class. Discard notes with duplicate information (or place them on top of one another so students do not feel their ideas are being thrown out).
- Tell students that in today’s Read-Aloud, they will learn about John Cabot, an explorer who, like Columbus, was searching for a shorter route to Asia. Unlike Columbus, however, Cabot thought he could travel to Asia using a shorter route than Columbus used.

- Explain to students that Cabot used his knowledge of the shape of the earth, and lines of latitude and longitude, to find a shorter route. Write the words *latitude* and *longitude* on a piece of chart paper, a chalkboard, or a whiteboard. Use Image Card C.U9.L3.1, or a world map or globe, to demonstrate these terms. Ask students to identify the shape of the earth.
- Ask students if they remember what *latitude* means. Guide the discussion until students understand that the lines of latitude are the imaginary lines drawn horizontally on the globe that helped explorers stay on course, or continue in the direction they wanted to sail. Ask students if they remember the name of the line of latitude that is located at the widest part of the earth, or around the middle. (the equator)
- Ask students if they remember what *longitude* means, and ask them what word they notice within it. (long) Guide the discussion until they understand that lines of longitude are the imaginary long lines that run north to south around the globe. Show students on a world map or globe how the lines of latitude are “flat” and evenly spaced from one to another, but ask students what they notice about the lines of longitude. Guide the discussion until students realize that the lines of longitude are closer together near the poles of the earth and spaced farther apart near the equator. Explain to students that sailors use lines of latitude to determine how far north or south they are from the equator; they use longitude to tell how far east or west they are from the Prime Meridian. Show students the Prime Meridian and explain that the Prime Meridian is the first line of longitude, and it goes through Greenwich, England.
- Repeat that longitude is “long” and latitude is “flat.” It may also be helpful to mention that lines of *latitude* run horizontally like the rungs of a *ladder*.
- Write the Purpose for Listening on the board or chart paper, or project Digital Projection DP.U9.L8.1 for students’ reference throughout the lesson. Read the questions aloud in a choral read with the class before moving on to the Read-Aloud.

### ► Purpose for Listening (Projection DP.U9.L8.1)

#### Purpose for Listening

- 1) How did knowledge of lines of latitude and longitude shape John Cabot’s ideas on how to navigate westward across the Atlantic Ocean?
- 2) What are the similarities and differences between John Cabot and Christopher Columbus and the journeys they took?

#### Challenge

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

#### Challenge

Who can tell me what a merchant is?

## READ-ALOUD: “JOHN CABOT” (30 MIN.)

---



### Show Image U9.L8.1

#### John Cabot as a Young Sailor Learning to Navigate

Earlier you learned about Christopher Columbus, an Italian explorer who sailed to represent Spain's interests.

Today you will learn about John Cabot, another Italian explorer, who sailed to represent England's interests.

We know very little about the early years of Cabot's life. Historians believe that he was born in Genoa, Italy, the same birthplace of Christopher Columbus. He was also born about the same time as Columbus. In his early years, John Cabot was known by his Italian name, Giovanni Caboto (/jē\*ō\*von\*ē kä\*bō\*tō/). He lived for many years in the Italian city of Venice where he worked as a merchant and a sailor.

His work in Venice led him to travel along the coasts of countries in the eastern Mediterranean Sea, where he further developed his **navigational** skills. As a merchant, he began to think that he could obtain spices more quickly and cheaply by finding a westward water route that would take him to the East. In 1493, Cabot and many Europeans learned that Christopher Columbus had an idea very similar to Cabot's: finding a water route to Asia by traveling west. After several years in Venice, Cabot relocated to Bristol, England, in 1495. Shortly thereafter, Cabot took steps to **embark** on a voyage of his own, but one that was slightly different from Columbus's.

### Support

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



### Show Image U9.L8.2

#### Globe Showing Cabot's Intended Route

Cabot had a simple idea. He knew the earth was spherical, and he knew that one of the properties of a sphere is that the distance around

it is greatest in the middle, or at its **circumference**, and less on the top or bottom. If you apply this basic **geometry** to the earth, it means that the circumference of the earth is greatest at the equator and is significantly less north or south of the equator. Think about a basketball. The circumference of a basketball, or the distance around it if you measure in the very middle, is 30 inches. The distance around the same ball if you measure at a point closer to the top is only 15 inches.

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

---



### Show Image U9.L8.3

#### Cabot in England

Cabot tried to find sponsors and investors to support his voyage to find the Northwest Passage. In 1496, Henry VII, the king of England, decided to

sponsor Cabot. Merchants in Bristol helped support the voyage as well. Henry VII gave Cabot permission to explore and claim unknown lands for England. Cabot was also encouraged to bring any **merchandise** he acquired back to Bristol, England. Cabot was told he would enjoy a great share of the trade **profits** if the voyage were successful.

---

- Have students take out Activity Page 8.1.
- Break the class into four groups and assign each group two bolded vocabulary words from the passage: *navigational* and *embark*, *circumference* and *geometry*, *merchandise* and *profits*. Ask students to work together to use the context clues in the sentence(s) surrounding the term they were assigned to determine its meaning. Then they should use the glossary to check whether or not they were correct. Make sure students have Activity Page 8.1 to complete this activity. **TEKS 3.3.B**

#### Activity Page 8.1



 **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

- Model this process with the term *commodity*: This discovery made King Henry VII very happy because, at the time of Cabot's voyage, fish was a very expensive **commodity**.
- 



#### Show Image U9.L8.4

#### Map of Cabot's First and Second Journeys

Cabot attempted three voyages

across the Atlantic. The first voyage attempt from Bristol, England, was not a success. Cabot and his men

encountered terrible weather and ran short on supplies. In addition, Cabot had some disagreements with his crew regarding his route. With all the misfortunes that took place at the onset of the voyage, Cabot eventually decided to turn around and sail back to Bristol.

Cabot's second voyage was more successful. Again, he had only one ship. It was a small ship, called the *Matthew*, with a crew of just 18 men. Cabot and his men set sail from Bristol in May of 1497. They sailed past Ireland and across the Atlantic. On June 24, they sighted land. Historians think Cabot made landfall somewhere in the area of southern Labrador, Newfoundland, or Cape Breton Island in present-day Canada, but the exact location is not known for certain.

#### Challenge

---

Ask for a student volunteer to locate England, Ireland, and the Atlantic Ocean on Image Card C.U9.L3.1, or on a world map or globe.



#### Show Image U9.L8.5

#### Cabot on His Ship off the Coast of North America

Cabot did not spend much time

on land. It appears that he and his men got off the ship only once and

did not wander inland more than a few hundred feet. They did not encounter any Native Americans but found signs of their settlement.

Cabot claimed the land for England, collected some fresh water, and got back on board his ship. Cabot and his men spent time exploring the coast of the area now known as the Cabot Strait—a channel 60 miles wide between northern Cape Breton Island and southwestern Newfoundland. On their exploration of the coast, Cabot and his crew

discovered some very good fishing grounds. As far as we know, Cabot was the first European to set foot in this part of North America since the Vikings had around the year 1000 CE.

---



### Show Image U9.L8.6

#### Henry VII

Cabot returned to England and went to visit King Henry VII, certain that he had explored the northeast coast of Asia. He reported to the king that

he discovered wonderful land in a place with a good climate. He mentioned the superb fishing grounds of which England could make great use. This discovery made King Henry VII very happy because, at the time of Cabot's voyage, fish was a very expensive **commodity**.

---



### Show Image U9.L8.7

#### Map of Final Journey

Seeing that his discoveries were welcomed, Cabot decided to return to the land he explored and sail until he reached another land in Asia full

of spices and riches: the land that today is called Japan. In February 1498, he received permission from King Henry VII to embark on another voyage. Very little is known of this third voyage. Historians don't know for sure, but this voyage probably involved around 200 men and maybe five ships. Unfortunately, when Cabot and his expedition set off, one of his ships became damaged, and the whole fleet had to stop in Ireland due to severe storms. Cabot was supposedly not heard from again, and some historians think he even died on that voyage. Other historians think that he returned from his voyage and lived in London for a short time until approximately 1500. There is little evidence about this voyage or the whereabouts of Cabot after the voyage, so historians can't really be sure of its outcome.

---

### Challenge

---

Why do you think that historians know so little about Cabot and his explorations?

- » Few people could read and write; paper and ink were not as readily available; paper disintegrates over time, etc.

Does this fact make you raise any questions about history and the study of history in general?

- » Answers will vary.



## Speaking and Listening Listening Actively

### Beginning

Ask students yes or no questions; e.g., “Did John Cabot find his way to India through the Northwest Passage?”

### Intermediate

Have students provide the domain words when asked definition questions; e.g., “What is the term for the mathematical study of shapes, lines, and surfaces?”

### Advanced/Advanced High

Encourage students to answer questions using complete sentences and domain vocabulary.

**ELPS 2.G; ELPS 2.I**



### Show Image U9.L8.8

#### Portrait of Cabot

John Cabot was like Christopher Columbus in many ways.

Both men were born in Genoa, Italy.

Both men convinced foreign kings

to sponsor their explorations. Both men attempted to sail to the East Indies and ended up finding something else altogether. Cabot's explorations proved very important for England. His attempts to find a Northwest Passage to the East Indies failed, but finding and claiming land on the continent of North America instead, were essential for England to later establish British colonies.

### DISCUSSING THE READ-ALOUD (10 MIN.)

- Call on a few students to read over the sticky notes they placed under the “Christopher Columbus” heading in the graphic organizer. Ask the class whether they would like to move any of the facts now that they have read about John Cabot. Allow for discussion and movement. Place students back into their groups from the prereading activity on Christopher Columbus. Distribute sticky notes to the groups once more. Ask students to work together and use the text to write facts about John Cabot and/or Christopher Columbus that could go under the “Both” and/or “John Cabot” headings of the graphic organizer.



## Lesson 8: John Cabot, Part I

# Reading

**Primary Focus:** Based on a preview of the reading and background knowledge, students will make and confirm or correct predictions about the chapter.

**TEKS 3.6.B; TEKS 3.6.C; TEKS 3.7.G**

Students will use context clues to determine the meaning of unfamiliar words.

**TEKS 3.3.B**

### INTRODUCING THE READING (5 MIN.)

- Make sure that you and your students each have a copy of the Student Reader.
- Ask students to scan through the chapter and look at the images, read the captions, and take notice of the bolded vocabulary words. Pass out a sticky note to each student while they look over the chapter. Ask students to make a prediction about the content of the chapter based on what they saw in the chapter as well as their background knowledge they gained in the Read-Aloud. **TEKS 3.6.C**
- Write the following sentence on the board. Direct students that they should use the following format to write their predictions:

### Sentence Frames

#### ► Sentence Frames (Projection DP.U9.L8.3)

I predict \_\_\_\_\_ because \_\_\_\_\_.

- Model the correct format for making predictions by saying and writing it on the board or chart paper: I predict that we will read about what John Cabot ate because I saw a picture of food with the caption “hardtack.”

### Beginning

Ask students prediction questions to which they can give yes or no answers and point to images in the text that support their answer.

### Intermediate

Point to an image in the text and read the caption. Ask students to make a prediction based on the image and caption.

### Advanced/Advanced High

Point to an image in the text and ask students to read the caption, and then make a prediction based on the image and caption.

**ELPS 4.D; ELPS 4.J**

### PREVIEWING VOCABULARY (5 MIN.)

- The following are vocabulary words used in this lesson. Briefly review the words with the students before the lesson. Remind students to use context clues to determine unfamiliar terms as they just practiced during the Read-Aloud lesson. If context clues are insufficient, then the words also appear in the glossary in the back of the Student Reader. **TEKS 3.3.B**

**TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## Support

Work in a small group (choral read based on their level of proficiency) with students who struggle to read on grade level.

## Challenge

Encourage students to reread with expression.

**substantially**, great in size, value, or importance

**equator**, an imaginary line around the middle of Earth that is equally far from both the North Pole and South Pole

**charter**, a formal document that gives rights to a person or group of people; Kings often issued charters to explorers so explorers would search for land and treasure on behalf of the king.

**landmass**, a large, continuous area of land, such as a continent

**page**, a boy servant

**bilge pump**, a device used to remove water from the bottom part of a ship

**hardtack**, hard bread that has been baked many times

**spoil**, to become rotten and not able to be eaten

**scurvy**, a disease caused by not eating enough fruits or vegetables with vitamin C, leading to spongy gums, loose teeth, skin spots, and sometimes death

**watch**, the time that someone is on duty to guard or protect something

Vocabulary Chart for “John Cabot”

| Type                              | Tier 3<br>Domain-Specific Words                                             | Tier 2<br>General Academic Words |
|-----------------------------------|-----------------------------------------------------------------------------|----------------------------------|
| Vocabulary                        | equator<br>charter<br>landmass<br>bilge pump<br>hardtack<br>scurvy<br>watch | substantially<br>spoil           |
| Multiple Meaning Vocabulary Words | page                                                                        |                                  |
| Sayings and Phrases               |                                                                             |                                  |

### SMALL GROUP/PARTNER READING: “JOHN CABOT” (15 MIN.)

- Split the class into two groups. One group will read through the chapter in a small cluster with the teacher’s support and assistance. The second group will whisper read to a partner. Both groups will work their way through the chapter taking turns reading by switching after each paragraph. Those who are not actively reading aloud will follow along by using their finger or a pointer to scan over the text as their partner/group member reads it aloud.
- Small group: Listen to students as they read aloud from the text. This is an opportunity to take anecdotal notes on students’ fluency and prosody. Assist students in sounding out difficult words and rereading sentences with which they struggle. The purpose of today’s reading is for students to practice reading for fluency and become familiar with the chapter in order to prepare for the close reading in Lesson 9. If students have comprehension-related questions, ask them to write the questions on a sticky note and place it in the Student Reader over the part of the text that causes them confusion.

**Note:** Return to Discussion and Wrap-Up questions in Lesson 9 as a Wrap-Up activity.

## 8 John Cabot

John Cabot (known as Giovanni Caboto [JEE-oe-VO-nee CA-bu-toe] in his native Italy) had the same dream as Columbus: to reach Asia by sailing west. However, unlike Columbus, Cabot thought the best chance of reaching Asia would be to sail around the northern part of Earth, where the distance around would be **substantially** shorter than the distance at the **equator**. Cabot, like other **explorers**, wanted to find the Northwest Passage, which was thought to be a shorter route west from Europe to Asia. Finding a shorter route to Asia meant finding a shorter route to **spices**.

Many details of Cabot's life and **voyages** are unknown. He did not keep records during his **voyages** nor was much written about his life. However, it is known that he was Italian and had support from King Henry VII of England for his **voyages**. King Henry VII gave Cabot a **charter** to explore and claim land for England.



*John Cabot*

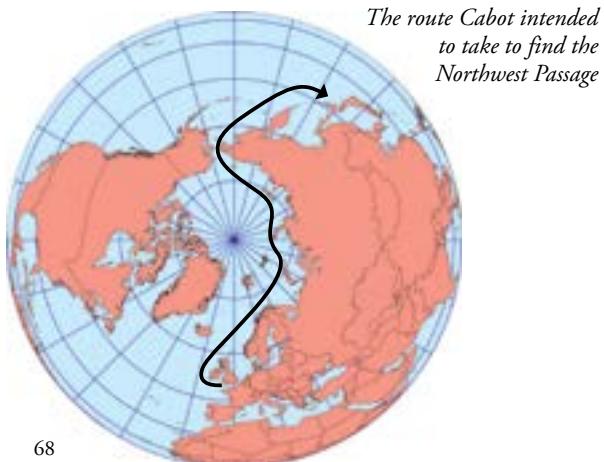
Cabot made his first attempt to find the Northwest Passage in 1496. This attempt was a failure. He had a disagreement with some members of his crew. There was also a shortage of food and he ran into bad weather. Cabot decided to turn back for England.

Cabot tried again in 1497, with a single ship and a crew of 18. This time, he reached land, which he thought was Asia. However, this land turned out to be the coast of North America. It is not known exactly where he first sighted land, though. It may have been the coast of Newfoundland. Cabot spent a short time **exploring** the coast and it is possible that he sailed as far south as the Chesapeake Bay. During this **voyage**, Cabot found a large area of shallow water that was abundant with fish. This area, known as the Grand Banks, is still one of the best fishing areas in the world today. At any rate, Cabot and his men became one of the first European **expeditions** to see the **landmass** now known as North America.



*The circled area is the Grand Banks.*

Cabot sailed back to England with his news. Certain that he had found a new, shorter route to Asia, Cabot gained support for another, much larger **expedition**. This **expedition** left England in 1498, but it never returned. Nobody knows for certain what happened to Cabot and his men. In time, it became clear that Cabot had not, in fact, located the Northwest Passage. However, England based its later claims to North American territory on Cabot's **explorations**. When Cabot had first sighted land, he had gone ashore and claimed it for England. Cabot's **exploration** began England's desire to **explore** and create settlements in North America.



68

Do you think you could be a sailor on Cabot's ship? Here is a description of what it might be like to be a young sailor.

On a ship, young boys served as **pages**. On land, a **page** worked for a knight. At sea, he worked for a captain. **Pages** did all sorts of odd jobs. They carried messages, mopped the deck, helped pass out food, and cleaned up after meals.

Older boys might be asked to work the **bilge pumps**. Even the best ships sometimes sprang a leak. If a ship leaked too much, it might sink. To keep that from happening, sailors had to **pump** water out of the ship using a **bilge pump**. This was a terrible job. The **bilge** water was disgusting. It smelled bad and it made the sailors sick.

After pumping **bilge** water all day, it would have been great to sit down to a nice, warm meal. Unfortunately, sailors did not get many warm meals. For most meals, they got **hardtack**.

A **bilge pump** used in Cabot's time

69

**Hardtack** was a kind of bread that was baked over and over. **Hardtack** was so hard, it was tough to eat. Sailors had to soak it in a drink to soften it up. The good thing about **hardtack**, though, was that it would not **spoil** on a long **voyage**. It was so hard, bugs had trouble getting into it—unless it got wet. Once it got wet, weevils and other bugs could and did get into it. But you could usually see them and brush them off with your fingers.

If a **voyage** was going well, sailors might get other kinds of food. They might get a little salted meat now and then. They might get some fish or a few beans. But if supplies were running low, they might get nothing but **hardtack**.

The diet on sailing ships was so bad that many sailors got sick. Lots of them got a disease called **scurvy**. Today, we know now that **scurvy** is caused by a lack of vitamin C, found in fresh fruits and vegetables. In the Age of **Exploration**, people did not know this. So many sailors died.

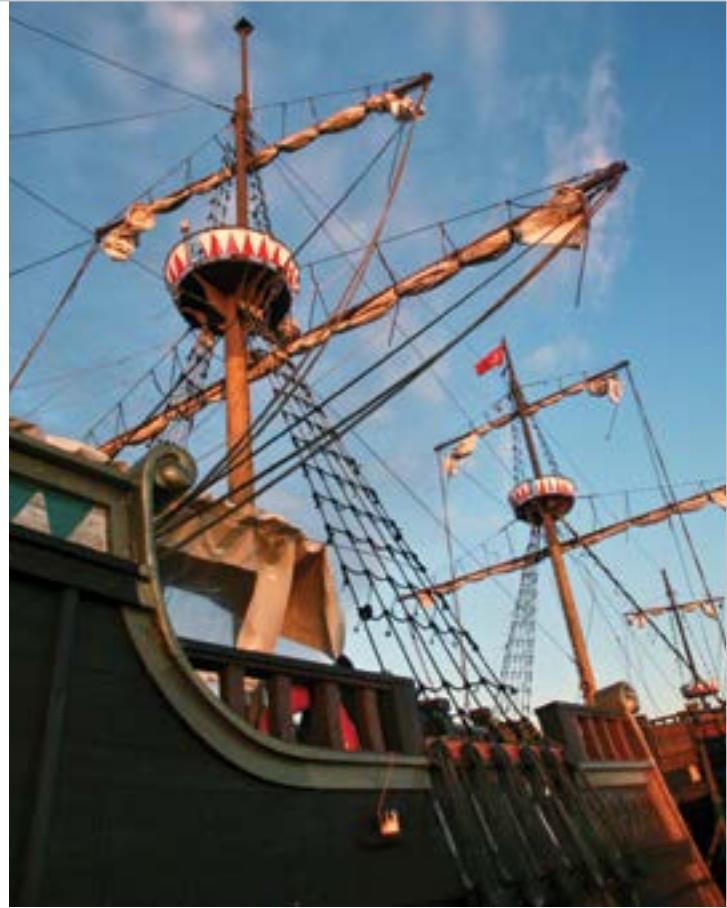


**Hardtack**

After a long day of work, sailors were ready to fall into bed and rest their aching bones. They were ready—but there were no beds for them to fall into. The captain had a bed to sleep in, but the sailors did not. They slept on the deck. As the ship rolled back and forth with the waves, the sailors rolled with it.

Most sailors had to stand **watch** for part of the night. When that was done, they could sleep for a few hours. In the morning, they would get up and do it all over again. A sailor's day started bright and early.

So, what do you think? Does a sailor's life sound good to you?



*Sailors stood **watch** on the platform high up on the mast.*

## DISCUSSING THE READING (15 MIN.)

- Have students revisit the prediction that they made before beginning the reading and read it aloud to their partner. Next, ask students to reflect on whether or not their prediction was accurate and share this with their partner as well. As they participate in this discussion, students should use the following sentence frame that you may write on the board or on chart paper:

### ► Sentence Frames (Projection DP.U9.L8.3)

#### Sentence Frames

- I made a prediction that we would read about \_\_\_\_\_ in this chapter. I was correct because \_\_\_\_\_.
- OR-
- I made a prediction that we would read about \_\_\_\_\_ in this chapter. We did not read about that. Instead we read about \_\_\_\_\_.

- Model this process using the example prediction from the beginning of the lesson:

- I made a predict that we would read about what John Cabot ate because I saw a picture of food with the caption “hardtack” in this chapter. We did not read about that. Instead we read about what sailors and their

 pages ate. **TEKS 3.6.C**

## Exit Card



### Exit Card

- Hand out half sheets of paper or index cards to each student. Write the following question on the board or on chart paper or prepare to project Digital Projection DP.U9.L8.4. Ask students to answer the question independently and then hand it in to you.

### ► Exit Card (Projection DP.U9.L8.4)

#### Exit Card

How did knowledge of lines of latitude and longitude shape John Cabot’s ideas on how to navigate westward across the Atlantic Ocean?

 **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

## Lesson 8: John Cabot: Part I

# Language



**Primary Focus:** Students will apply suffixes –er and –est to make comparisons.

 **TEKS 3.2.B.vii; TEKS 3.11.D.iv**

### GRAMMAR: INTRODUCE COMPARATIVE AND SUPERLATIVE ADJECTIVES (15 MIN.)

- Display the Comparative and Superlative Adjectives chart or project Digital Projection DP.U9.L8.5.

#### **Comparative and Superlative Adjectives (Projection DP.U9.L8.5)**

| Comparative and Superlative Adjectives   |                                                     |                                                     |                                                    |
|------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|----------------------------------------------------|
| Adjectives Ending in Double Consonants   | Adjectives Ending in 'e'                            | One-Syllable Adjectives Ending in Single Consonants | Two-Syllable Adjectives Ending in 'y'              |
| <b>Tall</b>                              | <b>Wide</b>                                         | <b>Fat</b>                                          | <b>Pretty</b>                                      |
| My brother is _____.                     | The creek is _____.                                 | The piglet is _____.                                | The flower is _____.                               |
| My mother is ____ than my brother.       | The river is ____ than the creek.                   | The mother pig is ____ than the piglet.             | The bunch of flowers is ____ than a single flower. |
| My father is the ____ one in the family. | The ocean is the ____ of all three bodies of water. | The father pig is the ____ of the whole pig family. | The whole field of flowers is the ____ of all.     |

- Remind students that adjectives are descriptive words that describe nouns or pronouns.
- Tell students that sometimes adjectives are used to compare nouns.
- Ask students to fill in the blank in the following sentence:
  - If Fred is 9 years old and Sam is 8 years old, Fred is \_\_\_\_\_ than Sam.
  - Say, "If you filled in the blank with the word *older*, you are correct."
  - Tell students that the word *older* is called a comparative adjective because it compares two nouns by showing that one noun is more or greater than

 **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including their comparative and superlative forms.

the other. Comparative adjectives are formed by adding the suffix *-er* to an adjective. The word *old* becomes *older*.

- Ask students to fill in the blank in the following sentence:
  - If Sally is 10 years old, Fred is 9 years old, and Sam is 8 years old, Sally is the \_\_\_\_ child of the three.
- Say, “If you filled in this blank with the word *oldest*, you are correct.”
- Tell students that the word *oldest* is called a superlative adjective because it compares more than two nouns by showing that one noun is the most or greatest. Superlative adjectives are formed by adding the suffix *-est* to the adjective. The word *old* becomes *oldest*.
- Have students fill in the blanks with forms of the word *tall*:
  - My brother is \_\_\_\_\_. (*tall*)
  - My mother is \_\_\_\_\_ than my brother. (*taller*)
  - My father is the \_\_\_\_\_ one in the family. (*tallest*)
- Point out to students that when comparing two people (my brother and mother), the suffix *-er* was added to the word *tall*, and when comparing more than two people (my brother, mother, and father), the suffix *-est* was added to the word *tall*.
- Ask students to name adjectives that end with the letter ‘e’ (e.g., *safe*, *wise*, *large*, *cute*)
- Tell students that in order to add the suffixes *-er* or *-est* to an adjective that ends with the letter ‘e’, the ‘e’ is dropped before adding the suffix. (*safe* becomes *safer* or *safest*; *wise* becomes *wiser* or *wisest*; *large* becomes *larger* or *largest*; *cute* becomes *cuter* or *cutes*)
- Have students fill in the blanks with forms of the word *wide*:
  - The creek is \_\_\_\_\_. (*wide*)
  - The river is \_\_\_\_\_ than the creek. (*wider*)
  - The ocean is the \_\_\_\_\_ of all three bodies of water. (*widest*)
- Tell students that when a one-syllable adjective that ends with a single vowel and consonant is to be used to compare, the final consonant is doubled before adding the suffixes *-er* or *-est*. (e.g., *sad* becomes *sadder* or *saddest*; *big* becomes *bigger* or *biggest*; *hot* becomes *hotter* or *hottest*)

## Activity Page 8.2



### Support

Circle the classroom to monitor students' work and/or pull a small group to assist with completing the activity page.

### Challenge

Students who finish early will write one comparative and one superlative sentence each for the adjectives *small*, *thin*, and *funny*.

ENGLISH  
LANGUAGE  
LEARNERS



### Reading

Reading/Viewing Closely

### Beginning

Pull students into small groups and allow students to answer questions from Activity Page 8.2 verbally.

### Intermediate

Allow students to work with a partner to complete Activity Page 8.2.

### Advanced/Advanced High

Encourage students to read aloud and answer all questions from Activity Page 8.2 with occasional support from a partner.

ELPS 4.F

- Have students fill in the blanks with forms of the word *fat*:
  - The piglet is \_\_\_\_\_. (*fat*)
  - The mother pig is \_\_\_\_\_ than the piglet. (*fatter*)
  - The father pig is the \_\_\_\_\_ of the whole pig family. (*fattest*)
- Have students name examples of adjectives that end with the letter 'y'. (e.g., *happy*, *funny*, *silly*)

**Note:** Note for students that these adjectives are two-syllable words but that the comparative and superlative forms are made much the same way as one-syllable adjectives, except that the 'y' changes to an 'i' before adding the suffixes -er or -est. (*happy* becomes *happier* or *happiest*; *funny* becomes *funnier* or *funniest*; *silly* becomes *sillier* or *silliest*)

- Have students fill in the blanks with forms of the word *pretty*:
  - The single flower is \_\_\_\_\_. (*pretty*)
  - The bunch of flowers is \_\_\_\_\_ than a single flower. (*prettier*)
  - The whole field of flowers is the \_\_\_\_\_ of all. (*prettiest*)

## GRAMMAR: PRACTICE COMPARATIVE AND SUPERLATIVE ADJECTIVES (10 MIN.)

- Have students turn to Activity Page 8.2 and complete it as a teacher-guided activity.

**Lesson 8: John Cabot, Part I**

# Take-Home Material

- Have students take home Activity Page 8.3 to practice the word sort with a family member.

**Activity Page 8.3**



# John Cabot, Part 2 (Close Reading)

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will interpret a painting illustrating John Cabot's journey to find the Northwest Passage, using complete sentences and domain vocabulary.

TEXAS TEKS **TEKS 3.1.A; TEKS 3.7.F; TEKS 3.10.C**

### Writing

Students will use examples from the chapter to support their opinions of whether or not the hardships of life as a sailor on Cabot's crew would be worth the glory or adventure. **TEXAS TEKS TEKS 3.11.A; TEKS 3.12.C**

### Reading

Students will closely read and correctly answer comprehension questions about John Cabot with supporting evidence from the text. **TEXAS TEKS TEKS 3.7.B; TEKS 3.7.C**

### Language

Students will apply spelling patterns to correctly spell words containing the /oo/ sound. **TEXAS TEKS TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

### Activity Page 9.1

**Opinion Prewriting** Use the text to support whether or not the hardships of Cabot's journey were worth the adventure. **TEXAS TEKS TEKS 3.11.A; TEKS 3.12.C**

### Activity Page 9.2

**John Cabot Close Reading** Use specific evidence from the text to answer comprehension close reading questions. **TEXAS TEKS TEKS 3.7.B; TEKS 3.7.C**

### Activity Page 9.3

**Spelling Assessment** Apply spelling patterns to correctly spell words containing the /eu/ sound. **TEXAS TEKS TEKS 3.2.B.i; TEKS 3.2.B.iv**

TEXAS TEKS **3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.10.C** Explain the author's use of print and graphic features to achieve specific purposes; **TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.7.B** Write a response to a literary or informational

## LESSON AT A GLANCE

|                                         | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                      |
|-----------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (10 min.)</b> |             |         |                                                                                                                                                                                                                                                                                |
| Visual Discovery                        | Whole Group | 10 min. | <input type="checkbox"/> Digital Flip Book: U9.L8.8                                                                                                                                                                                                                            |
| <b>Writing (25 min.)</b>                |             |         |                                                                                                                                                                                                                                                                                |
| Introducing Opinion Writing             | Whole Group | 25 min. | <input type="checkbox"/> Opinion and Sentence Starter Posters<br><input type="checkbox"/> Activity Page 9.1                                                                                                                                                                    |
| <b>Reading (60 min.)</b>                |             |         |                                                                                                                                                                                                                                                                                |
| Close Reading: John Cabot               | Small Group | 60 min. | <input type="checkbox"/> Guidelines for Conferencing and Peer Editing (Digital Projections)<br><input type="checkbox"/> Rotation and Group Chart (Digital Projections)<br><input type="checkbox"/> <i>The Age of Exploration</i><br><input type="checkbox"/> Activity Page 9.2 |
| <b>Language (25 min.)</b>               |             |         |                                                                                                                                                                                                                                                                                |
| Spelling Assessment                     | Whole Group | 25 min. | <input type="checkbox"/> Activity Page 9.3                                                                                                                                                                                                                                     |
| <b>Take-Home Material</b>               |             |         |                                                                                                                                                                                                                                                                                |
| "John Cabot"                            |             |         | <input type="checkbox"/> Activity Page 9.4                                                                                                                                                                                                                                     |

text that demonstrates an understanding of a text; **TEKS 3.7.C** Use text evidence to support an appropriate response;  
**TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## ADVANCE PREPARATION

### Speaking and Listening

- Prepare to display Digital Image U9.L8.8 (from Lesson 8).

### Writing

- Create two posters on chart paper. One should be titled “Opinion Sentence Starters” and the other should be titled “Comparison and Superlative Adjectives.”

### Reading

- Predetermine three small groups for a reading lesson.
- Prepare to display a digital stopwatch.
- Create the following image on chart paper or the board, or prepare to project Digital Projection DP.U9.L9.1.

### Guidelines for Conferencing and Peer Editing

| DON'T...                                                                   | DO...                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DON'T...</b> Talk in your normal speaking voice.                        | <b>DO...</b> Whisper so that only your partner can hear.                                                                                                                                                                                            |
| <b>DON'T...</b> Say rude or unhelpful things, such as, “This is not good.” | <b>DO...</b> Give compliments.                                                                                                                                                                                                                      |
| <b>DON'T...</b> Say simply, “Your paper is good.”                          | <b>DO...</b> Give helpful suggestions such as, “Your paper is good because ____.”                                                                                                                                                                   |
| <b>DON'T...</b> Say simply, “Fix your spelling.”                           | <b>DO...</b> Give specific advice such as, “You spelled the word ____ incorrectly. This is how it is actually spelled: ____.”                                                                                                                       |
| <b>DON'T...</b> Say simply, “Make your paper better.”                      | <b>DO...</b> Give specific advice such as: <ul style="list-style-type: none"><li>• Make sure you are following the directions.</li><li>• Write in complete sentences.</li><li>• Use strong adjectives.</li><li>• Capitalize the word “I”.</li></ul> |

- On chart paper or the board, re-create the Rotation and Group Chart or prepare Digital Projection DP.U9.L9.2.

| <b>Rotation</b>         | <b>Group 1</b>                                   | <b>Group 2</b>                                   | <b>Group 3</b>                                   |
|-------------------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| Rotation 1<br>(20 min.) | Close reading<br>with the teacher                | Writing opinion<br>paragraph                     | Writing opinion<br>paragraph                     |
| Rotation 2<br>(20 min.) | Writing opinion<br>paragraph                     | Close reading<br>with the teacher                | Conferencing and<br>peer editing with<br>partner |
| Rotation 3<br>(20 min.) | Conferencing and<br>peer editing with<br>partner | Conferencing and<br>peer editing with<br>partner | Close reading<br>with the teacher                |

## **Universal Access**

- Display vocabulary words (*circumference, commodity, embark, geometry, merchandise, navigational, profits*) in the classroom during instruction for students to use during visual discovery.
- Have students work in teacher-guided groups for support.
- Have students conference with partners for support and revision.
- Display graphic organizer DP.U9.L8.2 to help students compartmentalize knowledge.

**Lesson 9: John Cabot, Part 2 (Close Reading)**

# Speaking and Listening



**Primary Focus:** Students will interpret a painting illustrating John Cabot's journey to find the Northwest Passage, using complete sentences and domain vocabulary.

**TEKS 3.1.A; TEKS 3.7.F; TEKS 3.10.C**

**VISUAL DISCOVERY (10 MIN.)****Show Image U9.L8.8**

- Ask students to take a moment to look at the painting and notice as many details as possible. Begin an open discussion with the class interpreting the image. Use the following questions to guide the discussion, but allow students to use their prior knowledge about

John Cabot from Lesson 8 to contribute new questions and/or interpretations. Whenever possible, challenge students to speak in complete sentences, use domain vocabulary, and justify their answers with a *because* statement. For example: I think the man in this picture lived long ago because he is wearing a hat that people today do not usually wear.

1. Tell me what you see in this painting.
  - » Answers will vary.
2. Who do you think this man might be?
  - » John Cabot
3. What do you notice about this man's clothing?
  - » Answers will vary.
4. Does his clothing tell you anything about the time or place in which he lived?
  - » Answers will vary but may include: He does not live in our time because clothing today (for example, Cabot's hat) does not usually look like the clothing in this picture.
5. Look at the men behind him. What are they holding?
  - » They are holding a flag.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.10.C** Explain the author's use of print and graphic features to achieve specific purposes.

6. Why are they holding those objects?

- » Answers will vary but may include: There is a flag because Cabot would use it to claim the new land he found for England.

7. What do you think that is in the bottom right corner?

- » a globe

8. Does it look the same as our globe? Why/why not?

- » Answers will vary, but guide the students toward noticing that the globe in the painting is an oval, and ours is a round sphere. The globe is an oval because that represents John Cabot's knowledge of lines of longitude and latitude which informed him that the quickest route to Asia would be over the top of the world.

9. What do you think the man is pointing at? Why?

- » Answers will vary.

- Once the discussion is over, some students may still have questions or comments to contribute. For the sake of time, give those students an index card and ask them to write down their question or comment, and then hand it in. Read over these cards later in the day, and if any are particularly pertinent or thought-provoking, then encourage the student to speak with you about it during downtime after/during a lesson later in the day or week.



ENGLISH  
LANGUAGE  
LEARNERS

Speaking and Listening  
Exchanging information  
and ideas

### Beginning

Ask yes or no questions modeling use of unit vocabulary: "Do you see any *navigational* tools in this painting?" Students can point to the map/globe.

### Intermediate

Ask questions supplying background knowledge: "John Cabot used navigational tools to sail across the ocean. What do you see in this painting that supports this fact?" Students answer in complete sentences: "I see a map/globe."

### Advanced/Advanced High

Encourage students to answer more complex questions using unit vocabulary.

**ELPS 1.E; ELPS 2.H;**

**ELPS 3.F**



## Lesson 9: John Cabot, Part 2 (Close Reading)

# Writing

**Primary Focus:** Students will use examples from the chapter to support their opinions of whether or not the hardships of life as a sailor on Cabot's crew would be

worth the glory or adventure. **TEKS 3.11.A; TEKS 3.12.C**

### INTRODUCING OPINION WRITING (25 MIN.)

- Display two pieces of chart paper. One should be titled "Opinion Sentence Starters" and the other should be titled "Comparison and Superlative Adjectives."
- Ask students to turn and tell their opinion about ice cream. Encourage them to use comparative and superlative adjectives about which they learned in Lesson 8. Before calling on students to share, model with the following sentence:
  - *I believe ice cream is the tastiest food in the world.*

**TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

## Activity Page 9.1

---



- After modeling this sentence, write the phrase *I believe* on the chart paper titled “Opinion Sentence Starters.” Explain to students that the words *I believe* are a signal that the speaker is about to give his/her opinion. Then write the word *tastiest* on the chart paper titled “Comparison and Superlative Adjectives.”
- As students share their opinions, record other sentence starters and adjectives on the sheets of chart paper. Leave these up in the classroom for students to reference while they write. Keep the charts on display in the classroom for the remainder of the unit for student reference during future lessons.
- Have students take out Activity Page 9.1.
- Direct students to **page 69** of the Student Reader and Activity Page 9.1: Opinion Prewriting Part A. Work together as a class to read through **pages 69–72**. At the end of each paragraph, record positive and negative aspects of life as a sailor into the chart on Activity Page 9.1: Opinion Prewriting Part A.
- Tell students that they will pretend to be a sailor onboard John Cabot’s ship and write a paragraph giving their opinion of whether or not the hardships that they faced were worth the adventure. They should make sure to use at least two facts from the chart in their opinion. They can also use any prior knowledge that they may remember from other chapters in this unit to form their opinions. Tell students that they will be writing their paragraph independently while other students meet with the teacher for a Close Reading lesson on John Cabot.
- Students will write their response on Activity Page 9.1: Part B

## Lesson 9: John Cabot, Part 2 (Close Reading)

# Reading



**Primary Focus:** Students will closely read and correctly answer comprehension questions about John Cabot with supporting evidence from the text.



**TEKS 3.7.B; TEKS 3.7.C**

### CLOSE READING: “JOHN CABOT” (60 MIN.)

- Before beginning rotations, display the Guidelines for Conferencing and ask students to choral read as a reminder of appropriate behavior.
- Display Image: DP.U9.L9.1

#### ➤ Spelling Table (Projection DP.U9.L9.1)

| Guidelines for Conferencing and Peer Editing                               |                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DON'T...                                                                   | DO...                                                                                                                                                                                                                                               |
| <b>DON'T...</b> Talk in your normal speaking voice.                        | <b>DO...</b> Whisper so that only your partner can hear.                                                                                                                                                                                            |
| <b>DON'T...</b> Say rude or unhelpful things, such as, “This is not good.” | <b>DO...</b> Give compliments.                                                                                                                                                                                                                      |
| <b>DON'T...</b> Say simply, “Your paper is good.”                          | <b>DO...</b> Give helpful suggestions such as, “Your paper is good because ____.”                                                                                                                                                                   |
| <b>DON'T...</b> Say simply, “Fix your spelling.”                           | <b>DO...</b> Give specific advice such as, “You spelled the word ____ incorrectly. This is how it is actually spelled: ____.”                                                                                                                       |
| <b>DON'T...</b> Say simply, “Make your paper better.”                      | <b>DO...</b> Give specific advice such as: <ul style="list-style-type: none"><li>• Make sure you are following the directions.</li><li>• Write in complete sentences.</li><li>• Use strong adjectives.</li><li>• Capitalize the word “I”.</li></ul> |

- Divide the class into three groups (Group 1, Group 2, and Group 3) and assign peer revision partners within each group. Ask students to repeat their group number back to ensure they have the correct number. Create a chart on the board or project the Digital Projection DP.U9.L9.2 for students to follow along as they move throughout the lesson. If possible, project a digital stopwatch so students can keep track of time and pace their writing/conferencing appropriately.



**TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text;  
**TEKS 3.7.C** Use text evidence to support an appropriate response.

## Activity Page 9.2



### Support

Read aloud for students.

Help them to sound out difficult words and remind them to reread when necessary.

### Challenge

Ask proficient readers to participate in a choral read.

Encourage students to read with expression.

ENGLISH  
LANGUAGE  
LEARNERS



### Reading

Reading/Viewing Closely

### Beginning

Read aloud for students and ask them to follow along. Have them answer questions from Activity Page 9.2 verbally.

### Intermediate

Have students read only a sentence or two from the beginning of the paragraph and then read aloud for them while students follow along. Students answer questions from Activity Page 9.2 with support.

### Advanced/Advanced High

Encourage students to read aloud and answer all questions from Activity Page 9.2 with minimal support.

### ELPS 4.F

## Spelling Words (Projection DP.U9.L9.2)

| Rotation                | Group 1                                    | Group 2                                    | Group 3                                    |
|-------------------------|--------------------------------------------|--------------------------------------------|--------------------------------------------|
| Rotation 1<br>(20 min.) | Close reading with the teacher             | Writing opinion paragraph                  | Writing opinion paragraph                  |
| Rotation 2<br>(20 min.) | Writing opinion paragraph                  | Close reading with the teacher             | Conferencing and peer editing with partner |
| Rotation 3<br>(20 min.) | Conferencing and peer editing with partner | Conferencing and peer editing with partner | Close reading with the teacher             |

## Small Group Reading Support

- Ensure that each student brings their Student Reader to the small group reading.
- Tell students that today they will be rereading “John Cabot.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Have students take out Activity Page 9.2 and ask them to look over the questions in order to set a purpose for their reading.

## Chapter

# 8 John Cabot

John Cabot (known as Giovanni Caboto [JEE-oe-OO-nee CA-bu-toe] in his native Italy) had the same dream as Columbus: to reach Asia by sailing west. However, unlike Columbus, Cabot thought the best chance of reaching Asia would be to sail around the northern part of Earth, where the distance around would be **substantially** shorter than the distance at the **equator**. Cabot, like other **explorers**, wanted to find the Northwest Passage, which was thought to be a shorter route west from Europe to Asia. Finding a shorter route to Asia meant finding a shorter route to **spices**.

Many details of Cabot's life and **voyages** are unknown. He did not keep records during his **voyages** nor was much written about his life. However, it is known that he was Italian and had support from King Henry VII of England for his **voyages**. King Henry VII gave Cabot a **charter** to explore and claim land for England.

64



John Cabot

65

## Pages 64–65

- As students read aloud, starting on **page 64** ask students to pause at the end of each paragraph and check Activity Page 9.2 to see if they can now answer any questions with information they have read. Direct students to interact with the text by citing where they found their answers.
- At the end of the small group reading, ask students to revisit any questions they may have written down during their independent reading of this chapter in Lesson 8. If their question has been answered, students should give a thumbs up. If it has not, students should raise their hand and see if the teacher or other group members can help them find the answer.

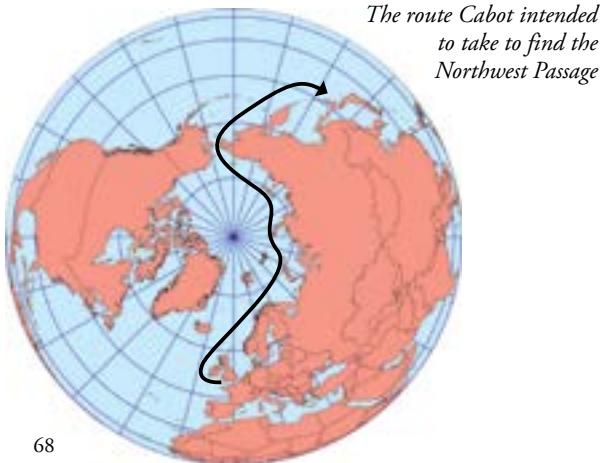
Cabot made his first attempt to find the Northwest Passage in 1496. This attempt was a failure. He had a disagreement with some members of his crew. There was also a shortage of food and he ran into bad weather. Cabot decided to turn back for England.

Cabot tried again in 1497, with a single ship and a crew of 18. This time, he reached land, which he thought was Asia. However, this land turned out to be the coast of North America. It is not known exactly where he first sighted land, though. It may have been the coast of Newfoundland. Cabot spent a short time **exploring** the coast and it is possible that he sailed as far south as the Chesapeake Bay. During this **voyage**, Cabot found a large area of shallow water that was abundant with fish. This area, known as the Grand Banks, is still one of the best fishing areas in the world today. At any rate, Cabot and his men became one of the first European **expeditions** to see the **landmass** now known as North America.



*The circled area is the Grand Banks.*

Cabot sailed back to England with his news. Certain that he had found a new, shorter route to Asia, Cabot gained support for another, much larger **expedition**. This **expedition** left England in 1498, but it never returned. Nobody knows for certain what happened to Cabot and his men. In time, it became clear that Cabot had not, in fact, located the Northwest Passage. However, England based its later claims to North American territory on Cabot's **explorations**. When Cabot had first sighted land, he had gone ashore and claimed it for England. Cabot's **exploration** began England's desire to **explore** and create settlements in North America.



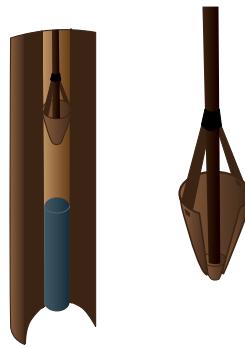
68

Do you think you could be a sailor on Cabot's ship? Here is a description of what it might be like to be a young sailor.

On a ship, young boys served as **pages**. On land, a **page** worked for a knight. At sea, he worked for a captain. **Pages** did all sorts of odd jobs. They carried messages, mopped the deck, helped pass out food, and cleaned up after meals.

Older boys might be asked to work the **bilge pumps**. Even the best ships sometimes sprang a leak. If a ship leaked too much, it might sink. To keep that from happening, sailors had to **pump** water out of the ship using a **bilge pump**. This was a terrible job. The **bilge** water was disgusting. It smelled bad and it made the sailors sick.

After pumping **bilge** water all day, it would have been great to sit down to a nice, warm meal. Unfortunately, sailors did not get many warm meals. For most meals, they got **hardtack**.



*A bilge pump used in Cabot's time*

69

**Hardtack** was a kind of bread that was baked over and over. **Hardtack** was so hard, it was tough to eat. Sailors had to soak it in a drink to soften it up. The good thing about **hardtack**, though, was that it would not **spoil** on a long **voyage**. It was so hard, bugs had trouble getting into it—unless it got wet. Once it got wet, weevils and other bugs could and did get into it. But you could usually see them and brush them off with your fingers.

If a **voyage** was going well, sailors might get other kinds of food. They might get a little salted meat now and then. They might get some fish or a few beans. But if supplies were running low, they might get nothing but **hardtack**.

The diet on sailing ships was so bad that many sailors got sick. Lots of them got a disease called **scurvy**. Today, we know now that **scurvy** is caused by a lack of vitamin C, found in fresh fruits and vegetables. In the Age of **Exploration**, people did not know this. So many sailors died.

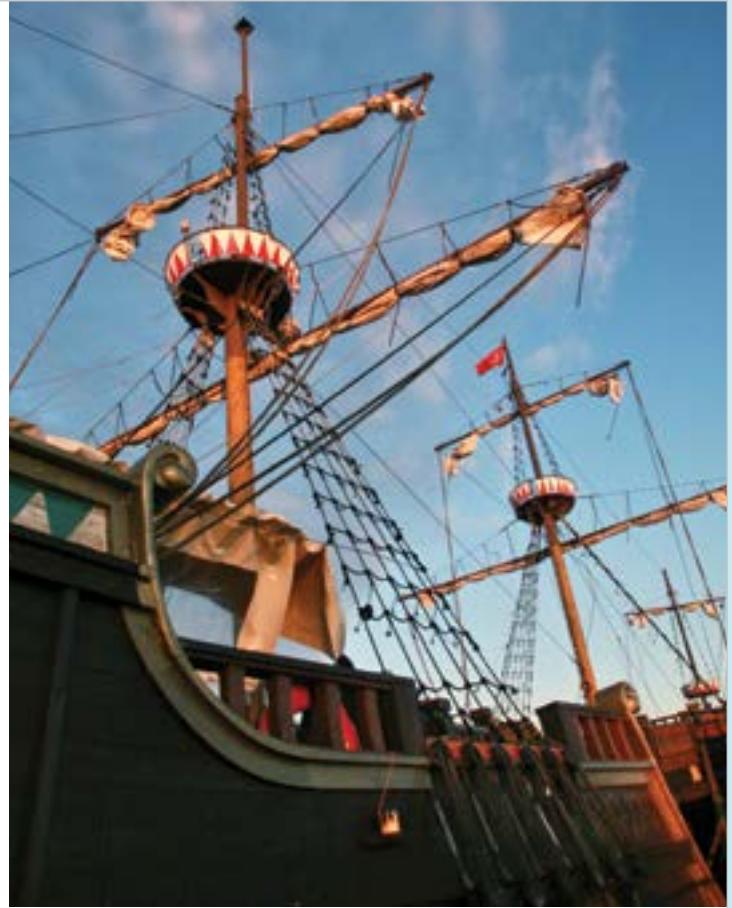


**Hardtack**

After a long day of work, sailors were ready to fall into bed and rest their aching bones. They were ready—but there were no beds for them to fall into. The captain had a bed to sleep in, but the sailors did not. They slept on the deck. As the ship rolled back and forth with the waves, the sailors rolled with it.

Most sailors had to stand **watch** for part of the night. When that was done, they could sleep for a few hours. In the morning, they would get up and do it all over again. A sailor's day started bright and early.

So, what do you think? Does a sailor's life sound good to you?



*Sailors stood **watch** on the platform high up on the mast.*

---

## Lesson 9: John Cabot, Part 2 (Close Reading)



# Language

**Primary Focus:** Students will apply spelling patterns to correctly spell words containing the /oo/ sound. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELLING ASSESSMENT (25 MIN.)

#### Activity Page 9.3



- Have students turn to Activity Page 9.3 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *news*, they would write that word under the header ‘ew’ > /ue/. Tell students that they may not have to use all the lines under each header.
- Using the list below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.

|              |                                |
|--------------|--------------------------------|
| 1. kangaroo  | 12. balloon                    |
| 2. chewing   | 13. remove                     |
| 3. shrewd    | 14. dewdrop                    |
| 4. lose      | 15. disapprove                 |
| 5. toothache | 16. booth                      |
| 6. newborn   | 17. groove                     |
| 7. improve   | <b>Challenge Words:</b>        |
| 8. movement  | country                        |
| 9. undo      | through                        |
| 10. strewn   | threw                          |
| 11. whoever  | <b>Content Word:</b> discovery |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- After you have called out all of the words, including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.
- Ask students to write the following sentences as you dictate them:
  - The papers were strewn all over the messy desk.
  - Whoever removed the balloons, please bring them back.

- Follow your established procedures to correct the spelling words and the dictated sentences.

**Note:** At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop, or that are persistent among individual students.

---

End Lesson

---

#### Lesson 9: John Cabot: Part II (Close Reading)

## Take-Home Material

- Ask students to take home Activity Page 9.4 to read aloud to their parents.

#### Activity Page 9.4

---



## Spelling Analysis Chart

### Name

1. kangaroo

2. chewing

3. shrewd

4. lose

5. toothache

6. newborn

7. improve

8. movement

9. undo

10. strewn

11. whoever

12. balloon

13. remove

14. dewdrop

15. disapprove

16. booth

17. groove

**Challenge Word:** country

**Challenge Word:** through

**Challenge Word:** threw

**Content Word:** discovery

## SPELLING ANALYSIS DIRECTIONS

### Unit 9, Lesson 9

1. Students are likely to write the incorrect form of /oo/: For 'oo', students may write 'ew', 'o', or 'o\_e'.
2. For 'ew', students may write 'oo', 'o', or 'o\_e'.
3. For 'o', students may write 'oo', 'ew', or 'o\_e'.
4. For 'o\_e', students may write 'oo', 'ew', or 'o'.
5. While the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example: Is the student consistently making errors on specific vowels? Which ones?
6. Is the student consistently making errors at the end of the words?
7. Is the student consistently making errors on particular beginning consonants?
8. Did the student write words for each feature correctly?
9. Also, examine the dictated sentences for errors in capitalization and punctuation.

## 10

# Henry Hudson

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will evaluate the success of Henry Hudson's explorations of North America and will compare the journeys and experiences of Henry Hudson to those of other explorers. **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.C**

### Reading

Students will determine cause and effect relationships between the events in the exploration and journey of Henry Hudson. **TEKS 3.4; TEKS 3.9.D.iii; TEKS 3.12.A**

### Language

Students will apply spelling patterns to correctly spell words containing the /f/ sound. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

### Observation

**Teacher Observation** Take note of students' participation while completing the graphic organizer comparing Hudson and the Conquistadors

 **TEKS 3.4**

### Activity Page 10.1

**Henry Hudson** Identify cause and effect relationships between events in Hudson's expeditions

 **TEKS 3.9.D.iii; TEKS 3.12.A**

### Exit Card

**Henry Hudson** Evaluate the success of Hudson's expeditions **TEKS 3.6.G**

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables, (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

|                                         | <b>Grouping</b>         | <b>Time</b> | <b>Materials</b>                                                                                                       |
|-----------------------------------------|-------------------------|-------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (55 min.)</b> |                         |             |                                                                                                                        |
| Introducing the Read-Aloud              | Whole Group             | 5 min.      | <input type="checkbox"/> <i>The Age of Exploration</i><br><input type="checkbox"/> index cards or half sheets of paper |
| Read-Aloud: "Henry Hudson"              | Whole Group             | 30 min.     | <input type="checkbox"/> Purpose for Listening Chart (Digital Projections)                                             |
| Discussing the Read-Aloud               | Whole Group             | 10 min.     | <input type="checkbox"/> Comparing the Encounters with Native Americans Chart (Digital Projections)                    |
| Word Work: <i>Unfamiliar</i>            | Whole Group             | 10 min.     | <input type="checkbox"/> Exit Card (Digital Projections)                                                               |
| <b>Reading (50 min.)</b>                |                         |             |                                                                                                                        |
| Partner Reading: "Henry Hudson"         | Partner                 | 40 min.     | <input type="checkbox"/> Activity Pages 10.1, 10.2, 10.3                                                               |
| Vocabulary Review                       | Partner/<br>Small Group | 10 min.     |                                                                                                                        |
| <b>Language (15 min.)</b>               |                         |             |                                                                                                                        |
| Introducing Spelling Pattern /f/        | Whole Group             | 15 min.     | <input type="checkbox"/> sticky notes or index cards<br><input type="checkbox"/> Spelling Chart (Digital Projections)  |
| <b>Take-Home Material</b>               |                         |             |                                                                                                                        |
| Henry Hudson Family Letter              |                         |             | <input type="checkbox"/> Activity Pages 10.3, 10.4                                                                     |

## ADVANCE PREPARATION

### Speaking and Listening

- On chart paper, write out the Purpose for Listening or prepare to display Digital Projection DP.U9.L10.1.

#### Purpose for Listening

- Were Henry Hudson's voyages a success for the countries that sent him to explore?
- How did Henry Hudson's experiences with Native Americans compare to the conquistadors' experiences with Native Americans?

- On chart paper, create a Comparing the Encounters with Native Americans graphic organizer, or prepare to display Digital Projection DP.U9.L10.2

#### Comparing the Encounters with Native Americans

| Henry Hudson | Both | Conquistadors |
|--------------|------|---------------|
|              |      |               |

- On chart paper, write out the following question for the Exit Card or prepare to display Digital Projection DP.U9.L10.3.

#### Exit Card

Do you think Henry Hudson was an important explorer of North America even though he failed to find a Northwest Passage? Why or why not?

### Reading

- Predetermine partners for the reading lesson.
- Predetermine groups for vocabulary review.

## Language

- Create two sets of sticky notes or index cards with one spelling word on each (*fare, enough, elephant, trophy, giraffe, funnel, phases, roughly, phony, identify, spherical, laughing, stuffing, affect, fairest, phrase, tougher*).
- Predetermine groups for introduction activity.
- On chart paper, create the following Spelling Chart or prepare to project Digital Projection DP.U9.L10.4.

| 'f' > /f/ | 'ff' > /f/ | 'ph' > /f/ | 'gh' > /f/ |
|-----------|------------|------------|------------|
|           |            |            |            |
|           |            |            |            |
|           |            |            |            |
|           |            |            |            |
|           |            |            |            |
|           |            |            |            |
|           |            |            |            |

## Universal Access

- Have students create illustrations for the meaning of vocabulary words (*embarked, abounds, archipelago, trading company, Algonquian, cultivation, narrowed, unfamiliar, strait*), which will be displayed in the classroom for further reference throughout the unit.
- Have students work in groups or with partners during vocabulary exercises and comprehension discussion for support.
- Provide sentence frames for making and reflecting on predictions.
- Display graphic organizer DP.U9.L10.2 to help students compartmentalize knowledge.

**Lesson 10: Henry Hudson**

# Speaking and Listening



**Primary Focus:** Students will evaluate the success of Henry Hudson's explorations of North America and will compare the journeys and experiences of Henry Hudson to those of other explorers. **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.C**

**VOCABULARY: “HENRY HUDSON”**

**embarked**, left for a trip or journey

**abounds**, occurs in great quantities

**archipelago**, a chain of islands

**trading company**, a group formed and hired to explore, find resources, trade, buy, and sell goods for a profit

**Algonquian**, a member of the Native American people who lived in what is now Canada

**cultivation**, the growing of crops; the caring for crops

**narrowed**, became narrower, or not as wide

**unfamiliar**, not known; not experienced

**strait**, a narrow passage of water connecting two larger bodies of water

**Vocabulary Chart for “Henry Hudson”**

| Type                              | Tier 3<br>Domain-Specific Words                                                              | Tier 2<br>General Academic Words |
|-----------------------------------|----------------------------------------------------------------------------------------------|----------------------------------|
| Vocabulary                        | abounds<br>archipelago<br>cultivation<br>embarked<br>trading company<br>Algonquian<br>strait | narrowed<br>unfamiliar           |
| Multiple Meaning Vocabulary Words |                                                                                              |                                  |
| Sayings and Phrases               | touch and go                                                                                 |                                  |

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response.

## INTRODUCING THE READ-ALOUD (5 MIN.)

- Tell students that today they will be reading about another explorer who sailed for England. Engage students in listening by asking them to Think-Pair-Share the following topic: Henry Hudson sailed to North America for England almost 100 years after John Cabot. Why would England still be sending explorers to North America 100 years after John Cabot failed to find a Northwest Passage?
- Inform students that during today's Read-Aloud, they will be listening to find the answer to the question that you just asked as well as two other important questions. Display the Purpose for Listening chart paper or project Digital Projection DP.U9.L10.1 for students to reference throughout the lesson.

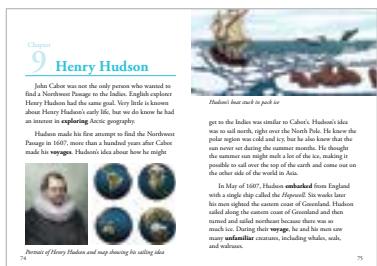
### ► Purpose for Listening Chart (Projection DP.U9.L10.1)

#### Purpose for Listening

1. Were Henry Hudson's voyages a success for the countries that sent him to explore?
2. How did Henry Hudson's experience with Native Americans compare to the conquistadors' experiences with Native Americans?

## READ-ALOUD: "HENRY HUDSON" (30 MIN.)

- Tell students to turn to the Table of Contents and locate today's chapter, "Henry Hudson." Have students turn to the first page of the chapter and follow along during the Read-Aloud.



### Student Reader pages 74–75 Portrait of Henry Hudson and Map Showing His Sailing Idea

John Cabot was not the only person who wanted to find a Northwest Passage to the Indies. English explorer Henry Hudson had the same idea. Very little is known about Henry Hudson's early life, but we do know he had an interest in Arctic geography.<sup>74</sup>

In May of 1607, Hudson embarked from England with a single ship called the *Hippswell*. Six weeks later he reached the coast of Greenland. He then sailed along the eastern coast of Greenland and then turned and sailed northeast because there was so much ice. Hudson's idea was to sail north over the top of the earth and come out on the Pacific Ocean. He hoped to find the Northwest Passage in this way. Hudson's idea was similar to Cabot's.

Henry Hudson had the same goal. Very little is known about Henry Hudson's early life, but we do know he had an interest in **exploring** Arctic geography.

Hudson made his first attempt to find the Northwest Passage in 1607, more than 100 years after Cabot made his **voyages**. Hudson's idea about how he might get to the Indies was similar to Cabot's. Hudson's idea was to sail north, right over the North Pole. He knew

### Challenge

Did Hudson know that the land Cabot had claimed was not the Indies? How do you know?

» Hudson knew it was North America because 1607 is the year Jamestown was settled.

the polar region was cold and icy, but he also knew that the sun never set during the summer months. He thought the summer sun might melt a lot of the ice, making it possible to sail over the top of the earth and come out on the other side of the world in Asia.



## Student Reader pages 74–75

### Hudson's Boat Stuck in Pack Ice

In May of 1607, Hudson **embarked** from England with a single ship called the *Hopewell*. Six weeks later his men sighted the eastern coast of Greenland.

Hudson sailed along the eastern coast of Greenland and then turned and sailed northeast because there was so much ice. During their **voyage**, he and his men saw many **unfamiliar** creatures, including whales, seals, and walruses.

In mid-July, they reached the Spitsbergen **Archipelago** (ahr-kuh-pel-uh-goh), which is a chain of islands that has an arctic climate. When Hudson tried to **navigate** this region, it was surrounded by pack ice, or frozen seawater. On May 16, Hudson's ship almost got stuck in the ice. For a while, it was "touch and go." A few days later, Hudson decided he could not reach the North Pole in the ice. He turned around and sailed back to England.

**Challenge**  
Ask for a student volunteer to locate Greenland on Image Card C.U9.L3.1, or on a world map or globe.

### Challenge

Why did they not stop in Greenland, thinking it was the Indies?

» Cabot and other explorers had already proven that North America was a "new" landmass that lay in between Europe and Asia.

### Support

"Touch and go" is a saying that means that someone is in a dangerous or unpredictable situation. You will learn more about this saying later.



## Student Reader pages 76–77

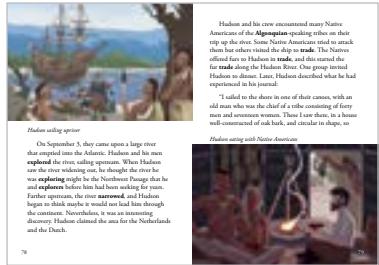
### Map Showing Hudson's Three Voyages

In 1608, Hudson made a second attempt to reach the East Indies by sailing the *Hopewell* across the North Pole. He sailed north, but he became stuck in the ice. He had to turn back. In 1610, Hudson made a third attempt to find the North Pole under the Dutch East India Company. The Dutch East India Company was a **trading company** that forced its members to join. Hudson joined the company and sold him to follow a similar route as his first attempt. The hope was that he would be able to sail over the top of the

earth and Russia. He sailed more than two thousand five hundred miles, making it to the islands off the coast of Russia known as Novaya Zemlya ("New Land"). But again, there was so much ice in the water that he had to turn back.

In 1609, Hudson made a third attempt to find the Northwest Passage. This time, he sailed for the Dutch under the Dutch East India Company. The Dutch East India Company was a **trading company** that formed to protect their **trade** in what was called the East Indies. The company hired Hudson and told him to follow a similar route he had attempted on his previous **voyage**, sailing north of Scandinavia and Russia. The hope was that he would be able to sail over the top of the earth and land in Asia. Hudson left Amsterdam, the Netherlands, in April of 1609, onboard the Dutch ship, the *Half Moon*. As he made his way north, he saw more and more ice. Eventually, there was so much ice that Hudson decided to give up and turn around in mid-May.

Instead of sailing back to Amsterdam, as he had been told to do, Hudson decided to sail west. Hudson sailed across the Atlantic and sighted Newfoundland on July 12. He sailed along the coast of North America, **exploring** much of what is now the east coast of the United States. He and his men sailed as far south as Virginia, where the Jamestown settlement had recently been **established**. Then they turned north.



## Student Reader page 78

### Hudson Sailing Up River

On September 3, they came upon a large river that emptied into the Atlantic. Hudson and his men **explored** the river, calling spurs. When Hudson saw the river widening out, he thought the river he was looking for might be the one he was seeking. He and explorers before him had been seeking for years. Farther upstream, the river **narrowed**, and Hudson began to think maybe it would not lead him through the continent. Nevertheless, it was an interesting discovery. Hudson claimed the area for the Netherlands and the Dutch.

When Hudson saw the river widening out, he thought the river he was exploring might be the Northwest Passage that he and explorers before him had been seeking for years. Farther upstream, the river **narrowed**, and Hudson began to think maybe it would not lead him through the continent. Nevertheless, it was an interesting discovery. Hudson claimed the area for the Netherlands and the Dutch.

## Support

Point to these areas in the image.

## Support

The Dutch people live in the European country called the Netherlands, also known as Holland. (Point to the Netherlands on Image Card C.U9.L3.1, or on a world map or globe.)

## Support

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

## Challenge

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

» north

## **Student Reader pages 78–79**

### **Hudson Eating with Native Americans**

Hudson and his crew encountered many Native Americans of the **Algonquian**-speaking tribes on their trip up the river. Some Native

Americans tried to attack them, but others visited the ship to **trade**. The Natives offered furs to Hudson in **trade**, and this started the fur **trade** along the Hudson River. One group invited Hudson to dinner. Later, Hudson described what he had experienced in his journal:

"I sailed to the shore in one of their canoes, with an old man who was the chief of a tribe consisting of forty men and seventeen women. These I saw there, in a house well-constructed of oak bark, and circular in shape, so that it had the appearance of being built with an arched roof. It contained a great quantity of maize or Indian corn, and beans of the last year's growth; and there lay near the house, for the purpose of drying, enough to load three ships, besides what was growing in the fields. On our coming into the house, two mats were spread out to sit upon, and some food was immediately served in well-made red wooden bowls.

Two men . . . brought in a pair of pigeons, which they had shot. . . They supposed that I would remain with them for the night; but I returned, after a short time, on board the ship. The land is the finest for **cultivation** that I ever in my life set foot upon, and it also **abounds** in trees of every description. These Natives are a very good people; for when they saw that I would not remain, they supposed that I was afraid of their bows; and, taking their arrows, they broke them in pieces and threw them into the fire."

# Challenge

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

In late September, Hudson decided to sail back to Europe. He himself wanted to stay in the Americas for the winter, but his men were tired of **exploring** and were threatening to **mutiny**.

- Display the Comparison of Encounters with North Americans, or project Digital Projection DP.U9.L10.2.

## ► Comparison of Encounters (Projection DP.U9.L10.2)

| Comparing the Encounters with Native Americans |      |               |
|------------------------------------------------|------|---------------|
| Henry Hudson                                   | Both | Conquistadors |
|                                                |      |               |

## Support

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

### Check for Understanding



Think-Pair-Share: Students work together to come up with one piece of information to contribute to a graphic organizer comparing Hudson's experience with Native Americans to the conquistadors' experience with Native Americans. Students should write their information on a sticky note and then place it under the appropriate column.

that it had the appearance of being built with an arched roof. It contained a great quantity of maize or Indian corn and beans, and the year previous, and those lay near the river, for the use of drying and to load three ships, besides what was growing in the fields. On the 1st of October, he sent his men to spread out to spin, and some food was immediately secured in well-made red wooden boats.

Two men . . . brought in a pair of pipes, which they had made themselves, and which they had made with them for the night, but I remained, after a short time, on board the ship. The Indians who came to call were all naked, and lay in four squares, and it also abounds in trees of every description. These Natives are very bold, and when they see any person would not remain, they supposed that I was afraid of their bows and, taking their arrows, they broke them in pieces and scattered them.

In last September, Hudson decided to sail back to Europe. He himself wanted to stay in the Americas for the winter, but his crew were tired of exploring and were dreaming of money.

The river Hudson discovered on his third voyage was later named after him. Even today it is known as the Hudson River.

*Hudson River today*



### Student Reader pages 80–81

#### Hudson River Today

The river that Hudson discovered on his third **voyage** was later named after him. Even today it is known as the Hudson River. Other Dutchmen came to this part of the world after Hudson. They built a city at the mouth of the Hudson River. They called this city New Amsterdam. Later its name was changed to New York. Today, Manhattan is the name of one of the parts of New York City and New York City is the most populous city in the United States.

part of the world after Hudson. They built a city at the mouth of the Hudson River, on an island the Natives called Mannahatta. The Dutch called this city New Amsterdam. Later its name was changed to New York. Today, Manhattan is the name of one of the parts of New York City, and New York City is the most populous city in the United States.



that had the appearance of being built with an arched roof. It contained a great quantity of native or Indian corn, which was all the food that they had to eat near the house, for the purpose of drying to load these ships, besides what was growing in the fields. On some occasions, when the Indians would come out to sit upon, and some food was immediately served in stone-made red bowls.

The Indians brought us a pair of pigeons, which they had shot. ... They supposed that I would remain with them for the winter but I remained, after a short time, for the purpose of getting back to Europe. I had no cultivation that ever in my life for a spoon, and it also abounded in trees of every description. These Natives are very fond of eating venison, and when they have no venison, they supposed that I was afraid of their bows; and, taking their arrows, they broke them in pieces and then ate the feathers.

In late September, Hudson decided to sail back to Europe. He himself wanted to stay in the Americas for the winter, but his crew were tired of exploring and were dreaming of money.

The crew Hudson discovered on his third voyage was later named after him. Even today it is known as



*Hudson River today*

the Hudson River. Other Dutchmen came to this part of the world after Hudson. They built a city at the mouth of the Hudson River, which they called Manhattan. The Dutch called this New Amsterdam. Later its name was changed to New York. Today New York is one of the most important cities of New York City and New York City is the most populous city in the United States.

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

## Student Reader pages 80–81 Map of Fourth Voyage

In 1610, Hudson set off on a fourth **voyage**. This time, he was sponsored by two English companies—the Virginia Company and the British East India Company and the British East India

Company. Similar to the Dutch East India Company, these companies were also **trading companies**. Hudson's goal was the same: to find a Northwest Passage, a water route that would lead through the American continent and allow ships to sail to Asia.

Hudson sailed west, but he stayed far to the north. He reached Greenland in early June. A few weeks later he and his men found a large **strait** that led into the center of North America. Hudson hoped it might lead all the way through to Asia.

On August 2, Hudson sailed out of the **strait** and into a large bay. Today this bay is known as the Hudson Bay, and the **strait** is known as the Hudson **Strait**. Hudson spent the next few months **exploring** the coast of the bay.

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

## Support

Point to the Hudson Strait and the Hudson Bay in the image.



Hudson sailed west, but he arrived far to the north. He reached Greenland in early June. A few weeks later he and his men found a large **strait** that led into the center of North America. Hudson hoped it might lead all the way through to Asia.

On August 2, Hudson sailed out of the **strait** and into a large bay. Today this bay is known as the Hudson Bay. The bay that is known as the Hudson Strait. Hudson spent the next few months **exploring** the coast of the bay.

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

When spring came, Hudson wanted to explore some more. Most of the men on the ship wanted to sail back to England. A big fight broke out.

In the end, the sailors **mutinied**. They put Hudson, his son, and some others they did not like in a small, open boat and sailed away. Henry Hudson, the great **explorer**, was never heard from again.

## Student Reader page 83 Hudson Abandoned by His Crew

When spring came, Hudson wanted to **explore** some more. Most of the men on the ship wanted to sail back to England. A big fight broke out.

In the end, the sailors **mutinied**. They put Hudson, his son, and some others they did not like in a small, open boat and sailed away. Henry Hudson, the great **explorer**, was never heard from again.

## DISCUSSING THE READ-ALOUD (10 MIN.)



ENGLISH  
LANGUAGE  
LEARNERS

Speaking and Listening  
Reading/Viewing Closely

### Beginning

Ask students yes or no questions; e.g., “Did Henry Hudson find a Northwest Passage?”

### Intermediate

Have students give one- or two-word answers when asked questions; e.g., “How many voyages did Henry Hudson make before his crew mutinied and left him behind?”

### Advanced/ Advanced High

Provide students with sentence starters to answer discussion questions.

**ELPS 2.G; ELPS 2.I**

1. **Inferential.** Did Hudson’s first voyage succeed? Why or why not?
  - » No, he had to turn around and return to England because he could not sail through the ice.
2. **Inferential.** What made Hudson realize this river was not the Northwest Passage for which he was searching?
  - » Farther upstream, the river narrowed.
3. **Inferential.** How did Hudson’s third voyage end?
  - » When Hudson’s crew threatened to mutiny, they returned to Europe before the winter.
4. **Literal.** On Hudson’s fourth and final voyage, what part of North America did he explore?
  - » the areas around present-day Canada, in the areas now known as the Hudson Strait and the Hudson Bay
  - Have a student volunteer locate on Image Card C.U9.L3.1, or on a world map or globe, the Hudson Strait and the Hudson Bay.
5. **Evaluative.** Why do you think Hudson’s sailors mutinied and sent him away on a small boat at the end of his fourth voyage?
  - » Answers will vary, but could include that the sailors were upset with Hudson because they wanted to return home and he wanted to continue exploring.
  - Post the Exit Card chart or project Digital Projection DP.U9.L10.3.

### ➤ Exit Card (Projection DP.U9.L10.3)

#### Exit Card

Do you think Henry Hudson was an important explorer of North America even though he failed to find a Northwest Passage? Why or why not?

- Pass out half sheets of paper or an index card to each student. Give students 3 minutes to complete the exit card, and then collect it.

## WORD WORK: UNFAMILIAR (10 MIN.)

- In the Read-Aloud you heard, “[H]e and his men saw many *unfamiliar* creatures, including whales, seals, and walruses.”
- Say the word *unfamiliar* with me.

- When something is unfamiliar, it is unknown, or has not been experienced by someone.
  - Have you ever been in an unfamiliar setting, such as a strange building, shop, town, state, or country? Have you ever been in an unfamiliar situation where you were not sure what to do?
  - Turn to your partner and use the word *unfamiliar* to tell him or her about a time when you were in an unfamiliar situation.
  - What is the word we've been talking about? What part of speech is the word *unfamiliar*?
  - Use a Synonyms and Antonyms activity for follow-up. Ask students, "What does *unfamiliar* mean? What are some synonyms, or words that have a similar meaning?" Prompt students to provide words like *new*, *unknown*, *foreign*, etc. Then ask, "What are some words or phrases you know that are antonyms, or opposites, of *unfamiliar*?" Prompt students to provide words like *familiar*, *known*, *recognized*, *usual*, *common*, etc. Ask students to point out the prefix of *unfamiliar* that gives it the opposite meaning. As students share synonyms and antonyms, make sure that they use the word *unfamiliar* in a complete sentence: "*Unknown* is a synonym of *unfamiliar*."
- 

## Lesson 10: Henry Hudson Reading



**Primary Focus:** Students will determine cause and effect relationships between the events in the exploration and journey of Henry Hudson.

 **TEKS 3.4; TEKS 3.9.D.iii; TEKS 3.12.A**

### VOCABULARY: "HENRY HUDSON"

**solid**, firm and hard

**iceberg**, a large mass of ice floating in the ocean

**rebel**, to fight against the person or people in charge

**maize**, corn

**expanse**, a large, open area

 **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

| Vocabulary Chart for “Ears and Hearing” |                                 |                                  |
|-----------------------------------------|---------------------------------|----------------------------------|
| Type                                    | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
| Vocabulary                              | iceberg<br>maize                | solid<br>rebel<br>expanse        |
| Multiple Meaning Vocabulary Words       |                                 |                                  |
| Sayings and Phrases                     |                                 |                                  |



### ENGLISH LANGUAGE LEARNERS

Reading  
Reading/Viewing Closely

#### Beginning

Ask students prediction questions. Students give yes or no answers and point to images in the text as support.

#### Intermediate

Point to an image in the text and read the caption. Students make a prediction based on this picture and caption.

#### Advanced/Advanced High

Point to an image in the text and ask students to read the caption. Students make a prediction based on the image and caption.

**ELPS 4.F; ELPS 4.J**

#### Activity Page 10.1



## 9 Henry Hudson

John Cabot was not the only person who wanted to find a Northwest Passage to the Indies. English explorer Henry Hudson had the same goal. Very little is known about Henry Hudson's early life, but we do know he had an interest in **exploring** Arctic geography.

Hudson made his first attempt to find the Northwest Passage in 1607, more than a hundred years after Cabot made his **voyages**. Hudson's idea about how he might



*Portrait of Henry Hudson and map showing his sailing idea*

74



*Hudson's boat stuck in pack ice*

get to the Indies was similar to Cabot's. Hudson's idea was to sail north, right over the North Pole. He knew the polar region was cold and icy, but he also knew that the sun never set during the summer months. He thought the summer sun might melt a lot of the ice, making it possible to sail over the top of the earth and come out on the other side of the world in Asia.

In May of 1607, Hudson **embarked** from England with a single ship called the *Hopewell*. Six weeks later his men sighted the eastern coast of Greenland. Hudson sailed along the eastern coast of Greenland and then turned and sailed northeast because there was so much ice. During their **voyage**, he and his men saw many **unfamiliar** creatures, including whales, seals, and walruses.

75

In mid-July they reached the Spitsbergen **archipelago** [ahr-kuh-pel-uh-goh] which is a chain of islands that has an arctic climate. When Hudson tried to **navigate** this region, it was surrounded by pack ice, or frozen seawater. On May 16, Hudson's ship almost got stuck in the ice. For a while, it was "touch and go." A few days later, Hudson decided he could not reach the North Pole because of all the ice. He turned around and sailed back to England.

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

In 1609, Hudson made a third attempt to find the Northwest Passage. This time he sailed for the Dutch under the Dutch East India Company. The Dutch East India Company was a **trading company** that formed to protect their **trade** in what was called the East Indies. The company hired Hudson and told him to follow a similar route he had attempted on his previous **voyage**, sailing north of Scandinavia and Russia. The hope was that he would be able to sail over the top of the



Map showing Hudson's three **voyages**

earth and land in Asia. Hudson left Amsterdam, the Netherlands, in April of 1609, onboard the Dutch ship, the *Half Moon*. As he made his way north, he saw more and more ice. Eventually, there was so much ice that Hudson decided to give up and turn around in mid-May.

Instead of sailing back to Amsterdam, as he had been told to do, Hudson decided to sail west. Hudson sailed across the Atlantic and sighted Newfoundland on July 12. He sailed along the coast of North America, **exploring** much of what is now the east coast of United States. He and his men sailed as far south as Virginia, where the Jamestown settlement had recently been **established**. Then they turned north.



*Hudson sailing upriver*

On September 3, they came upon a large river that emptied into the Atlantic. Hudson and his men **explored** the river, sailing upstream. When Hudson saw the river widening out, he thought the river he was **exploring** might be the Northwest Passage that he and **explorers** before him had been seeking for years. Farther upstream, the river **narrowed**, and Hudson began to think maybe it would not lead him through the continent. Nevertheless, it was an interesting discovery. Hudson claimed the area for the Netherlands and the Dutch.

78

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

"I sailed to the shore in one of their canoes, with an old man who was the chief of a tribe consisting of forty men and seventeen women. These I saw there, in a house well-constructed of oak bark, and circular in shape, so

*Hudson eating with Native Americans*



79

that it had the appearance of being built with an arched roof. It contained a great quantity of maize or Indian corn, and beans of the last year's growth; and there lay near the house, for the purpose of drying, enough to load three ships, besides what was growing in the fields. On our coming into the house, two mats were spread out to sit upon, and some food was immediately served in well-made red wooden bowls.

Two men . . . brought in a pair of pigeons, which they had shot. . . They supposed that I would remain with them for the night; but I returned, after a short time, on board the ship. The land is the finest for **cultivation** that I ever in my life set foot upon, and it also **abounds** in trees of every description. These Natives are a very good people; for when they saw that I would not remain, they supposed that I was afraid of their bows; and, taking their arrows, they broke them in pieces and threw them into the fire."

In late September, Hudson decided to sail back to Europe. He himself wanted to stay in the Americas for the winter, but his men were tired of **exploring** and were threatening to **mutiny**.

The river Hudson discovered on his third **voyage** was later named after him. Even today it is known as



Hudson River today

the Hudson River. Other Dutchmen came to this part of the world after Hudson. They built a city at the mouth of the Hudson River, on an island the Natives called Mannahatta. The Dutch called this city New Amsterdam. Later its name was changed to New York. Today, Manhattan is the name of one of the parts of New York City and New York City is the most populous city in the United States.

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



Map of fourth voyage

Hudson sailed west, but he stayed far to the north. He reached Greenland in early June. A few weeks later he and his men found a large **strait** that led into the center of North America. Hudson hoped it might lead all the way through to Asia.

On August 2, Hudson sailed out of the **strait** and into a large bay. Today this bay is known as the Hudson Bay, and the **strait** is known as the Hudson **Strait**. Hudson spent the next few months **exploring** the coast of the bay.

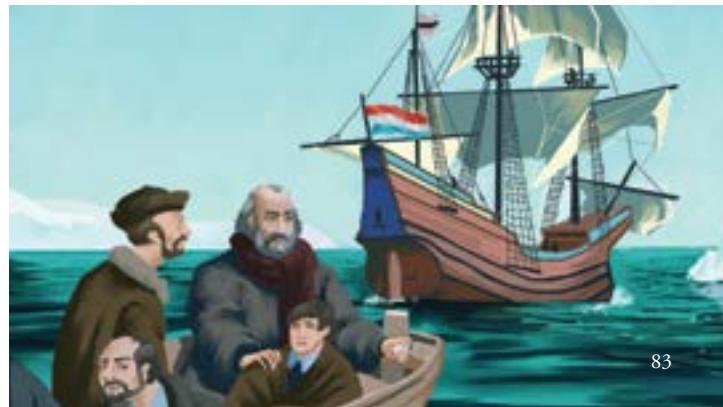
82

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

When spring came, Hudson wanted to **explore** some more. Most of the men on the ship wanted to sail back to England. A big fight broke out.

In the end, the sailors **mutinied**. They put Hudson, his son, and some others they did not like in a small, open boat and sailed away. Henry Hudson, the great **explorer**, was never heard from again.

*Hudson abandoned by his crew*



83

## Support

Work in a small group with students who are struggling to read on grade level.

## Challenge

Students who complete the reading and Activity Page 10.1 early can practice opinion writing: Pretend to be one of Henry Hudson's crew who sailed back to England without him. Use strong adjectives to make an argument saying why you left him behind.

## VOCABULARY REVIEW (10 MIN.)

- Divide the students into three groups. Assign each group three vocabulary words: *embark*, *abounds*, and *archipelago*; *trading company*, *Algonquian*, and *cultivation*; *strait*, *narrowed*, and *unfamiliar*. Instruct students to work together to use the glossary and the Student Reader to define each of the vocabulary terms on Activity Page 10.2.
- Display these pages in the classroom to reference through the remainder of the unit.

## Lesson 10: Henry Hudson

# Language



**Primary Focus:** Students will apply spelling patterns to correctly spell words containing the /f/ sound. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### INTRODUCING SPELLING PATTERN /f/ (15 MIN.)

- Draw the following chart on the board or chart paper, or prepare to project Digital Projection DP.U9.L10.4.

#### ► Spelling Chart (Projection DP.U9.L10.4)

| 'f' > /f/ | 'ff' > /f/ | 'ph' > /f/ | 'gh' > /f/ |
|-----------|------------|------------|------------|
|           |            |            |            |
|           |            |            |            |
|           |            |            |            |
|           |            |            |            |
|           |            |            |            |
|           |            |            |            |

- Cover the headers so that students cannot see them.

**Note:** During this week, students will review spellings of /f/ spelled 'f', 'ff', 'ph', and 'gh'. Students should be familiar with these spellings as they were taught in Grade 2.

- Here are some patterns for you to be aware of:

- 'f' is the most common spelling for the /f/ sound. It is used in the initial position (*fun, fig*), in the final position (*leaf, deaf*), in the initial consonant clusters *fl-* and *fr-* (*flop, fresh*), in the final consonant clusters *-ft, -fth*, and *-lf* (*lift, fifth, elf*), and with separated digraphs (*safe, life*).
- Only 'f' and 'ph' are used at the beginning of words and syllables.
- 'f', 'ff', and 'ph' are used at the end of words and syllables.
- 'ff' is commonly found after "short" vowels written with single-letter spellings; thus, we write *stiff* but *deaf*.

### Activity Page 10.2



ENGLISH  
LANGUAGE  
LEARNERS

#### Language

##### Beginning

Read spelling words aloud to the students and work together to underline the /f/ sound in each word. Ask students to repeat the spelling word back.

##### Intermediate

Choral read each spelling word with students and ask them to underline the part of the word that makes the /f/ sound. Ask students to reread the spelling word independently.

##### Advanced/Advanced High

Encourage students to participate in the group sorting activity with the help of a supportive group member.

#### ELPS 1.B

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## Support

Group struggling students with group members who will help them to participate, but not do the work for them. Ask these students to read each spelling word aloud before they attempt to sort it.

## Challenge

Give students blank sticky notes or index cards and ask them to write a word that is not on the spelling list that could fit under one of the chart headings.

- ‘ph’ is used mainly to spell words borrowed from Greek. It is used in the consonant cluster –mph (*lymph*).
- Words with final /f/ tend to keep the spelling they have in the root form, even when suffixes beginning with a vowel sound are added: *leaf* > *leafy*; *oaf* > *oafish*; *stuff* > *stuffy*.
- ‘gh’ > /f/ rarely occurs, but when it does, it is at the end of root words (*laugh*, *rough*).
- Divide the class into two groups and pass out one set of spelling words to each group. Ask students to work as a group to determine the common spelling patterns among this week’s words. Students should take turns reading the words aloud so that they can read patterns that may not be obvious otherwise. Direct the groups to sort the spelling words according to the patterns that they think they see.
- Allow each group to present the groupings that they have created and explain their reasoning behind each one. Hint and advise students as to whether or not they have come close to solving this week’s spelling pattern.
- Uncover the headings on the chart or DP.U9.L10.4. Call on students to bring one spelling word card to the chart and place it under the correct header.

## Lesson 10: Henry Hudson

# Take-Home Material

- Have students take home Activity Page 10.3 to read to an adult and Activity Page 10.4 to share with an adult.

**Note:** Activity Page 10.3 is an additional passage on Henry Hudson.

Activity Pages  
10.3 and 10.4



## 11

# Samuel de Champlain

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will describe the long-term effects of Champlain's expeditions in



North America. **TEKS 3.1.A**

Students will evaluate and compare the motivations and outcomes of



European explorers in North America. **TEKS 3.6.G; TEKS 3.6.H**

### Reading

Students will interpret information from the text to assign character traits to



Samuel de Champlain. **TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.12.C**

### Language

Students will apply words *more* and *most* to comparative and superlative



adjectives. **TEKS 3.11.D.iv**

## FORMATIVE ASSESSMENT

### Exit Card

**Samuel de Champlain** Evaluate the motivations and outcomes of Champlain and other explorers.



**TEKS 3.6.G; TEKS 3.6.H**

### Exit Card

**Comparative and Superlative Adjectives** Write the correct form of a given adjective as it would appear in the given sentence. **TEKS 3.11.D.iv**



**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including their comparative and superlative forms.

## LESSON AT A GLANCE

|                                                | <b>Grouping</b>          | <b>Time</b> | <b>Materials</b>                                                                                                                 |
|------------------------------------------------|--------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (55 min.)</b>        |                          |             |                                                                                                                                  |
| Introducing the Read-Aloud                     | Whole Group              | 10 min.     | <input type="checkbox"/> <i>The Age of Exploration</i><br><input type="checkbox"/> Image Card C.U9.L3.1 or globe                 |
| Read-Aloud: "Samuel de Champlain"              | Whole Group              | 30 min.     | <input type="checkbox"/> Explorer: Reason for His Expedition Chart (Digital Projections)                                         |
| Discussing the Read-Aloud                      | Whole Group/ Partner     | 10 min.     | <input type="checkbox"/> Purpose for Listening (Digital Projections)<br><input type="checkbox"/> Exit Card (Digital Projections) |
| Word Work: <i>Envisioned</i>                   | Whole Group/ Independent | 5 min.      | <input type="checkbox"/> index cards or half sheets of paper                                                                     |
| <b>Reading (40 min.)</b>                       |                          |             |                                                                                                                                  |
| Introducing the Reading                        | Whole Group              | 5 min.      | <input type="checkbox"/> <i>The Age of Exploration</i><br><input type="checkbox"/> Activity Pages 11.1, 11.2                     |
| Partner Reading: "Samuel de Champlain"         | Partner                  | 30 min.     | <input type="checkbox"/> half sheets of paper                                                                                    |
| Vocabulary Review                              | Small Group              | 5 min.      |                                                                                                                                  |
| <b>Language (25 min.)</b>                      |                          |             |                                                                                                                                  |
| Grammar: Comparison and Superlative Adjectives | Whole Group              | 20 min.     | <input type="checkbox"/> Activity Page 11.3<br><input type="checkbox"/> index cards or half sheets of paper                      |
| Exit card                                      | Independent              | 5 min.      | <input type="checkbox"/> Exit Card (Digital Projections)                                                                         |
| <b>Take-Home Material</b>                      |                          |             |                                                                                                                                  |
| Word Meanings                                  |                          |             | <input type="checkbox"/> Activity Page 11.4                                                                                      |

## ADVANCE PREPARATION

### Speaking and Listening

- Image Card C.U9.L3.1
- Half sheets of paper or index cards
- Have a globe or world map available.
- On chart paper, create the following Explorer: Reason for His Expedition graphic organizer or prepare to display Digital Projection DP.U9.L11.1.

| Explorer                      | Reason for His Expedition |
|-------------------------------|---------------------------|
| Christopher Columbus          |                           |
| Ponce de Leon                 |                           |
| Hernando de Soto              |                           |
| Francisco Vasquez de Coronado |                           |
| John Cabot                    |                           |
| Henry Hudson                  |                           |
| Samuel de Champlain           |                           |

- Write the Purpose for Listening on the board or chart paper or prepare to display Digital Projection DP.U9.L11.2.

### Purpose for Listening

1. How did Samuel de Champlain change the way Europeans thought about North America?
2. Think about the motivations and outcomes of European explorers in America. Which outcomes were most closely aligned with the explorers' motivations? Why?
3. Who were the first people in North America?

- Write the following Exit Card questions on chart paper or the board, or prepare to display Digital Projection DP.U9.L11.3.

### Exit Card

1. How did Samuel de Champlain change the way Europeans thought about North America?
2. Think about the motivations and outcomes of European explorers in America. Which outcomes were most closely aligned with the explorers' motivations? Why?
3. Who were the first people in North America?

## **Reading**

- Predetermine partners and groups for the reading lesson.

## **Language**

- Write the following fill-in the blank sentences on chart paper or the board, or prepare to display Digital Projection DP.U9.L11.4.

## **Exit Card**

1. I think that my sister is the \_\_\_\_\_ person in the world. (funny)
2. I believe that my brother is \_\_\_\_\_ than my dad. (fast)
3. In my opinion, daisies are \_\_\_\_\_ than roses. (beautiful)
4. I imagine that the Statue of Liberty is the \_\_\_\_\_ statue in New York.  
(famous)

## **Universal Access**

- Display vocabulary words (*landfall, navigator, pelts, envisioned, honorary, reputation, status*) in the classroom during and after instruction to reinforce word meaning.
- Preteach terms: *trade* and *pelt*.
- Have students illustrate the meaning of the vocabulary words: *landfall, navigator, pelts, envisioned, honorary, reputation, status*, and *profitable*.
- Have students work in groups or with partners during vocabulary exercises and comprehension discussion for support.
- Provide sentence frames for making and reflecting on predictions.

**Lesson 11: Samuel de Champlain**

# Speaking and Listening

55M

**Primary Focus:** Students will describe the long-term effects of Champlain's expeditions in North America. **TEKS 3.1.A**

Students will evaluate and compare the motivations and outcomes of European explorers in North America. **TEKS 3.6.G; TEKS 3.6.H**

**VOCABULARY: “SAMUEL DE CHAMPLAIN”**

**envisioned**, imagined what something would look like or be like

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

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

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

**pelts**, hides or skins of animals, including the fur

**profitable**, makes money

**reputation**, the public opinion by which someone or something is perceived

**status**, the position of someone compared to others in that group

**Vocabulary Chart for “Samuel de Champlain”**

| Type                              | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                             |
|-----------------------------------|---------------------------------|--------------------------------------------------------------|
| Vocabulary                        | landfall<br>navigator<br>pelts  | envisioned<br>honorary<br>profitable<br>reputation<br>status |
| Multiple Meaning Vocabulary Words |                                 |                                                              |
| Sayings and Phrases               |                                 |                                                              |

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding.

## INTRODUCING THE READ-ALOUD (10 MIN.)

- Ask students to think back about the explorers about which they have read in this unit. As a class, make a list on the board of the goals of each explorer by filling in the Explorer: Reason for His Expedition, chart or project Digital Projection DP.U9.L11.1.

### ► Explorer: Reason for His Expedition (Projection DP.U9.L11.1)

| Explorer                      | Reason for His Expedition |
|-------------------------------|---------------------------|
| Christopher Columbus          |                           |
| Ponce de Leon                 |                           |
| Hernando de Soto              |                           |
| Francisco Vasquez de Coronado |                           |
| John Cabot                    |                           |
| Henry Hudson                  |                           |
| Samuel de Champlain           |                           |

### Answer Key

| Explorer                      | Reason for His Expedition                                                            |
|-------------------------------|--------------------------------------------------------------------------------------|
| Christopher Columbus          | <i>find a shorter route to the Indies</i>                                            |
| Ponce de Leon                 | <i>find the Fountain of Youth to become rich, famous, and immortal</i>               |
| Hernando de Soto              | <i>find gold in Florida and become rich</i>                                          |
| Francisco Vasquez de Coronado | <i>find the Seven Cities of Cibola, which were supposedly paved with gold</i>        |
| John Cabot                    | <i>find a Northwest Passage to the Indies</i>                                        |
| Henry Hudson                  | <i>find a Northwest Passage over the North Pole or through America to the Indies</i> |
| Samuel de Champlain           | <i>establish permanent colonies and trading posts in North America*</i>              |

\*This row will not be filled in until the end of the Read-Aloud.

- Inform students that during today's Read-Aloud, they will be listening to find the answer to three important questions. Write the "Purpose for Listening" on the board or chart paper, or project Digital Projection DP.U9.L11.2 for students' reference throughout the lesson.

## Support

Show a map of the world and ask students, "On what continent is the country of France?"

» Europe

## Challenge

Point to these areas in the image. What other explorer did you hear about who also explored Newfoundland?

» John Cabot

## ► Purpose for Listening (Projection DP.U9.L11.2)

### Purpose for Listening

How did Samuel de Champlain change the way Europeans thought about North America?

Think about the motivations and outcomes of European explorers in America. Which outcomes were most closely aligned with the explorers' motivations? Why?

Who were the first people in North America?

- Read the questions aloud in a choral read with the class before moving on to the Read-Aloud.
- Tell students that before they begin to learn about Samuel de Champlain's explorations, there are two important terms that they need to know. The first is the word *pelt*. A pelt is the fur and skin of an animal. In the time of Champlain, people did not have a lot of options for what they could use to make clothing and stay warm. In Europe, people made their clothes from wool or animal pelts. Some very rich people had clothes made from silk. Ask students, "Which of those would be the warmest? Which do you think was hardest to find?"
- Tell students that the second word they will need to know is *trade*. This type of trade is similar to trading you may do all the time, such as trading baseball cards or trading lunches. In this chapter, you will learn that the word *trade* can also be a noun that means a business. Before people used dollars and cents to buy things in stores, they went to trading posts and traded something that they had a lot of for something that they needed.

### READ-ALOUD: "SAMUEL DE CHAMPLAIN" (30 MIN.)

- Tell students to turn to the Table of Contents and locate today's chapter, "Samuel de Champlain." Have students turn to the first page of the chapter and follow along during the Read-Aloud.



### Student Reader pages 84–85 Samuel de Champlain and Map of New France

The French **explorer** Samuel de Champlain made his first **voyages** to North America around the time Henry Hudson was trying to find the Northwest Passage. Champlain earned a **reputation** for being a talented **navigator** by leading a two-year

Hudson was trying to find the Northwest Passage. Champlain earned a **reputation** for being a talented **navigator** by leading a two-year **expedition** to the West Indies and Central America. The son of a sea

captain, he was not born into high social **status** in France, but his accomplishments as a **navigator** and talented mapmaker earned him an **honorary** title of “royal geographer” from King Henry IV in his court.

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

---

## Support

Point to Nova Scotia on Image Card C.U9.L3.1, or on a world map or globe.

## Challenge

What other explorer did you hear about who also explored Newfoundland?

» John Cabot



## Student Reader pages 84–85

### Champlain on Fur-Trading Expedition

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

beaver **pelts** and other furs that could be sold in France. During this **voyage**, Champlain talked to fur **traders** and fishermen and met Native people of the areas he visited. He made a map of the St. Lawrence River, a long river that flows away from the Great Lakes and empties into the Atlantic Ocean. When he returned home to France, Champlain published a report on his **expedition**.

---



## Student Reader pages 86–87

### French Colonists Leaving Settlement in Winter

By 1604, Champlain took part in an attempt to start a French colony in “New France” with a small group of colonists. They suffered a difficult winter in the cold, snowy environment along the St. Croix River, during which almost half of the colonists died. After the winter ended, the surviving colonists moved to the area presently known as Nova Scotia. This colonization

## Challenge

Why would a colony on the river be the best place to establish a trading post?

» The river was the fastest and easiest way to transport the goods that the colonists were trading.

winter in their original settlement near the mouth of the St. Croix River, during which almost half of the colonists died. After Champlain and a few men **scouted** the surrounding area, the surviving colonists moved to the area presently known as Nova Scotia. This colonization attempt was not a success, but Champlain took this time to explore and map areas along the Atlantic coast, eventually sailing as far south as Cape Cod.



## Student Reader pages 86–88 Map of St. Lawrence River Colony with Maps of Routes around America

After **exploring** several possible locations along the northeastern Atlantic coast, Champlain decided

that the best place for a French colony was along the St. Lawrence River. Champlain **envisioned** this colony becoming a control center for the fur **trade**. This was a sign of an important change in the way Europeans thought about North America. John Cabot and Henry Hudson had been trying to find a way to go around America, or a way to go through it. They were not especially interested in America and its resources. They were interested in goods from Asia and what was called the East Indies, such as **spices** and silk. They thought of America as something that was blocking their way. With Champlain, there was a new way of thinking.

Champlain was still interested in finding a Northwest Passage. He went on several **expeditions** where that was an important goal. But he and many of the men who came after him began to think of North America not just as an obstacle on the path to more **profitable** places, but as a place that was **profitable** in its own right—and a place that might be worth settling.

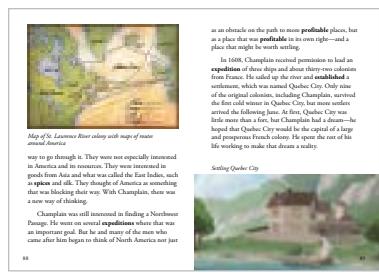
## Challenge

Why do you think it was important for Champlain to support the Native American tribes?

- » He needed to keep a good relationship with the Native Americans so they would bring pelts to him.

## Support

Point to the Great Lakes on Image Card C.U9.L3.1, or on a world map or globe.



## Student Reader pages 88–89 Settling Quebec City

In 1608, Champlain received permission to lead an **expedition** of three ships and about thirty-two colonists from France. He sailed up

the river and **established** a settlement, which was named Quebec City. Only nine of the original colonists, including Champlain, survived the first cold winter in Quebec City, but more settlers arrived the following June. At first, Quebec City was little more than a fort, but Champlain had a dream—he hoped that Quebec City would be the capital of a large and prosperous French colony. He spent the rest of his life working to make that dream a reality.

Champlain set up a fur-**trading** station in Quebec City. Native Americans could bring animal furs to the city, and French **traders** would buy the furs and ship them back to France.



## Student Reader pages 90–91 Champlain Trading with Native Allies

To ensure protection for the settlement in Quebec City, Champlain made an agreement with some of the tribes who lived along the St.

Lawrence, including the Huron and the **Algonquian** people. He supported these tribes in a war against the Iroquois, a large group of tribes who lived to the south in what is now New York State. Champlain led **expeditions** against the Iroquois and in 1609, he became the first European to visit the lake that is now named for him, Lake Champlain. In 1615, he became the first known European to arrive at the Great Lakes. There was more than just a military alliance between Champlain and the tribes; however, they learned things from each other as well. Even the name of the new city, Quebec, was borrowed from the Algonquian language spoken by many Native Americans living there. The word 'Quebec' comes from the Algonquian word 'けべく' meaning 'where the river narrows'. Both the Algonquian and Iroquois tribes still live in these regions today.

## Challenge

What is a missionary?

- » someone who goes somewhere, often a foreign place, to do religious work

What other European country sent missionaries to North America?

- » Spain

Americans throughout North America. The word Quebec comes from the **Algonquian** word **kebek**, meaning “where the river **narrows**.”

Both the Algonquian and Iroquois tribes still have thriving cultures, with many of their people still living in these regions today.



Champlain set up a fur trading center in Quebec City. Native Americans could bring animal furs to the city, and French traders would pay the furs and ship them back to France.

To ensure protection for the settlement in Quebec City, Champlain made an agreement with some of the native tribes along the St. Lawrence. He supported the Huron and the Neutral Nations. He supported these tribes in a war against the Iroquois, a large group of tribes in New York. In 1609, he led the first French-Canadian **fur traders** against the Iroquois. In 1613, he became the first European to visit the Ojibway village of Minnitawin.

Champlain made several trips to France to recruit new settlers and secure French government support of his colony. In 1613, he married a Native woman named Kadoomenta. She was the daughter of a chief who had been captured by the Iroquois. They settled in Quebec City. Champlain also brought missionaries to “New France” to teach the Native people about Christianity. The missionaries worked with the fur **traders** and the settlers to extend French settlements farther inland. In the end, Champlain was successful. The colony of Quebec did not just survive; it prospered. It became the first permanent French settlement on the continent of North America. The areas that made up “New France” remained part of the French empire for more than one hundred years and in time, became part of a larger country now known as Canada.

## Student Reader pages 90–91 French missionaries

Champlain made several trips to France to **recruit** new settlers and secure French government support of his colony. He eventually married

and brought his new wife to settle with him in Quebec City. He also brought missionaries to “New France” to teach the Native people about Christianity. The missionaries worked with the fur **traders** and the settlers to extend French settlements farther inland. In the end, Champlain was successful. The colony of Quebec did not just survive; it prospered. It became the first permanent French settlement on the continent of North America. The areas that made up “New France” remained part of the French empire for more than one hundred years and in time, became part of a larger country now known as Canada.

## Student Reader pages 92–94 European Explorers

Over the last couple of weeks, you have learned about many European **explorers** and their **expeditions**. You have learned that they were all so



French missionaries

more than a hundred years and in time became part of a larger country now known as Canada. Over the last couple of weeks, you have learned about many European **explorers** and their **expeditions**. You have learned that they were all so intrigued by stories of wealth, **spices**, and gold that they decided to explore unfamiliar lands and seas. These **explorers embarked** on investigative travels to find answers to their questions.

Now it's our turn to ask a question: Who was the first known European to explore America?

intrigued by stories of wealth, **spices**, and gold that they decided to **explore unfamiliar** lands and seas. These **explorers embarked** on investigative travels to find answers to their questions.

Now it's our turn to ask a question: Who was the first known European to explore America?

## Support

Pause to encourage students to think of an answer.

As you have heard, Christopher Columbus is the European often credited with “discovering” the Americas. While searching for a route to the East Indies, he accidentally bumped into islands in the Caribbean, now known as the West Indies.

However, Viking **explorer** Leif Eriksson, another European, had also traveled to the Americas. Eriksson landed in Vinland, which is in present-day Canada and is now called Newfoundland.

Historians believe that the Vikings landed in North America about five hundred years before Christopher Columbus and John Cabot. John Cabot landed in the same area as the Vikings. Though Newfoundland was not continuously inhabited, it had certainly been by the time Columbus landed in the Caribbean.

All of the European **explorers** we’ve learned about—Columbus, Ponce de León, de Soto, Coronado, Cabot, Hudson, and Champlain—landed in many different parts of the Americas, claiming their discoveries in honor of their countries. But it’s important to remember that when these **explorers** made **landfall**, they learned there were already people living in North America. Who were these people?

not continuously inhabited, it had certainly been by the most advanced people in the Caribbean.

All of the European **explorers** we’ve learned about—

Columbus, Ponce de León, de Soto, Coronado, Cabot, Hudson, and Champlain—landed in many different parts of the Americas, claiming their discoveries in honor of their countries. But it’s important to remember that when these **explorers** made **landfall**, they learned there were already people living in North America. Who were these people?

What do you remember about the Native Americans

These people had already been in the Americas for thousands of years. They were the first people here when and how they arrived here, more agree that they came from Asia fifteen thousand and fifty thousand years ago.

Evidence suggests there were at least 2 million and possibly as many as 18 million Native people in North America when the European **explorers** first arrived. That means for every one of Columbus’ men who scouted out North America, there were thousands of Native Americans already living there!

The Native peoples living according to their own customs and cultures, had developed their own farming.

94



Native Americans  
made and exchanged goods, and built great civilizations in the Americas. Europeans exploring and later settling in the Americas brought with them their own cultures and beliefs, leading to conflict and the death of millions of Native Americans. Even today, Native American communities are still living with all of the things they experienced.

Although we cannot know for sure who were the first people living in the Americas and when or how they arrived, what we can say for sure is that in the history, culture, and traditions of Native Americans and the European **explorers** are still evident today.

## Student Reader pages 94–95

### Native Americans

What do you remember about the Native Americans? These people had already been in the Americas for thousands of years. They were the first people here when and how they arrived here, more agree that they came from Asia fifteen thousand and fifty thousand years ago.

Evidence suggests there were at least 2 million and possibly as many as 18 million Native people in North America when the European **explorers** first arrived. That means for every one of Columbus’ men who scouted out North America, there were thousands of Native Americans already living there!

archaeologists debate exactly when and how they arrived here, most agree that they came from Asia between fifteen thousand and fifty thousand years ago.

Evidence suggests that there were at least 2 million and possibly as many as 18 million Native people in North America when the European explorers first arrived. That means for every one of Columbus’ men who scouted out North America, there were thousands of Native Americans already living there!

## Support

Have a volunteer point to Newfoundland on Image Card C.U9.L3.1, or on a world map or globe.

## Challenge

What do you think a historian’s job is? Why is that an important job?

» Answers will vary.

Pause and allow students to share what they remember about Native Americans.

The Native peoples lived according to their own customs and cultures, had developed their own farming, trade and economic systems, and built great civilizations in the Americas. Europeans **exploring** and later settling in the Americas brought with them their own cultures and curiosity, as well as diseases, which resulted in the deaths of millions of Natives Americans. Even today, Native American communities are still living with all of the impacts.

Although we cannot know for sure who were the first people living in the Americas and when or how they arrived, what we can say for certain is that the history, culture, and legacy of both the Native Americans and the European **explorers** are still evident today.

### DISCUSSING THE READ-ALOUD (10 MIN.)

#### ENGLISH LANGUAGE LEARNERS



#### Speaking and Listening Reading/Viewing Closely

##### Beginning

Ask students yes or no questions; e.g., "Did Samuel de Champlain establish a successful trading colony?"

##### Intermediate

Have students give one- or two-word answers when asked questions; e.g., "What was the main item that Samuel de Champlain traded and sent back to France?"

**Advanced/Advanced High**  
Provide students with sentence starters to answer discussion questions.

**ELPS 2.G; ELPS 2.I**

- Display the Explorer: Reason for His Expedition chart or project Digital Projection DP.U9.L11.1. Ask students to turn to a partner to discuss what they would like to write in the space beside Samuel de Champlain. Allow partners to share their ideas and lead the class to a consensus as to which answer you will write down to complete the graphic organizer.

#### ➤ Explorer: Reason for His Expedition (Projection DP.U9.L11.1)

- Ask students the following questions:
  - Literal.** Although Samuel de Champlain was not born into a high social status, he enjoyed a good reputation. What was his reputation among the people of France?
    - reputation for being a talented navigator and mapmaker
  - Literal.** What honorary title did King Henry IV of France give to Champlain?
    - royal geographer
  - Inferential.** Because of this reputation as a talented navigator and mapmaker, what was Champlain invited to do?
    - sail to New France, which today is Canada, on a fur-trading expedition to get pelts to sell in France
  - Evaluative.** How would you describe the relationship between Champlain and the Native Americans he met in New France?
    - He formed alliances with some tribes, such as the Huron and the Algonquian tribes, and worked with them against some competing tribes such as the Iroquois confederacy.

9. **Evaluative.** How did this relationship compare to some of the former interactions of Europeans and Native Americans?

» Champlain formed alliances with the Native Americans, and these alliances were more than military alliances. The French merchants and the Native Americans traded with each other and learned from one another. The name of the new city, Quebec, was borrowed from the Algonquian people's language. The settlement of Quebec prospered with Native American cooperation.

- Pass out half sheets of paper or index cards to each student. Display the following Exit Card chart or project Digital Projection DP.U9.L11.3.

### ► Exit Card (Projection DP.U9.L11.3)

#### Exit Card

1. How did Samuel de Champlain change the way Europeans thought about North America?
2. Think about the motivations and outcomes of European explorers in America. Which outcomes were most closely aligned with the explorers' motivations? Why?
3. Who were the first people in North America?

- Ask students to answer each of the questions on their exit card and then turn it in.

### WORD WORK: ENVISIONED (5 MIN.)

- Say to the class:

- In the Read-Aloud you heard, "Champlain envisioned this colony becoming a control center for the fur trade."
- Say the word *envisioned* with me.
- When you have envisioned something, you have imagined how something could look or be. For example, Toni envisioned getting a puppy for her birthday.
- Have you ever envisioned what something would look like or feel like while you were waiting for it to happen? Be sure to use the word *envisioned* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "I envisioned . . .").
- What root word do you hear in the word *envision*? (vision). You learned about *vision* and how the brain interprets what the eyes see in the domains *The Human Body: Systems and Senses* and *Light and Sound*. Think about what the mind "sees" when it envisions something.

### Support

When have you envisioned something? Describe what was about to happen and what you envisioned it would look like or be like.

### Challenge

What achievements and/or profits did the explorers envision gaining from their travels?



ENGLISH  
LANGUAGE  
LEARNERS

### Reading

Reading/Viewing Closely

### Beginning

Ask students yes or no questions based on the images in the Reader; e.g., "Did Samuel de Champlain want to take beaver pelts and furs back to France?"

### Intermediate

Point to an image in the text and read the caption. Ask students to make a prediction based on this picture and caption.

### Advanced/Advanced High

Point to an image in the text and ask students to read the caption. Assist students in making a prediction based on the image and caption.

**ELPS 4.F; ELPS 4.J**

## Lesson 11: Samuel de Champlain Reading



**Primary Focus:** Students will interpret information from the text to assign character traits to Samuel de Champlain as a leader.

 **TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.12.C**

### INTRODUCING THE READING (5 MIN.)

- Tell students they will reread the passage on Samuel de Champlain with a partner to complete Activity Page 11.1.
- Make sure that you and your students each have a copy of the Student Reader.

### PARTNER READING: “SAMUEL DE CHAMPLAIN” (30 MIN.)

- Have students take out Activity Page 11.1.
- Remind students to that when reading aloud with a partner, to focus on volume, making exclamations and pace.
- Pair students for partner reading of “Samuel de Champlain.” Allow students to either choral read or round robin read based on their level of proficiency. While students read, they should stop at the end of every other paragraph to see if they have read any information that will help them to complete the cause and effect relationships in Activity Page 11.1.
- If time permits, review Activity Page 11.1 as a whole group.

### Activity Page 11.1



#### Support

Work in a small group with students who are struggling to read on grade level.

#### Challenge

Students who complete the reading and Activity Page 11.1 early can practice opinion writing: Pretend to be a Native American who traded with Samuel de Champlain. Use superlatives and opinion sentence starters to tell how you feel about the establishment of the French colony.

 **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

## Chapter 10 Samuel de Champlain



The French **explorer** Samuel de Champlain made his first **voyages** to North America around the time Henry Hudson was trying to find the Northwest Passage. Champlain earned a **reputation** for being a talented **navigator** by leading



Samuel de Champlain and map of New France

84

a two-year **expedition** to the West Indies and Central America. The son of a sea captain, he was not born into high social **status** in France, but his accomplishments as a **navigator** and talented mapmaker earned him an **honorary** title of “royal geographer” from King Henry IV in his court.

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

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

85



*Champlain on fur trading expedition*

Great Lakes and empties into the Atlantic Ocean. When he returned home to France, Champlain published a report on his **expedition**.

By 1604, Champlain took part in an attempt to start a French colony in “New France” with a small group of colonists. They suffered a difficult winter in their original settlement near the mouth of the St. Croix River, during which almost half of the colonists died. After Champlain and a few men **scouted** the surrounding area, the surviving colonists moved to the area presently known as Nova Scotia. This colonization

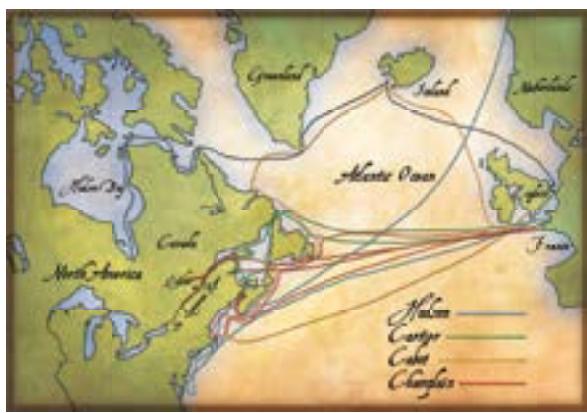
attempt was not a success, but Champlain took this time to explore and map areas along the Atlantic coast, eventually sailing as far south as Cape Cod.

After **exploring** several possible locations along the northeastern Atlantic coast, Champlain decided that the best place for a French colony was along the St. Lawrence River. Champlain **envisioned** this colony becoming a control center for the fur **trade**. This was a sign of an important change in the way Europeans thought about North America. John Cabot and Henry Hudson had been trying to find a way to go around America, or a

*French colonists leaving the settlement in winter*



87



*Map of St. Lawrence River colony with maps of routes around America*

way to go through it. They were not especially interested in America and its resources. They were interested in goods from Asia and what was called the East Indies, such as **spices** and silk. They thought of America as something that was blocking their way. With Champlain, there was a new way of thinking.

Champlain was still interested in finding a Northwest Passage. He went on several **expeditions** where that was an important goal. But he and many of the men who came after him began to think of North America not just

as an obstacle on the path to more **profitable** places, but as a place that was **profitable** in its own right—and a place that might be worth settling.

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

#### *Settling Quebec City*



89

Champlain set up a fur-**trading** station in Quebec City. Native Americans could bring animal furs to the city, and French **traders** would buy the furs and ship them back to France.

To ensure protection for the settlement in Quebec City, Champlain made an agreement with some of the tribes who lived along the St. Lawrence, including the Huron and the **Algonquin** people. He supported these tribes in a war against the Iroquois, a large group of tribes who lived to the south in what is now New York State. Champlain led **expeditions** against the Iroquois and in 1609, he became the first European to visit the

*Champlain trading with Native allies*



90

lake that is now named for him, Lake Champlain. In 1615, he became the first known European to arrive at the Great Lakes. There was more than just a military alliance between Champlain and the tribes, however; they learned things from each other as well. Even the name of the new city, Quebec, was borrowed from the **Algonquian** language spoken by many Native Americans throughout North America. The word Quebec comes from the **Algonquian** word “kebek” meaning “where the river narrows.” Both the Algonquian and Iroquois tribes still have thriving cultures, with many of their people still living in these regions today.

Champlain made several trips to France to **recruit** new settlers and secure French government support of his colony. He eventually married and brought his new wife to settle with him in Quebec City. He also brought missionaries to “New France” to teach the Native people about Christianity. The missionaries worked with the fur **traders** and the settlers to extend French settlements farther inland. In the end, Champlain was successful. The colony of Quebec did not just survive; it prospered. It became the first permanent French settlement on the continent of North America. The areas that made up “New France” remained part of the French empire for

91



French missionaries

more than a hundred years and in time became part of a larger country now known as Canada.

Over the last couple of weeks, you have learned about many European **explorers** and their **expeditions**. You have learned that they were all so intrigued by stories of wealth, **spices**, and gold that they decided to **explore unfamiliar** lands and seas. These **explorers embarked** on investigative travels to find answers to their questions.

Now it's our turn to ask a question: Who was the first known European to explore America?



European *explorers*

As you have heard, Christopher Columbus is the European often credited with "discovering" the Americas. While searching for a route to the East Indies, he accidentally bumped into islands in the Caribbean, now known as the West Indies.

However, Viking **explorer** Leif Eriksson, another European, had also traveled to the Americas. Eriksson landed in Vinland, which is in present day Canada and is now called Newfoundland.

Historians believe that the Vikings landed in North America about five hundred years before Christopher Columbus and John Cabot. John Cabot landed in the same area as the Vikings. Though Newfoundland was

not continuously inhabited, it had certainly been by the time Columbus landed in the Caribbean.

All of the European **explorers** we've learned about—Columbus, Ponce de León, de Soto, Coronado, Cabot, Hudson, and Champlain—landed in many different parts of the Americas, claiming their discoveries in honor of their countries. But it's important to remember that when these **explorers** made **landfall**, they learned there were already people living in North America. Who were these people?

What do you remember about the Native Americans? These people had already been in the Americas for many, many years. Though archaeologists debate exactly when and how they arrived here, most agree that they came from Asia between fifteen thousand and fifty thousand years ago.

Evidence suggests that there were at least 2 million and possibly as many as 18 million Native people in North America when the European **explorers** first arrived. That means for every one of Columbus' men who **scouted** out North America, there were thousands of Native Americans already living there!

The Native peoples lived according to their own customs and cultures, had developed their own farming,



*Native Americans*

trade and economic systems, and built great civilizations in the Americas. Europeans **exploring** and later settling in the Americas brought with them their own cultures and curiosity, as well as diseases, which resulted in the deaths of millions of Natives Americans. Even today, Native American communities are still living with all of the impacts.

Although we cannot know for sure who were the first people living in the Americas and when or how they arrived, what we can say for certain is that the history, culture, and legacy of both the Native Americans and the European **explorers** are still evident today.

## Activity Page 11.2



### VOCABULARY REVIEW (5 MIN.)

- Divide the students into four groups. Assign each group two vocabulary words: *envisioned* and *profitable*, *honorary* and *landfall*, *navigator* and *pelts*, *reputation* and *status*. Instruct students to work together to use the glossary and the Student Reader to define each of the vocabulary terms and complete Activity Page 11.2.
- Display these vocabulary pages in the classroom to reference through the remainder of the unit.

**Lesson 11: Samuel de Champlain**

# Language



**Primary Focus:** Students will apply the words *more* and *most* to comparative and superlative adjectives.

 **TEKS 3.11.D.iv**

**GRAMMAR: COMPARATIVE AND SUPERLATIVE ADJECTIVES (20 MIN.)**

- Ask students to turn to a partner and tell them what suffixes are placed at the end of comparative and superlative adjectives. Ask them to tell their partner one example of a superlative or comparative adjective with a suffix -er or -est.
  - Say: My example sentence is for the word *beautiful*. *I think roses are beautifuler than daisies.*
- Ask students, does that sound right to you? Why or why not?
- Inform the class that some adjectives do not use the suffixes -er and -est to become comparative or superlative. Instead of the suffixes -er and -est, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes -ful, -less, -ing, -ed, -ous, or that have three or more syllables. For these adjectives, we use the word *more* for comparison and the word *most* for superlatives.
- Ask students to fill in the blank in the following sentences.
  - A walk along the beach is peaceful, but when it's a deserted beach, the walk is even \_\_\_\_\_ peaceful. (*more*)
  - However, the \_\_\_\_\_ peaceful walk ever is when I walk on a deserted beach with my faithful pooch, Fluffy. (*most*)
  - Have students take out Activity Page 11.3 and complete as a teacher-guided activity.

**Support**

Before filling in the missing information on the chart, ask students to highlight the word *than* whenever it appears in a sentence. The word *than* signifies a comparison and tells the student to use *more* instead of *most*.

**Challenge**

Ask students to list as many adjectives as possible that would use *more* or *most* instead of -er or -est.

**ENGLISH LANGUAGE LEARNERS****Language Selecting Language Resources****Beginning**

Pull students into small groups and have students answer questions from Activity Page 11.3 verbally.

**Intermediate**

Have students work with a partner to complete Activity Page 11.3.

**Advanced/Advanced High**  
Encourage students to read aloud and answer all questions from Activity Page 11.3 with occasional support from a partner.

**ELPS 3.E**

 **TEKS 3.11.D.iv** Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

### EXIT CARD (5 MIN.)

- Pass out index cards or half sheets of paper to each student. Write the following fill-in-the-blank sentences on chart paper or the board, or project Digital Projection DP.U9.L11.4.

#### ► Exit Card (Projection DP.U9.L11.4)

##### Exit Card

- I think that my sister is the \_\_\_\_\_ person in the world. (funny)
- I believe that my brother is \_\_\_\_\_ than my dad. (fast)
- In my opinion, daisies are \_\_\_\_\_ than roses. (beautiful)
- I imagine that the Statue of Liberty is the \_\_\_\_\_ statue in New York. (famous)

- Ask students to number their index card or paper 1–4, and then write the correct form of the adjective in parentheses at the end of the sentence as they would use it in the sentence.

~~~~~End Lesson~~~~~

Lesson 11: Samuel de Champlain

Take-Home Material

Activity Page 11.4



- Have students complete Activity Page 11.4.

12

The Fur Trade and Explorers Review

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe the motivations and outcomes of European explorers

from Unit 9. **TEKS 3.1.C; TEKS 3.1.D; TEKS 3.7.D**

Reading

Students will make and confirm or correct predictions about the reading and then will evaluate statements about the role of trading posts in the development

of French colonies in present-day Canada. **TEKS 3.6.C; TEKS 3.6.G**

Writing

Students will use examples from the unit to support their opinions of which explorer had the biggest impact in North America.

TEKS 3.7.C; TEKS 3.11.A; TEKS 3.12.C

Language

Students will use the correct forms of words containing the prefixes *pro-* and

anti- within a sentence. **TEKS 3.2.A.v; TEKS 3.3.C**

FORMATIVE ASSESSMENT

Activity Page 12.4

Prewriting Graphic Organizer for Opinion Writing

Prewrite an opinion paragraph.

TEKS 3.11.A; TEKS 3.12.C

TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Speaking and Listening (25 min.) | | | |
| Explorer Review | Small Group | 25 min. | <input type="checkbox"/> Activity Page 12.1
<input type="checkbox"/> English and French Explorers Chart (Digital Projections) |
| Reading (40 min.) | | | |
| Introducing the Reading | Whole Group | 5 min. | <input type="checkbox"/> <i>The Age of Exploration</i>
<input type="checkbox"/> sticky notes |
| Partner Reading: "The Fur Trade and Samuel de Champlain" | Partner | 30 min. | <input type="checkbox"/> Purpose for Reading (Digital Projections)
<input type="checkbox"/> Activity Pages 12.2, 12.3 |
| Vocabulary Review | Small Group | 5 min. | <input type="checkbox"/> Prediction Sentence Frames |
| Writing (35 min.) | | | |
| Writing Review | Whole Group | 5 min. | <input type="checkbox"/> Opinion Sentence Starters poster
<input type="checkbox"/> Comparative and Superlative Adjectives poster |
| Opinion Writing | Whole Group | 10 min. | <input type="checkbox"/> Final Writing Assignment (Digital Projections) |
| Independent Opinion Writing | Independent | 20 min. | <input type="checkbox"/> The Most Impactful Explorer chart (Digital Projections)
<input type="checkbox"/> Activity Page 12.4
<input type="checkbox"/> Guidelines for Conferencing chart |
| Language (20 min.) | | | |
| Morphology: Prefix Review | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 12.5 |
| Take-Home Material | | | |
| "The Fur Trade and Samuel de Champlain" | | | <input type="checkbox"/> Activity Page 12.6 |

ADVANCE PREPARATION

Speaking and Listening

- Create the following English and French Explorers Chart or prepare to project Digital Projection DP.U9.L12.1.

| English and French Explorers Chart | | | |
|------------------------------------|--|---|---|
| Explorers | Motivation
Why did they explore?
What were they looking for? | Interactions
How did they treat Native Americans they encountered?
How did they treat their crew? | Outcomes
What were the outcomes of their exploration (achievements and/or negative impacts)? |
| John Cabot | | | |
| Henry Hudson | | | |
| Samuel de Champlain | | | |

Reading

- Predetermine partners and groups for the reading lesson.
- On chart paper, create the Purpose for Reading chart or prepare Digital Projection DP.U9.L12.2.

Purpose for Reading

How were trading posts important to the success of French colonies in Canada?

- Display the following Sentence Frames and example prediction on chart paper, or project DP.U9.L8.3.

Sentence Frames

1. I predict _____ because _____.
2. I made a prediction that we would read about _____ in this chapter. I was correct because _____.
3. I made a prediction that we would read about _____ in this chapter. We did not read about that. Instead we read about _____.

Writing

- Display posters made during Lesson 9: Opinion Sentence Starters, Comparative and Superlative Adjectives.
- Write the following Final Writing Assignment on chart paper, or project DP.U9.L12.3.

Final Writing Assignment

1. Which explorer do you think had the biggest impact in North America?
2. Why do you think this? Explain the explorers' motivations and outcomes of their explorations to support your response. Use examples from the unit to write a paragraph stating your opinion to answer these questions.

- On chart paper, create The Most Impactful Explorer poster, or prepare Digital Projection DP.U9.L12.4.

The Most Impactful Explorer

| | |
|---------------------------|------------------|
| Opening: Who? Why? | Example 1 |
| | |
| Example 2 | Example 3 |
| Closing | |

- Display poster Guidelines for Conferencing and Peer Editing, or prepare to project DP.U9.L9.1.

Universal Access

- Students illustrate the meaning of the vocabulary words: *treaty, trading post, income, felt, barter, lush, fine, and trade*.
- Students work in groups or with partners during comprehension and vocabulary pages for support.
- Provide sentence frames for making and reflecting on predictions.
- Work in small groups with teacher support as necessary during the reading lesson.

~~~~~ Start Lesson ~~~~~

### Lesson 12: The Fur Trade and Explorers Review

# Speaking and Listening



**Primary Focus:** Students will describe the motivations and outcomes of European explorers from Unit 9. **TEKS 3.1.C; TEKS 3.1.D; TEKS 3.7.D**

Activity Page 12.1

### EXPLORER REVIEW (25 MIN.)

- Have students take out Activity Page 12.1.

 **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.



## Support

Guide students toward the pages in the Student Reader that contain the information needed to complete the chart.

## Challenge

Ask students to test their memories by trying to fill in the chart without using the Student Reader and then check their answers using the Reader.

### ENGLISH LANGUAGE LEARNERS



## Speaking and Listening Reading/Viewing Closely

### Beginning

Work in a small group to complete only the third column of the graphic organizer. Ask students to answer verbally.

### Intermediate

Work in a small group to complete only the first and third columns of the graphic organizer. Ask students to answer verbally and encourage them to write responses.

### Advanced/Advanced High

Work in a small group to complete only the first and third columns of the graphic organizer. Students must write their answers.

**ELPS 4.D**

- Display the English and French Explorers Chart or prepare Digital Projection DP.U9.L12.1.

### ► English and French Explorers Chart (Projection DP.U9.L12.1)

| English and French Explorers Chart |                                                                    |                                                                                                         |                                                                                                 |
|------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Explorers                          | Motivation<br>Why did they explore?<br>What were they looking for? | Interactions<br>How did they treat Native Americans they encountered?<br>How did they treat their crew? | Outcomes<br>What were the outcomes of their exploration (achievements and/or negative impacts)? |
| <b>John Cabot</b>                  |                                                                    |                                                                                                         |                                                                                                 |
| <b>Henry Hudson</b>                |                                                                    |                                                                                                         |                                                                                                 |
| <b>Samuel de Champlain</b>         |                                                                    |                                                                                                         |                                                                                                 |

- Explain that in small groups, students will complete Activity Page 12.1.
- Separate the class into three groups and assign each group an explorer from the graphic organizer. (Students may use their Student Reader to fill in the graphic organizer.)
- After students have completed their section, bring the class back together. Allow each group to report the information that they recorded. Make notes on the projected chart as each group presents. Instruct the rest of the class to copy the information you write so that every student ends up with a completed chart. Tell students that if they find a flaw in the information that their classmates report, they should raise their hand and respectfully suggest the correction.
- Instruct students to save their graphic organizers in a safe place and take them home to use as a study guide for the Unit Assessment.

## Lesson 12: The Fur Trade and Explorers Review

# Reading



**Primary Focus:** Students will make and confirm or correct predictions about the reading and then will evaluate statements about the role of trading posts in the development of French colonies in present-day Canada. **TEKS 3.6.C; TEKS 3.6.G**

## VOCABULARY: THE FUR TRADE AND SAMUEL DE CHAMPLAIN

**barter**, to trade by exchanging goods and services instead of paying or accepting money for them

 **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.G** Evaluate details read to determine key ideas.



**felt**, thick cloth made from wool, fur, or other fibers

**fine**, excellent (finest)

**income**, money earned, mostly from working

**lush**, covered with healthy, green plants

**trade**, (verb) to exchange something you have for something someone else has;  
(noun) the act of exchanging goods (traders, traded, trading)

**trading post**, a place far away from towns where people buy, sell, and trade things

**treaty**, a formal agreement between groups of people, often to stop fighting

**in exchange**, the act of giving something and receiving something of similar value in return.

### Beginning

Ask, "Do you think that you will read about beavers?" Students give yes or no answers and point to images in the text that support the answer.

### Intermediate

Point to an image and read the caption. Help students to make a prediction based on the image and caption.

**Advanced/Advanced High**  
Point to an image and ask students to read the caption. Ask students to make a prediction based on the image and caption.

**ELPS 4.D; ELPS 4.J**

### Vocabulary Chart for "The Fur Trade and Samuel de Champlain"

| Type                              | Tier 3<br>Domain-Specific Words                    | Tier 2<br>General Academic Words |
|-----------------------------------|----------------------------------------------------|----------------------------------|
| Vocabulary                        | treaty<br>trading post<br>income<br>felt<br>barter | lush<br>fine                     |
| Multiple Meaning Vocabulary Words | trade                                              |                                  |
| Sayings and Phrases               | in exchange                                        |                                  |

### INTRODUCING THE READING (5 MIN.)

**TEKS 3.6.C**

- Make sure that you and your students each have a copy of the Student Reader.
- Ask students to scan through the chapter and look at the images, read the captions, and take notice of the bolded vocabulary words. Pass out a sticky note to each student while they look over the chapter. Ask students to make a prediction about the content of the chapter based on what they saw in the chapter as well their background knowledge from Lesson 11.
- Write the following sentence frame on the board and direct students that they should use the following format to write their predictions:
  - I predict \_\_\_\_\_ because \_\_\_\_\_.

**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

- Inform students that during today's reading lesson, they will be reading to find the answer to an important question. Display the Purpose for Reading chart or project Digital Projection DP.U9.L12.2 for students' reference throughout the lesson. Read the question aloud in a choral read with the class before moving on to the reading lesson.

### ► Purpose for Reading (Projection DP.U9.L12.2)

#### Purpose for Reading

How were trading posts important to the success of French colonies in Canada?

#### Activity Page 12.2



#### Support

Work in a small group with students who are struggling to read on grade level.

#### Challenge

Ask students to create their own true or false statement and trade with a partner to answer one another's.

#### Activity Page 12.3



#### PARTNER READING: "THE FUR TRADE" AND "SAMUEL DE CHAMPLAIN" (30 MIN.)

- Have students take out Activity Page 12.2 and their Student Reader.
- Pair students for partner reading of "The Fur Trade" and "Samuel de Champlain."
- Explain to students that they will read "The Fur Trade" and "Samuel de Champlain" together. While reading, students should stop at the end of every other paragraph to see if they have read any information that will help them to complete the true or false statements in Activity Page 12.2.
- When the class has finished reading, ask students to revisit the prediction that they made before beginning the reading. Next, ask students to reflect on whether or not their prediction was accurate and share this with their partner as well.

#### TEKS 3.6.C

- Display the Prediction Sentence Frames or project Digital Projection DP.U9.L8.3. Remind students that they may reference the display during the discussion.

### ► Sentence Frames (Projection DP.U9.L8.3)

#### Sentence Frames

- I predict \_\_\_\_\_ because \_\_\_\_\_.
- I made a prediction that we would read about \_\_\_\_\_ in this chapter. I was correct because \_\_\_\_\_.
- I made a prediction that we would read about \_\_\_\_\_ in this chapter. We did not read about that. Instead we read about \_\_\_\_\_.

TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.

# The Fur Trade and Samuel de Champlain

Many of the Frenchmen who came to North America in the 1600s and 1700s were fur **traders**. These **traders traded** with the Native people. They gave them European goods **in exchange** for animal skins and furs.

The **traders** collected many kinds of fur but they were most interested in beaver **pelts**. Beaver hats were **popular** in Europe. You could sell beaver hats in England, France, Germany, and Russia.

Why were beaver hats so **popular**? For one thing, beaver fur is thick. It is thick enough to keep your head warm in a cold Russian winter and it is waterproof. Rain runs off a beaver hat. Your head stays dry.



A beaver hat

Some hat makers used the beaver fur as it was. They made soft, puffy hats. Others processed the beaver fur to make **felt**. The smooth, waterproof **felt** was

then formed into hats. **Felt** hats did not look like they were made of beaver fur. But, they were. In many parts of Europe, there were no beavers left. Hunters had killed too many of them. The beaver had almost gone extinct. Europeans could not get beaver **pelts** at home. So,

they were willing to pay for beaver **pelts imported** from North America.



A trading post

Samuel de Champlain and other Frenchmen took the lead in the fur **trade**. They set up **trading posts** in North America. There were **trading posts** along the Atlantic Coast. There were **trading posts** in Quebec and along the St. Lawrence River. There were even **trading posts** farther west, along the shores of the Great Lakes.

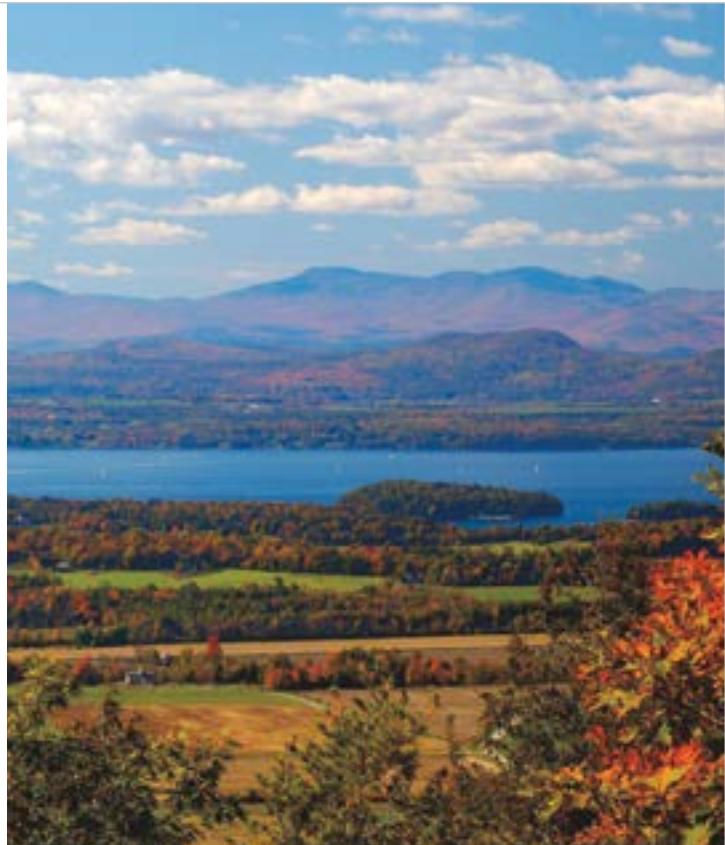
On the page that follows is an adaptation of Champlain's journey down the River of the Iroquois to the lake that came to bear his name: Lake Champlain.

July, 1609

We continued on our journey until we came to an island. The island was about three leagues long and had the **finest** pine trees that I had ever seen. We went hunting here and captured some wild animals.

The next day, we started out again, floating down the river as far as the entrance to a large lake. There were many pretty islands there. They all contained many **fine** forests and **lush** meadows. There were too many birds to count. Also, we saw all kinds of wild animals such as deer with their young fawns, bears, and many animals that move from the **mainland** over to the islands and back again. We captured many of these animals as well. There were many rivers that emptied into the lake as well as dense forests of **fine** trees. I found chestnut trees on the border of the lake. I had never seen trees like this before. There were great numbers of fish in the lake.

I noticed that many of the mountains in the distance to the north had snow on top of them. I was told that the Iroquois lived there and that there were many beautiful valleys with fruit and grain there.



*Lake Champlain in the fall*

Many different Native groups lived in these lands. The French made **treaties** with some of them, including the **Algonquin** [al-GON-kwin] people and the Huron [HYER-on] people. The French agreed to **trade** with these people and not fight with them.

Native people would bring beaver **pelts** to **trade**. In some cases, they would bring **pelts** they had gathered themselves. In other cases, they would bring **pelts** they had obtained by **trading** with other Native people.

The French traders would **barter** with Native people. They would give them things they wanted **in exchange** for the beaver **pelts**.



*A beaver has thick fur that was used to make hats.*

Many of the things the Native people wanted were made of metal. Most Native people did not make their own metal products. They had to **trade** for these items. Many Native people **traded** furs for knives and ax blades. Others **traded** for kettles and fish hooks. Still others **traded** for glass beads from Europe, which were highly desirable.

The French merchants would gather up lots of beaver **pelts**. Then, they would ship the **pelts** back to France and sell them. They made a lot of money doing this, so they did it again and again.

As time went on, the French traders learned what the Native people liked. They learned that many Native

people would **trade** beaver **pelts** for wool blankets. Some would **trade** for tobacco. Others would **trade** for guns and gunpowder.



*Items like tobacco, kettles, and fish hooks were **traded** for **pelts**.*

102



*A beaver*

In 2011, the people of Canada put an image of a beaver on the back of their nickel. They did not put the beaver on their nickel because he is cute. They put the beaver there because the fur **trade** is an important part of the history of Canada. For two hundred years, the fur **trade** was a source of income for French and Native people alike.

103

## VOCABULARY REVIEW (5 MIN.)

- Have students take out Activity Page 12.3.
- Divide the students into four groups. Assign each group two vocabulary words: *treaty* and *trading post*, *income* and *felt*, *barter* and *lush*, *fine* and *trade*.
- Instruct students to write the terms they were assigned on Activity Page 12.3. They should work together to use the glossary and the Student Reader to define each of the vocabulary terms, and then illustrate them, as directed on the activity page.
- Display these pages in the classroom to reference through the remainder of the unit.

## Lesson 12: The Fur Trade and Explorers Review

# Writing



**Primary Focus:** Students will use examples from the unit to support their opinions of which explorer had the biggest impact in North America.

 **TEKS 3.7.C; TEKS 3.11.A; TEKS 3.12.C**

## WRITING REVIEW (5 MIN.)

**TEKS 3.12.C**

- Display posters titled **Opinion Sentence Starters** and **Comparative and Superlative Adjectives** from Lesson 9. Ask students to choral read through the sentence starters.

### ► Opinion Sentence Starters

### ► Comparative and Superlatives Adjectives

- Ask students if they have any additional sentence starters that they would like to add to the poster and record their answers.
- Remind students that since the adjectives chart was created, they have learned about another type of comparative and superlative adjectives: those that use the words *more* and *most*.
- Ask students to Think-Pair-Share one sentence containing a comparative using *more* and one using *most*.
- Call on a few students to share their sentences and record the adjectives paired with *more* or *most* onto the poster.
- Leave these posters on display in the classroom for students to reference throughout the remainder of the unit.

 **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

 **OPINION WRITING (10 MIN.)****TEKS 3.12.C**

- Inform students that they will have time today and in the next lesson to write a final piece of opinion writing for the unit. They will have the opportunity to conference with a partner, and then write a final draft to share with the class.
- Display the Final Writing Assignment poster or project Digital Projection DP.U9.L12.3.

 **Final Writing Assignment (Projection DP.U9.L12.3)****Final Writing Assignment**

1. Which explorer do you think had the biggest impact in North America?
2. Why do you think this? Explain the explorers' motivations and outcomes of their explorations to support your response. Use examples from the unit to write a paragraph stating your opinion to answer these questions.

- Read the assignment to the class. Ask, "What does impactful mean? When was a time that you made an impact?" Allow students to give explanations and examples.
- Tell students that to be impactful means to have a major impact or lasting effect on something or someone. There can be both positive and negative impacts. Tell students that people determine impacts differently, and therefore the most impactful explorer will be different for each student as well.
- Tell students that it can be difficult to remember to answer every part of a question in a writing assignment, so they are going to complete prewriting together before they begin to write their paragraphs.
- Tell students that they should use the motivations, interactions and outcomes of explorers, which they identified in their Spanish, French and English Explorers charts, to help them.
- Display The Most Impactful Explorer chart or project Digital Projection DP.U9.L12.4.

 **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

## ► The Most Impactful Explorer (Projection DP.U9.L12.4)

| The Most Impactful Explorer |           |
|-----------------------------|-----------|
| Opening: Who? Why?          | Example 1 |
| Example 2                   | Example 3 |
|                             |           |
| <b>Closing</b>              |           |
|                             |           |

- Lead the class in practicing prewriting by completing the graphic organizer about the Most Impactful President on George Washington.
- Possible information to use in modeling prewriting:

| The Most Impactful Explorer President                                                                                                                                                                                                                                     |                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Opening: Who? Why?                                                                                                                                                                                                                                                        | Example 1                                                                                                                        |
| Example 2                                                                                                                                                                                                                                                                 | Example 3                                                                                                                        |
| George Washington<br><i>He was a good leader and was the first president.</i>                                                                                                                                                                                             | <i>Commander-in-Chief of the Continental Army during the Revolutionary War</i>                                                   |
| <i>president of the Constitutional Convention where the United States Constitution was written</i>                                                                                                                                                                        | <i>became the first president but refused to be president for more than eight years so that he would not become too powerful</i> |
| <b>Closing</b>                                                                                                                                                                                                                                                            |                                                                                                                                  |
| <i>George Washington was an impactful president and a good leader because he was the first president of the United States, he proved that he could lead his people to victory during the war, make important laws, and not allow himself to become greedy with power.</i> |                                                                                                                                  |

## Activity Page 12.4



### Support

Read the sentence aloud a second time for students or write it on the board or chart paper.

### Challenge

Ask students to come up with other examples of words containing prefixes *pro-* and *anti-*.

## Activity Page 12.5



### INDEPENDENT OPINION WRITING (20 MIN.)

- Have students take out Activity Page 12.4.
- Provide students time to complete the activity page.

**Note:** When students have completed the prewriting graphic organizer on Activity Page 12.4, have students raise their hand. Check to make sure that this is done before allowing students to move on to writing their paragraphs. Remind students that they have already done most of the work in the prewriting. All they need to do now is form their thoughts into complete sentences in paragraph format and add superlative adjectives and opinion sentence starters.

- As students begin to finish their paragraph and are ready to peer conference, display the Guidelines for Conferencing and Peer Editing poster or project Digital Projection DP.U9.L9.1 for students to reference.

#### ► Guidelines for Conferencing and Peer Editing (Projection DP.U9.L9.1)

**Note:** Students will use Activity Page 12.4 in Lesson 13.

## Lesson 12: The Fur Trade and Explorers Review

# Language



**Primary Focus:** Students will use the correct forms of words containing the prefixes *pro-* and *anti-* within a sentence. **TEKS 3.2.A.v; TEKS 3.3.C**

### MORPHOLOGY: PREFIX REVIEW (20 MIN.)

- Tell students that you will read a sentence to them. The sentence contains a word with either the prefix *pro-* or *anti-*. Students must determine if the sentence demonstrates the meaning of the word. If so, students should say yes. If not, students should say no. **TEKS 3.2.A.v**
- Read the following sentence aloud to students:
  - We can project light onto the wall and use different items to make shadows.
- Ask, “What word has the prefix *pro-* or *anti-* in this sentence?” (*project*)

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Then ask, “Does this sentence demonstrate the meaning of *project*? Why or why not?
  - » Yes. *Project* means to throw forward, and if you project light, you are throwing it forward onto something.
- Next, read the following sentence aloud to students:
  - The anticlimactic ending to the book was full of twists and turns and I couldn’t put the book down!
- Ask, “What word has the prefix *pro-* or *anti-*?”
  - » *anticlimactic*
- Then ask, “Does this sentence demonstrate the meaning of *anticlimactic*? Why or why not?”
  - » No. *Anticlimactic* means the opposite of the most exciting part of the story, or disappointing, so if the ending was full of twists and turns and the person reading the book couldn’t put it down, then that does not demonstrate a lack of excitement or disappointment.
- Have students turn to Activity Page 12.5 and complete it as a teacher-guided activity.



ENGLISH  
LANGUAGE  
LEARNERS

Language  
Selecting Language  
Resources

#### Beginning

Read words containing prefixes *pro-* and *anti-* aloud to students and ask them to highlight or underline the prefix.

#### Intermediate

Ask students to read words containing prefixes *pro-* and *anti-* and then highlight or underline the prefix. Tell students the meaning of the word.

**Advanced/Advanced High**  
Give students the meaning of words containing prefixes *pro-* and *anti-*, and then ask students to give you the word you just defined.

**ELPS 1.E; ELPS 4.C**

---

**Lesson 12: The Fur Trade and Explorers Review**

## Take-Home Material

- Have students take home Activity Page 12.6 to read to an adult.

---

**Activity Page 12.6**



## 13

# A History of People in North America

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will describe European explorers from Unit 9. **TEKS 3.1.D; TEKS 3.7.D**

### Reading

Students will explain the differing opinions on the origin of Europeans on

North America. **TEKS 3.6.A; TEKS 3.6.H**

### Writing

Students will use examples from the unit to support their opinions of which explorer had the biggest impact in North America.

**TEKS 3.7.C; TEKS 3.11.C; TEKS 3.12.C**

### Language

Students will demonstrate knowledge of how to properly use a dictionary to

define words. **TEKS 3.3.A**

## FORMATIVE ASSESSMENT

### Anecdotal Observation

#### Teacher Observation

Observe student participation during explorers review and discussion of the chapter. **TEKS 3.1.D; TEKS 3.7.D**

### Writing Assignment

#### Opinion Writing

Write an opinion paragraph. **TEKS 3.12.C**

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

## LESSON AT A GLANCE

|                                                             | <b>Grouping</b>             | <b>Time</b> | <b>Materials</b>                                                                                                                                                                   |
|-------------------------------------------------------------|-----------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (30 min.)</b>                     |                             |             |                                                                                                                                                                                    |
| Explorers Unit Review                                       | Whole Group/<br>Partner     | 30 min.     | <input type="checkbox"/> markers in seven different colors<br><input type="checkbox"/> index cards or half sheets of paper                                                         |
| <b>Reading (35 min.)</b>                                    |                             |             |                                                                                                                                                                                    |
| Introducing the Reading                                     | Whole Group                 | 5 min.      | <input type="checkbox"/> <i>The Age of Exploration</i><br><input type="checkbox"/> sticky notes<br><input type="checkbox"/> Sentence Frames (Digital Projections)                  |
| Independent Reading: "A History of People in North America" | Independent                 | 25 min.     |                                                                                                                                                                                    |
| Discussing the Reading                                      | Whole Group                 | 5 min.      |                                                                                                                                                                                    |
| <b>Writing (40 min.)</b>                                    |                             |             |                                                                                                                                                                                    |
| Writing Review                                              | Whole Group                 | 5 min.      | <input type="checkbox"/> Opinion Sentence Starters Poster<br><input type="checkbox"/> Comparative and Superlative Adjectives Poster<br><input type="checkbox"/> Activity Page 12.4 |
| Opinion Writing                                             | Independent                 | 20 min.     | <input type="checkbox"/> Guidelines for Conferencing and Peer Editing (Digital Projections)<br><input type="checkbox"/> lined paper                                                |
| Presenting Opinion Writing                                  | Whole Group                 | 15 min.     |                                                                                                                                                                                    |
| <b>Language (15 min.)</b>                                   |                             |             |                                                                                                                                                                                    |
| Spelling: Dictionary Skills                                 | Independent/<br>Small Group | 15 min.     | <input type="checkbox"/> Activity Page 13.1                                                                                                                                        |
| <b>Take-Home Material</b>                                   |                             |             |                                                                                                                                                                                    |
| A History of People in North America                        |                             |             | <input type="checkbox"/> Activity Page 13.2                                                                                                                                        |

## ADVANCE PREPARATION

### Speaking and Listening

- Create and post chart paper around the classroom with the following headings: Christopher Columbus, Juan Ponce de Leon, Hernando de Soto, Francisco Vasquez de Coronado, John Cabot, Henry Hudson, and Samuel de Champlain.
- Have a stopwatch or digital timer on hand to time group rotations.
- Predetermine groups for review activity.

### Reading

- Predetermine partners and groups for the reading lesson.
- Display the following Sentence Frames or prepare to display Digital Projection DP.U9.L8.3 from Lesson 8.

#### Sentence Frames

- I predict \_\_\_\_\_ because \_\_\_\_\_.
- I made a prediction that we would read about \_\_\_\_\_ in this chapter. I was correct because \_\_\_\_\_.
- I made a prediction that we would read about \_\_\_\_\_ in this chapter. We did not read about that. Instead we read about \_\_\_\_\_.

### Writing

- Display the following posters from Lesson 9: Opinion Sentence Starters, Comparative and Superlative Adjectives.
- Be sure that students still have Activity Page 12.4 created in Lesson 12.
- Prepare to display Guidelines for Conferencing and Peer Editing (Digital Projection DP.U9.L9.1)

### Guidelines for Conferencing and Peer Editing

| DON'T...                                                                  | DO...                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DON'T...</b> Talk in your normal speaking voice.                       | <b>DO...</b> Whisper so that only your partner can hear.                                                                                                                                                                                                 |
| <b>DON'T...</b> Say rude or unhelpful things such as, "This is not good." | <b>DO...</b> Give compliments.                                                                                                                                                                                                                           |
| <b>DON'T...</b> Say simply, "Your paper is good."                         | <b>DO...</b> Give helpful suggestions such as, "Your paper is good because ____."                                                                                                                                                                        |
| <b>DON'T...</b> Say simply, "Fix your spelling."                          | <b>DO...</b> Give specific advice such as, "You spelled the word _____ incorrectly. This is how it is actually spelled: _____."                                                                                                                          |
| <b>DON'T...</b> Say simply, "Make your paper better."                     | <b>DO...</b> Give specific advice such as: <ul style="list-style-type: none"> <li>• Make sure you are following the directions.</li> <li>• Write in complete sentences.</li> <li>• Use strong adjectives.</li> <li>• Capitalize the word "I".</li> </ul> |

### Universal Access

- Provide sentence frames for making and reflecting on predictions.
- Work in small groups with teacher support as necessary during the reading lesson.

~~~~~ [Start Lesson](#) ~~~~~

Lesson 13: A History of People in North America

Speaking and Listening



Primary Focus: Students will describe the European explorers from Unit 9.



TEKS 3.1.D; TEKS 3.7.D

EXPLORERS UNIT REVIEW (30 MIN.)

- Display chart paper posters around the classroom with the name of one explorer from Unit 9 printed on each: Christopher Columbus, Juan Ponce de León, Hernando de Soto, Francisco Vasquez de Coronado, John Cabot, Henry Hudson, and Samuel de Champlain.
- Place students in seven groups and send each group to a poster with a different-colored marker or other writing utensil.

 **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

Support

Allow students to use their explorers graphic organizer in the last minute of each rotation.

Challenge

Challenge students to compare and contrast two explorers from the unit.

ENGLISH LANGUAGE LEARNERS



Speaking and Listening
Reading/
Viewing Closely

Beginning

Read students' facts about an explorer and ask them to name the explorer from a list.

Intermediate

Ask students to match the name of each explorer to a fact about him.

Advanced/Advanced High

Encourage students to participate in the around-the-world review with a supportive group and/or partner.

ELPS 2.I

- Teacher Note: The color coded writing will help to show which groups contributed the most and which had trouble providing facts for the posters.
- Instruct students that they will have 4 minutes at each poster to do a brain dump and write down everything they can remember about that explorer. They will be rotating around the room and everyone will get a chance to write on each poster. However, when they get to a poster that has already been written on, they will have to read it first so that they do not repeat any information that another group has already written.
- Time students as they rotate to each poster. When every group has had a turn at every poster, ask students to return to their seats.
- Pass out an index card or half sheet of paper to each student. Ask them to self-reflect and write down the name of the explorer with which they had the most difficulty remembering information to write down. Advise students to take the index card or paper home, along with their explorers graphic organizer, and study the name(s) that they wrote down.

Lesson 13: A History of People in North America

Reading



Primary Focus: Students will explain the differing opinions on the origin of Europeans on North America. **TEKS 3.6.A; TEKS 3.6.H**

VOCABULARY: A HISTORY OF PEOPLE IN NORTH AMERICA

abandon, to leave somewhere, never to return

evidence, information that helps show if something is either true or not true

raid, to attack by surprise

Vocabulary Chart for “A History of People in North America”

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|---------------------|---------------------------------|----------------------------------|
| Vocabulary | raid
evidence | abandon |
| Multiple Meaning | | |
| Sayings and Phrases | | |

TEKS 3.6.A Establish purpose for reading assigned and self-selected texts; **TEKS 3.6.H** Synthesize information to create new understanding.

INTRODUCING THE READING (5 MIN.)

- Ensure that each student has a copy of the Student Reader.
- Ask students to scan through the Chapter 12 and look at the images, read the captions, and take notice of the bolded vocabulary words.
- Pass out a sticky note to each student while they look over Chapter 12. Ask students to make a prediction about the content of the chapter based on what they saw in the chapter.
- Remind students to write their predictions using the following format:
 - I predict _____ because _____.
- Inform students that during today's reading lesson, they will be reading to find the answer to an important question.
- On the board, write the Purpose for Reading:

Purpose for Reading

- Which different groups of European people lived in North America before Christopher Columbus found it?
- Read the question aloud in a choral read with the class before moving on to the reading lesson.

INDEPENDENT READING: “A HISTORY OF PEOPLE IN NORTH AMERICA” (25 MIN.)

- Have students read the chapter independently.
- When all students have finished reading, ask students to revisit the prediction that they made before beginning the reading.
- Ask students to reflect on whether or not their prediction was accurate and share this with their partner as well.
- Remind students that during the discussion, they should follow the sentence frame. Display the Prediction Sentence Frames or project Digital Projection DP.U9.L8.3.

► Sentence Frames (Projection DP.U9.L8.3)

Sentence Frames

- I predict _____ because _____.
- I made a prediction that we would read about _____ in this chapter. I was correct because _____.
- I made a prediction that we would read about _____ in this chapter. We did not read about that. Instead we read about _____.



ENGLISH
LANGUAGE
LEARNERS

Reading
Reading/
Viewing Closely

Beginning

Ask “Do you think that you will read about North America?” Students give yes or no answers and point to images in the text that support the answer.

Intermediate

Point to an image and read the caption. Help students to make a prediction based on the image and caption.

Advanced/Advanced High

Point to an image and ask students to read the caption. Ask students to make a prediction based on the image and caption.

ELPS 4.D; ELPS 4.J

Support

Work in a small group with students who are struggling to read on grade level.

Challenge

Encourage students to reread with expression.

Anecdotal Observation



Chapter 12 A History of People in North America

Lots of people think that Columbus was the first to arrive in America. But that's not right. There are at least two other groups of people who settled in North America and both of them got there many years before Christopher Columbus.



Map of North America

104



This image shows some of the places the Vikings explored and some of the Vikings who explored.

One group was the Vikings.

The Vikings lived in Northern Europe, in Scandinavia. They sailed around a lot, **raiding** and robbing as they went. The image above shows you some of the places they **explored** and some of the Vikings who were **explorers**.

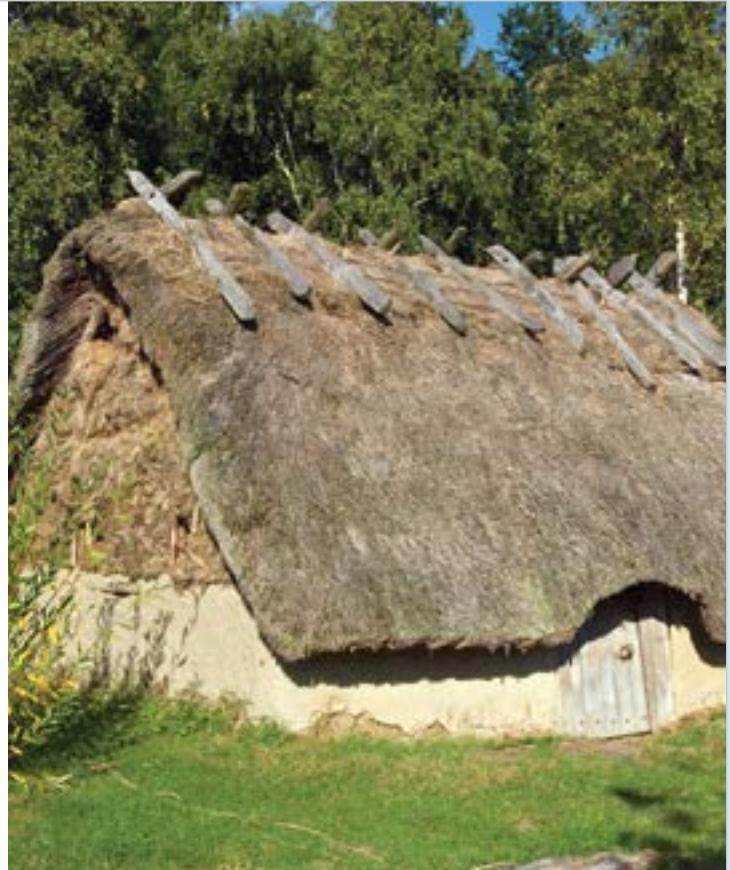
In 982, some Vikings left Iceland and settled in Greenland, which is part of North America. They arrived there about 500 years before Columbus sailed. The Viking settlements on Greenland grew for a while. Archaeologists **estimate** there were probably 3,000 to 5,000 Viking settlers there at one point.

105

Eventually, however, the Vikings left. Viking settlements in Greenland seem to have been **abandoned** in the 1400s, not long before the **voyage** of Columbus.

The Vikings also **explored** lands west of Greenland. Around the year 1000, the famous Viking explorer Leif Eriksson visited a land he and other Vikings called Vinland. Most experts believe Vinland was somewhere along the coast of Newfoundland, in modern-day Canada. There is **evidence** that some Vikings settled in Newfoundland. In 1960, the ruins of a Viking village were found there. This village may have been part of Vinland.

The Vikings definitely got to America before Columbus. So maybe we should say the Vikings were the first Europeans to settle in North America. But before we decide, we need to look at another group that settled in North America.



A reconstructed Viking structure at L'Anse aux Meadows in Canada

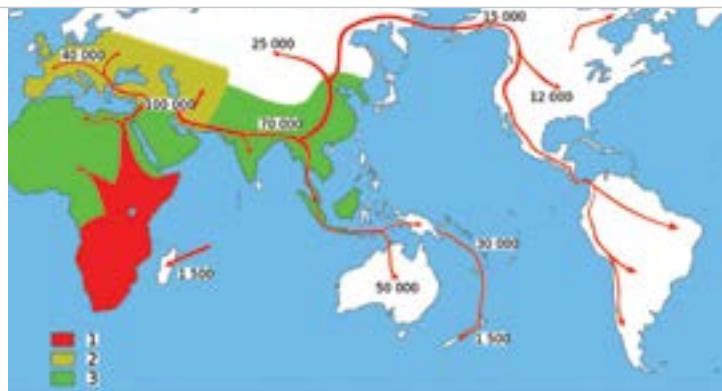
Another group to settle in North America was the Native Americans.

Although we call these people “Native” Americans, they did not always live in the Americas. They came to America from Asia. When and how this happened are subjects of much debate.

Some historians think the first settlers made their way to North America a little more than 15,000 years ago. Others think the first people came to America many years earlier—perhaps even 40,000 years ago. Some experts think these people came by land, at a time when Alaska and Asia were connected by land. Others think they may have traveled along the coast in boats.



108



This map shows how people today think human beings spread around the earth. The numbers represent “years ago.”

The map above shows how we think human beings spread around the earth. Experts think the first humans lived in Africa. About 100,000 years ago, some humans moved out of Africa and into the Middle East. About 70,000 years ago, a group of humans moved into southeast Asia. About 15,000 years ago—or possibly earlier—some of these people crossed from Asia to the Americas. It is believed that many people also came to North America by various ship routes.

New archeological discoveries continue to be made every day about early settlers in North America. These discoveries change our understanding of who lived in North America in the past.

109

DISCUSSING THE READING (5 MIN.)

1. **Literal.** Which different groups of European people lived in North America before Christopher Columbus found it?
 - » the Vikings and the people who we call Native Americans who came over on boats or a land bridge from Asia
2. **Inferential.** What do historians and archaeologists do? How are their jobs important?
 - » They study ancient people, cultures, and events. Their jobs are important because they teach us where we come from.
3. **Evaluative.** Why do you think that different groups of professionals have different opinions about who, how, and when people first came to North America?
 - » Answers will vary.

Lesson 13: A History of People in North America

Writing



Primary Focus: Students will use examples from the unit to support their opinions of which explorer had the biggest impact in North America.



TEKS 3.7.C; TEKS 3.11.C; TEKS 3.12.C

WRITING REVIEW (5 MIN.)

- Display the Opinion Writing Sentence Starters and Comparative and Superlative Adjectives posters for students to reference as needed.
- Ask students to locate their prewriting (Activity Page 12.4) and any drafts they may have already written. Read the assignment to the class from the previous lesson.
 - Which explorer do you think had the biggest impact in North America? Why do you think this? Explain the explorers' motivations and outcomes of their explorations to support your response. Use examples from the unit to write a paragraph stating your opinion to answer these questions.
- Remind students that today most of them will be conferencing and then writing a final draft of their paragraph. Display the Guidelines for Conferencing and Peer Editing or project Digital Projection DP.U9.L9.1.

Activity Page 12.4



TEKS 3.7.C Use text evidence to support an appropriate response; **TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

- Read over the rules for peer conferencing as a class.

► Guidelines for Conferencing and Peer Editing (Projection DP.U9.L9.1)

| Guidelines for Conferencing and Peer Editing | |
|---|--|
| DON'T... | DO... |
| DON'T... Talk in your normal speaking voice. | DO... Whisper so that only your partner can hear. |
| DON'T... Say rude or unhelpful things such as, "This is not good." | DO... Give compliments. |
| DON'T... Say simply, "Your paper is good." | DO... Give helpful suggestions such as, "Your paper is good because ____." |
| DON'T... Say simply, "Fix your spelling." | DO... Give specific advice such as, "You spelled the word ____ incorrectly. This is how it is actually spelled: ____." |
| DON'T... Say simply, "Make your paper better." | DO... Give specific advice such as: <ul style="list-style-type: none"> • Make sure you are following the directions. • Write in complete sentences. • Use strong adjectives. • Capitalize the word "I". |

OPINION WRITING (20 MIN.)

- On lined paper, have students use Activity Page 12.4 to write their opinion paper.
- Circulate through the classroom as students write and conference to provide support.

PRESENTING OPINION WRITING (15 MIN.)

Note: If time permits, have students prepare to share their opinion paragraphs in a whole group.

- Bring the class back together as a whole group.
- Ask students to share their paragraphs with the class.
- If time permits, call on students to give compliments to each reader after he or she is done presenting. Collect each paragraph once it has been read.



Lesson 13: A History of People in North America

Language



Primary Focus: Students will demonstrate knowledge of how to properly

use a dictionary to define words. **TEKS 3.3.A**

SPELLING: DICTIONARY SKILLS (15 MIN.)

TEKS 3.3.A

- Make sure that each student has a copy of Activity Page 13.1 and a dictionary.
- If there are not enough dictionaries, place students in pairs or groups to work together to complete the activity.
- As a whole group, model answering question 1 on Activity Page 13.1.
- Have students independently complete the rest of Activity Page 13.1.

End Lesson

Lesson 13: A History of People in North America

Take-Home Material

- Have students take home Activity Page 13.2 to read to an adult.

Support

Pull students aside to work in a teacher-guided small group.

Challenge

Ask students to find an unfamiliar or challenging word from Chapter 12 of the Student Reader (not a vocabulary word), define it, and give the part of speech.



**ENGLISH
LANGUAGE
LEARNERS**

Language Reading/Viewing Closely

Beginning

Ask students to locate given words in the dictionary using alphabetizing.

Intermediate

Ask students to locate the given words in the dictionary. Read the definition aloud to the students, and then help them to rephrase it to make the meaning more accessible.

Advanced/Advanced High

Encourage students to complete the activity page with teacher and peer support.

ELPS 1.E; ELPS 1.F

Activity Page 13.2



TEKS 3.3.A Use print or digital resources to determine meaning, syllabication, and pronunciation.

Pausing Point 2

IRREGULAR COMPARATIVE AND SUPERLATIVE ADJECTIVES

Activity Page PP.2



Materials: Activity Page PP.2

- On chart paper, create the Irregular Comparative and Superlative Adjectives chart or prepare to display Digital Projection DP.U9.PP2.1.

Irregular Comparative and Superlative Adjectives

| Word | Comparative | Superlative |
|--------|-------------|-------------|
| good | better | best |
| bad | worse | worst |
| much | more | most |
| little | less | least |
| far | farther | farthest |
| many | more | most |

- On chart paper, create the following Comparative and Superlative Sentences chart or prepare to display Digital Projection DP.U9.PP2.2.

Comparative and Superlative Sentences

| | |
|--------|--|
| good | My sister makes _____ spaghetti. My mom makes _____ spaghetti than my sister. My grandmother makes the _____ spaghetti of all. |
| bad | Wendy had a _____ day at school that got _____ when she began to feel sick. The _____ thing that happened that day was that she had to go home early and miss the class party. |
| much | How _____ soup would you like? I have finished my first bowl of soup and would like _____, please. My big brother ate the _____ soup of all. |
| little | How _____ water can you drink in a day? I bet I can drink even _____ than that. Our friend drinks the _____ amount of water of anyone I know. |
| far | How _____ away is your school from your house? My school is _____ away than that. The _____ distance we drive is to my cousin's school, which is in a different city. |
| many | How _____ pieces of candy did you get in your bag? My bag is bigger, so I think I got _____ pieces of candy than you did. Look at my brother's huge bag! He must have gotten the _____ candy of all. |

- Display the Irregular Comparative and Superlative Adjectives chart or project Digital Projection DP.U9.PP2.1.

► Irregular Comparative and Superlative Adjectives (DP.U9.PP2.1)

- Cover the last two columns ahead of time. Starting with “good,” read each word to the class and ask if anyone knows the comparative or superlative versions of that word. Uncover each word on the chart as students answer. Continue this process until the class has gone through every word.
- Display the Comparative and Superlative Sentences chart or project Digital Projection DP.U9.PP2.2.

► Comparative and Superlative Sentences (DP.U9.PP2.2)

- Call on students to fill in the blanks in the sentence with the correct forms of the word in the first column until each sentence is complete.
- Complete Activity Page PP3 independently or as a teacher-guided activity depending on the needs of the class.

MATCH ME IF YOU CAN GAME

Materials: Activity Pages PP.3 and PP.4, dice, game markers

- Pair up students.
- Have students cut apart cards on Activity Page PP.4.
- Have the partners shuffle together both sets of cards.
- Have students place the game cards facedown on the desk near the game board.
- Have students follow these rules to play:
 1. Begin at “Start.”
 2. Roll a die, move your marker, and take a card.
 3. Read the sentence aloud and state whether the sentence compares or contrasts.
 4. If the sentence on the compare or contrast card matches the space your marker is on (marked *compare* or *contrast*), keep the card.
 5. If the sentence on the card does not match the space your marker is on, turn the card facedown and place it on the bottom of the pile.
 6. Continue in this fashion until all cards are gone.
 7. The player with the most cards wins.
 - Move around the room, offering assistance if necessary.
 - If time remains, have students reshuffle the cards and play the game again.

Activity Pages
PP.3 and PP.4



IMAGE REVIEW

Materials: digital images on the program's digital components site

- Show the images from any Read-Aloud again, and have students retell the Read-Aloud using the images.

EXPLORATION ROUTE REVIEW

Image Card C.U9.L3.2

Routes of Exploration



Materials: Image Card C.U9.L3.2

- Using Image Card C.U9.L3.2, have student volunteers trace the voyages of each of the seven explorers they've learned about in this unit. (Christopher Columbus, Juan Ponce de León, Hernando de Soto, Francisco Vasquez de Coronado, John Cabot, Henry Hudson, and Samuel de Champlain). As they do so, encourage students to name the places along the journey.

RESEARCH ACTIVITY

Materials: trade books and/or computer with Internet access

- Students may research present-day exploration, such as space exploration. (The NASA website has good resources on this topic.) Alternately, students may choose to research one or more of the navigational tools (e.g., charts, compass, astrolabe, sextant, quadrant) that were used in the 1500s and 1600s. As students conduct this research, encourage them to share their findings in writing with the class. Some students may be able to write a short report on their research topic(s). If students choose to write a report, have them carry their writing through the steps of the writing process.

UNIT-RELATED TRADE BOOK OR STUDENT CHOICE

TEKS 3.6.A

Materials: trade book

- Read an additional trade book to review the European exploration of North America. You may also choose to have the students select a Read-Aloud to be heard again. Ask students why they selected the book they did. What new understanding are they hoping to get from reading it? Explain that when you set a purpose for reading, you are thinking about why you are reading. Setting a purpose helps you know if, for example, a book is helping you answer your research questions or showing you a different perspective. Have students take a moment to establish their purposes for reading.

TEKS 3.6.A Establish purpose for reading assigned and self-selected texts.

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

KEY VOCABULARY BRAINSTORMING

Materials: chart paper, chalkboard, or whiteboard

- Give students key vocabulary words presented in the unit. Have them brainstorm everything that comes to mind when they hear the words, such as *Cabot, Hudson, Champlain, mutiny, fur trade*, etc. Record students' responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.

RIDDLES FOR CORE CONTENT

- Ask students riddles such as the following to review core content:
 - When conquistador exploration came to an end, we started settling new territories in places called missions. Who are we?
 - » missionaries
 - I am the oldest continuously inhabited city in North America settled by the Europeans.
 - » St. Augustine
 - I am a merchant, born in Genoa, Italy, where Christopher Columbus was from. My big idea was based on geometry—that the farther north you sail, the shorter the distance will be around the earth. Who am I?
 - » John Cabot
 - I was willing to risk sailing into icy seas, because I knew that the sun never set during the summer months close to the North Pole, and I took a chance that the ice would be melted. Who am I?
 - » Henry Hudson
 - My crew mutinied and forced me, my son, and a few others loyal to me onto a smaller boat, and sailed away so we could not return to England. Who am I?
 - » Henry Hudson
 - I am the shortcut both John Cabot and Henry Hudson were trying to find in the North that didn't really exist. What am I?
 - » Northwest Passage

- I am a French explorer who decided that the best place for a French colony was along the St. Lawrence River. Who am I?
 - » Samuel de Champlain
- I am the imaginary lines drawn horizontally on the globe that helped explorers stay on course, or continue in the direction they wanted to sail. What am I?
 - » latitude
- I am the imaginary long lines that run north to south around the globe that also helped explorers stay on course. What am I?
 - » longitude
- I established a fur trade in the area now known as Canada, but at the time, it was known as “New France.” Who am I?
 - » Samuel de Champlain

WRITING PROMPTS

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

- The most interesting thing I've learned thus far is _____ because ...
- European exploration of North America is important because ...
- If I were an explorer, I would like to explore _____ because ...
- Imagine what North America would be like today if Christopher Columbus had actually found what he was looking for, the East Indies. **TEKS 3.6.D**
- Imagine how exploration might have been different if the printing press had not been invented until 500 years later.
- Pretend you are one of the explorers we've read about and write a convincing paragraph about why you were the most influential European explorer in North America.
- Pretend you are a Native American and write a convincing paragraph about the role you played in the discovery of America.
- Pretend you are a Viking and write a convincing paragraph about why you were the first European to explore America.

 **TEKS 3.6.D** Create mental images to deepen understanding.

14

Unit Assessment

PRIMARY FOCUS OF LESSON

Reading

Students will independently read and write a summary of an informational text of their choice. **TEKS 3.5; TEKS 3.7.D**

Language

Students will apply spelling patterns to correctly spell words containing the /f/ sound. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

Foundational Skills

Students will read with sufficient accuracy and fluency to support comprehension. **TEKS 3.4**

 **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|-----------------------------|-----------------|-------------|--|
| Reading (60 min.) | | | |
| Student Skills Assessment | Independent | 60 min. | <input type="checkbox"/> Activity Page 14.1 |
| Reading (30 min.) | | | |
| Independent Reading | Independent | 30 min. | <input type="checkbox"/> <i>The Age of Exploration</i>
<input type="checkbox"/> lined paper |
| Language (30 min.) | | | |
| Spelling Assessment | Independent | 30 min. | <input type="checkbox"/> Activity Page 14.2 |
| Foundational Skills | | | |
| Optional Fluency Assessment | Independent | | <input type="checkbox"/> Activity Page 14.3 |

Note: Students will complete an assessment by reading three selections during one sitting and answering comprehension, grammar, morphology, and spelling questions that follow each selection. Students will not read out of their Reader but rather from Worksheet 14.1, where the selections have been printed.

Start Lesson

Lesson 14: Unit Assessment Reading



STUDENT SKILLS ASSESSMENT (60 MIN.)

Activity Page 14.1



- Have students take out Activity Page 14.1.
- Tell students they will read three selections printed on Activity Page 14.1 and answer comprehension, morphology, grammar, and spelling questions that follow each selection.
- Tell students that, should they feel tired, it's a good idea to take a short, personal break.
- Explain to students that they need to respect the others in the classroom and stay seated, while quietly looking up to the ceiling, stretching their shoulders, and taking a deep breath or two.
- Tell students they should go right on to the second selection once they have finished the first, and right on to the third selection once they have finished the second.
- Encourage students to do their best.
- Once students finish all three selections, encourage them to review their papers, rereading and looking over their answers carefully.
- Again, explain the necessity of respecting that not all classmates will finish at the same time, and, if they finish and have checked their papers, they should remain quiet and allow others to finish.

Note: When time permits, score these assessments using the guidelines at the end of this lesson to evaluate each student's mastery of the skills taught in this unit.

Lesson 14: Unit Assessment

Reading



Primary Focus: Students will independently read and write a summary of an informational text of their choice.

 **TEKS 3.5; TEKS 3.7.D**

INDEPENDENT READING (30 MIN.)

- Tell students that in today's lesson, they will select a text of their choice to read independently and retell in their own words.
 - Ask students to select a chapter or two of their choice from *The Age of Exploration* to re-read. Students may choose any chapter(s), between 1 and 12, from their reader.
 - After students have finished reading, have them write a brief summary of the story on lined paper.
-

Lesson 14: Unit Assessment

Language



Primary Focus: Students will apply spelling patterns to correctly spell words containing the /f/ sound.  **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELLING ASSESSMENT (30 MIN.)

- Have students turn to Activity Page 14.2 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *famous*, they would write that word under the header 'f' > /f/.
- Tell students that they may not have to use all the lines under each header.
- Using the list below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.

Activity Page 14.2



 **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. (iv) spelling multisyllabic words with multiple sound-spelling patterns.

| | |
|--------------|--|
| 1. elephant | 12. stuffing |
| 2. phases | 13. funnel |
| 3. fairest | 14. identify |
| 4. laughing | 15. affect |
| 5. trophy | 16. phrase |
| 6. tougher | 17. enough |
| 7. giraffe | Challenge Word: <i>probably</i> |
| 8. phony | Challenge Word: <i>weather</i> |
| 9. spherical | Challenge Word: <i>whether</i> |
| 10. roughly | Content Word: <i>expedition</i> |
| 11. fare | |

- After you have called out all of the words, including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.
 - Ask students to write the following sentences as you dictate them.
- He paid a 10-dollar fare to ride the ferry across the wide river.
 - My sister is always talking on the telephone.

Note: At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop, or that are persistent among individual students.

Lesson 14: Unit Assessment

Foundational Skills

Primary Focus: Students will read with sufficient accuracy and fluency to support comprehension. **TEKS 3.4**

OPTIONAL FLUENCY ASSESSMENT

- You will call students individually to read this fluency assessment to you. While students read, ask the rest of the class to silently free-read or free-write.
- Turn to the text copy of “Christopher Columbus and John Cabot: Parallel Lives” at the end of this lesson. This is the text copy students will read aloud.
- Ask the student to remove Activity Page 14.3 from their Activity Book. You will use this activity page to mark as a running record as you listen to the student read orally.
- Tell the student that you are going to ask them to read the selection aloud. Explain that you are going to keep a record of the amount of time it takes them to read the selection. Please also explain to the student that they should not rush but rather read at his or her own regular pace.
- Begin timing when the student reads the first word of the selection. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page. If you are using a stopwatch, you do not need to write down the start time as the stopwatch will calculate Elapsed Time. As the student reads the selection, make a running record on the copy with the student’s name using the following guidelines.

Activity Page 14.3



| | |
|-------------------------------|---|
| Words read correctly | No mark is required. |
| Omissions | Draw a long dash above the word omitted. |
| Insertions | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| Words read incorrectly | Write an “X” above the word. |
| Substitutions | Write the substitution above the word. |
| Self-corrected errors | Replace original error mark with an “SC.” |
| Teacher-supplied words | Write a “T” above the word (counts as an error). |

 **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- When the student finishes reading the chapter, write the exact Finish Time in minutes and seconds on your record sheet. Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds. If the student does not read to the end, draw a vertical line on the record sheet to indicate how far they read before you stopped him or her. Also write down either the Finish Time or the Elapsed Time. After the student finishes reading orally, you may direct him or her to finish reading the remainder of the selection silently; you may also assess comprehension by having the student complete the comprehension questions orally.

Oral Comprehension Questions on “Christopher Columbus and John Cabot: Parallel Lives”

- Which explorers are compared in the article?
 » Christopher Columbus and John Cabot
 - What are some similarities between Columbus and Cabot?
 » both important explorers, lived at the same time, were about the same age, were Italian, studied maps, went on three voyages
 - What are some differences?
 » Columbus was a sailor and Cabot was a merchant. They had different views on the best way to reach the Indies. Columbus became famous and Cabot was not.
 - What did Cabot think was wrong about Columbus’s approach to exploration?
 » Cabot felt it would be shorter to go north over the top of Earth rather than the longer way around the equator.
- Repeat this process for additional students. Scoring can be done later, provided you have kept running records and jotted down either the Elapsed Time or the Start Time and the Finish Time.

Guidelines for Calculating W.C.P.M. Scores

- If the reading was fairly accurate (< 10 uncorrected errors), you can get a rough (and easy) estimate of a student’s W.C.P.M. score simply by noting the time and looking at the chart on Activity Page 14.3.
- To calculate a student’s exact W.C.P.M. score, use the information you wrote down on the record sheet and follow the steps below. The steps are also shown in graphic form on Activity Page 14.3. You will probably find it helpful to have a calculator available.
 - First, complete the Words section of Activity Page 14.3.
 - Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where he or she stopped. It includes

words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole selection, use 467 words total. If the student did not finish the selection, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on Activity Page 14.3.

3. Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes on Activity Page 14.3. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
4. Subtract Uncorrected Mistakes from Words Read to get Words Correct.
5. Next, complete the Time section of the activity page.
6. Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds and then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
7. Next, complete the W.C.P.M. section of the activity page.
8. Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).
 - As you evaluate W.C.P.M. scores, here are some factors to consider.
 - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 3 students is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2006 for Spring of Grade 3 is 107 W.C.P.M.
 - A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Spring of Grade 3 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (78 W.C.P.M) are experiencing serious problems in reading fluently.

Christopher Columbus and John Cabot: Parallel Lives

| | |
|--|-----|
| Christopher Columbus was an important explorer. So was | 8 |
| John Cabot. The two men lived at the same time. They were almost | 21 |
| the same age. They were rivals, too. Their lives were connected in | 33 |
| interesting ways. | 35 |
| Columbus was probably born in 1451. John Cabot may have been | 46 |
| born the same year. | 50 |
| Columbus was Italian. He was born in Genoa. Cabot was also Italian. | 62 |
| We are not sure where he was born. He may have been born in Genoa. | 77 |
| In the 1470s, Columbus worked as a sailor. He sailed to many ports | 90 |
| in the Mediterranean. During those years, Cabot worked as a merchant. | 101 |
| He lived in Venice, but he traded all around the Mediterranean. | 112 |
| Columbus spent many hours studying maps. In 1485, he came up | 123 |
| with a bold plan. He believed he could reach the Indies by sailing west. | 137 |
| Columbus set out to find a king who would pay for a voyage. He | 151 |
| went to see John II, King of Portugal. John said no. Columbus kept | 164 |
| trying. He presented his plan to other kings, including Henry VII | 175 |
| of England. Finally, he found a sponsor. King Ferdinand and Queen | 186 |
| Isabella of Spain agreed to pay for a voyage. | 195 |

Student Name _____ Date _____

Columbus set sail in 1492. He did not make it to the Indies. He ran 210
into North America. But Columbus did not realize this. He believed he 222
had reached the Indies. 226

In 1494, Cabot learned about Columbus and his journeys. Cabot 236
had studied maps, too. He thought Columbus had made a mistake. 247
He had sailed west in the middle latitudes, near the equator. But that 260
is where the distance around Earth is greatest. Why sail there? Why 272
take the long way? Why not sail farther north? The distance around the 285
Earth would be much shorter there. It would be a better way of sailing 299
to the Indies. 302

Cabot had an idea. He thought he could beat Columbus at his own 315
game. He drew up a plan. Then, he went looking for a sponsor, just as 330
Columbus had done. 333

Cabot looked for funding in Portugal. He was turned down. 343
He went to Henry VII of England. Henry had turned down 354
Columbus, but he liked the sound of Cabot's plan. He agreed to 366
sponsor a voyage. 369
For the next few years, both men were busy exploring. 379

| | |
|---|-----|
| Columbus made three more voyages for Spain. He explored the Caribbean Sea and the coast of South America. | 389 |
| Cabot made three voyages for England. He explored the coast of North America. | 397 |
| There were many similarities between these two men. But there was one big difference. Columbus ended up famous. Cabot did not. | 408 |
| In fact, for many years, Cabot was almost forgotten. Even today, historians are still digging up facts about Cabot. The world has never forgotten about Christopher Columbus, but it had to be reminded about John Cabot. | 420 |
| | 431 |
| | 442 |
| | 454 |
| | 464 |
| | 467 |

Word Count: 467

Spelling Analysis Chart

| Name | |
|---------------------------------|-----------|
| 1. | elephant |
| 2. | phases |
| 3. | fairest |
| 4. | laughing |
| 5. | trophy |
| 6. | tougher |
| 7. | giraffe |
| 8. | phony |
| 9. | spherical |
| 10. | roughly |
| 11. | fare |
| 12. | stuffing |
| 13. | funnel |
| 14. | identify |
| 15. | affect |
| 16. | phrase |
| 17. | enough |
| Challenge Word: probably | |
| Challenge Word: weather | |
| Challenge Word: whether | |
| Content Word: expedition | |

Spelling Analysis Directions

- Students are likely to write the incorrect form of /f/:
 - For 'f', students may write 'ff', 'ph', or 'gh'.
 - For 'ff', students may write 'f', 'ph', or 'gh'.
 - For 'ph', students may write 'f', 'ff', or 'gh'.
 - For 'gh', students may write 'f', 'ff', or 'ph'.
- While the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
 - Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

Teacher Resources

In this section, you will find:

- Glossary
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

Glossary

A

abandon—to leave somewhere, never to return
(**abandoned**)

abounds—occurs in great quantities

accurate—correct

achievements—special accomplishments that come from great effort or hard work

Algonquian—a member of the Native American people who lived in what is now Canada

archipelago—a chain of islands

ashore—on land

attempt—an act of trying

B

barbarous—wild, sometimes violent

barter—to trade by exchanging goods and services instead of paying or accepting money for them

bastion—a raised gun platform in a fort

bilge pump—a device used to remove water from the bottom part of a ship

blazed—marked or shown by marking a path or route

boast—to brag (**boasted**)

C

charter—a formal document that gives rights to a person or group of people; kings often issued charters to explorers so explorers would search for land and treasure on behalf of the king

cheap—does not cost much

circumference—the distance around the widest part of a round shape

claim—to say something belongs to you (**claims**, **claimed**)

colonization—the process of taking control of an area and sending people to the newly controlled land to develop a settlement there

commodity—a good or service that can be bought and sold, often delivered by shipment

compass—a tool used for finding directions with a magnetic pointer that always points north

conquering—taking control by using force or great effort

conquistador—a former warrior, usually from Spain, who took control of something by force (**conquistadors**)

continuously—without stopping

convert—to change from one form to another; to change from one religion to another

convince—to talk someone into something by giving good reasons (**convinced**)

copper—a reddish-brown mineral found in the earth

cultivation—the growing of crops; the caring for crops

D

dead reckoning—a way to measure speed when traveling through water by throwing a knotted rope with a piece of wood on the end overboard and observing how much of and how fast the rope is pulled into the water

demoralize—weakened in courage, confidence, or spirit

destroy—to completely ruin so that it no longer exists
(**destroyed**)

device—a piece of equipment that does a specific job

disastrous—refers to something that causes great suffering or loss

distant—far away

E

embark—to get on a ship, airplane, or other vehicle and begin a journey; to start a journey

enterprise—a plan or project that is often risky or difficult to carry out

envisioned—imagined what something would look like or be like

equator—an imaginary line around the middle of the earth that is equally far from both the North Pole and South Pole

establish—to start something that is meant to last a long time (**established**)

estate—everything a person owns

estimate—to make a guess based on information you have; a guess made based on information you have

evidence—information that helps show if something is either true or not true

expanse—a large, open area

expect—to think something will probably happen (**expected**)

expedition—a long trip made for a specific purpose (**expeditions**)

expensive—costs a lot of money

explorer—a person who sets out to find new things (**exploration, explorations, explorers, explored, exploring**)

extinguish—to cause the end of something; to put out a fire

F

felt—thick cloth made from wool, fur, or other fibers

fine—excellent (**finest**)

flavor—taste (**flavors**)

fleet—a group of ships, planes, trucks, or other vehicles that are controlled by a single person, company, or government

forerunner—something that came before

fort—a large building constructed to survive enemy attacks

fortress—a strong fort

fossil—a bone, shell, or other remains of a plant or animal from millions of years ago that has formed rock (**fossils**)

funding—money provided for a special purpose

G

gadget—a small tool (**gadgets**)

geometry—the mathematical study of shapes, lines, and surfaces

grind—to crush something into small pieces or powder (**ground**)

H

hardtack—hard bread that has been baked many times

honorary—relating to a position or title awarded to a person who is honored, or greatly respected, as a sign of achievement or rank

hourglass—a tool for measuring time; it is a glass container with an upper part and lower part, connected in the middle by a narrow tube and sand falls from the upper part into the lower part in a fixed amount of time, usually an hour

hull—the outer covering of a seed or fruit

humble—respectful; not thinking you are better than others

I

iceberg—a large mass of ice floating in the ocean (**icebergs**)

immune—protected from disease

import—to bring in from somewhere else (**imported**)

impressive—deserving attention or respect

income—money earned, mostly from working

in exchange—the act of giving something and receiving something of similar value in return

inherit—to receive money, property, and other things when someone dies (**inherits, inherited**)

intriguing—extremely interesting

investment—money used to earn more money

K

keep track—to continue to be aware of (**keeping track, kept track**)

kernel—seed

L

landfall—the very first land a person sees or reaches after a flight or a voyage by sea

landmark—an object on land that is easy to see and recognize (**landmarks**)

landmass—a large, continuous area of land, such as a continent

league—a distance between 24 and 46 miles

lordship—authority and power of a lord or high-ranking person

lush—covered with healthy, green plants

M

magnet—a piece of metal that attracts iron or steel and has a north and south pole; Earth is a magnet (**magnets**)

magnetic field—the area around each pole of a magnet that has the power to attract other metals

mainland—a large area of land, not including islands, that makes up the main part of a country or region

maize—corn

merchandise—goods that are bought and sold

method—a way of doing things

missions—communities set up to convert groups of people from one religion to another

mistreatment—poor treatment that is harmful; abuse

moat—a deep ditch, usually filled with water, dug around a fort or castle to prevent enemy attacks

mulberry—a dark purple berry (**mulberries**)

mutiny—a refusal by followers to obey the rules and orders of the person in charge; rebellion

N

narrowed—became narrower, or not as wide

navigation—related to the process of finding a way around a place or to a destination

navigator—a person who decides which direction to go or which route to take, especially on a ship or in an airplane (**navigation**)

noble—a person from a family of high social rank, similar to patricians in ancient Rome (**nobles**)

O

obtain—to get (**obtained**)

occupied—lived and worked in

outposts—military stations some distance away from the main base

overrun—to exist in large numbers

overwhelm—to take over completely

P

page—a boy servant (**pages**)

party—a group of people brought together for a specific purpose

pelt—an animal skin with fur still on it (**pelts**)

peppercorn—a dried berry from a plant that is used to make pepper (**peppercorns**)

plain—a large, flat area of land with no trees (**plains**)

popular—liked by many people

precious—very valuable

profitable—makes money

profits—money made in business after all expenses, or costs, are subtracted

property—buildings, land, and livestock that someone owns

propose—offer, suggest

prune—a dried plum (**prunes**)

Q

quantities—amounts or numbers of something

R

raid—to attack by surprise (**raiding**)

ravelin—a small building you must pass through first in order to enter a fort or castle

rebel—to fight against the person or people in charge (**rebelled, rebellion**)

recruiting—persuading someone to become a new member of a group or organization

reputation—the public opinion by which someone or something is perceived

royal—relating to a king or queen

S

scarce—hard to find

scouting—exploring or searching for something

scroll—a paper rolled up into a tube (**scrolls**)

scurvy—a disease caused by not eating enough fruits or vegetables with vitamin C, leading to spongy gums, loose teeth, skin spots, and sometimes death

shallow—not deep

shatter—to suddenly break into many small pieces

shortage—when there is not enough

slash—to make a path by cutting plants (**slashed**)

solid—firm and hard

sphere—an object shaped like a ball

spice—a substance from a plant that has a specific smell or taste and is used to add flavor to food (**spices**)

spoil—to become rotten and not able to be eaten

sponsors—people who pay for the cost of an activity or event

status—the position of someone compared to others in that group

steer—to control the direction of

strait—a narrow passage of water connecting two larger bodies of water

stunned—very surprised or shocked; can sometimes mean upset

substantially—great in size, value, or importance

suspicious—without trust; causing questions or doubt

T

tan—to turn animal skin into leather using a specific process

territory—a large area of land with defined boundaries

throne—the power and authority of a king or queen

trade—to exchange something you have for something someone else has; the act of exchanging goods (**traders, traded, trading**)

trading post—a place far away from towns where people buy, sell, and trade things (**trading posts**)

translator—a person who changes words from one language to another, so that people who speak different languages can understand one another

treaty—a formal agreement between groups of people, often to stop fighting (**treaties**)

trek—a difficult journey or trip

U

uncharted—unexplored or unknown

unfamiliar—not known; not experienced

V

vassal—a person who is loyal and serves a lord or king

vast—very great in size or amount

viceroy—a person sent by the king to rule a colony

voyage—a long journey, usually by water

W

watch—the time that someone is on duty to guard or protect something

weevil—a small beetle (**weevils**)

whiz—a person who is extremely skilled at something

wreck—to destroy, ruin (**wrecked**)

Digital Exit Ticket Suggested Answers

| QUESTION | ANSWER |
|--|--|
| Lesson 1 | |
| Why were the European explorers so eager to find spices? | Spices were scarce in Europe, and so it was expensive. Finding spices could bring great wealth to the explorers. |
| Lesson 2 | |
| How did explorers keep track of where they were? Select one of those tools or methods and explain how the explorers used it. Include evidence from the text to support your response. | Answers will vary but could include: dead reckoning, a compass or the stars. Answers should include supporting evidence from the text "Navigation in the Age of Exploration". |
| Lesson 3 | |
| What were some of the challenges of traveling that early explorers faced? How does keeping track of the stars help in travel? | Answers will vary but could include that they didn't have accurate maps, electronic devices, or familiar landmarks to help them find their way. The stars can help you keep track of your position on Earth by keeping track of where certain stars appear to be in the night sky. |
| Lesson 4 | |
| What were the walls of El Castillo de San Marcos made of? Do you think this was a good material for the Spaniards to use? Why? Explain your response using evidence from the text. | The walls were made of seashells. Answers will vary, but should include evidence from the text "El Castillo de San Marcus" |
| Lesson 5 | |
| Hernando de Soto ventured to the Americas despite knowing of the disastrous attempts made by Juan Ponce de León to conquer Florida. Was de Soto any more successful than Ponce de León? Explain your thoughts. | Answers will vary, but could include that de Soto was not more successful. He found no gold, they fought and killed many natives, his men became demoralized and planned to mutiny, and de Soto eventually came down with a bad fever and died. |
| Lesson 6 | |
| What observations did Francisco Vasquez de Coronado share with the king about the land in Quivira? Why do you think Coronado shared that information with the king? | That it is the best he's seen for producing crops, and that it is well watered by springs and rivers. He shared this to possibly to suggest that the Spanish colonize the land to plant crops such as prunes, grapes, mulberries, and nut |
| Lesson 7 | |
| What was the purpose of the Spanish missions in North America from the late 1500s to the 1700s? Use evidence from the text to support your response. | To convert the Native Americans to Christianity and to develop allies among the people. Answers should include evidence from the text to support the response. |

Lesson 8

Today you made a prediction before reading about John Cabot in Chapter 8. Describe your prediction and explain whether it was correct. Use evidence from the chapter to support your thoughts.

Answers will vary. Responses should include the student's prediction and evidence from the text to support why it was correct or incorrect.

Lesson 9

Why did John Cabot decide to turn back for England after his first attempt to find the Northwest Passage? Use evidence from the text to support your response.

Cabot turned back for England because he had a disagreement with some of his crew members, had a shortage of food, and ran into bad weather.

Lesson 10

What caused Henry Hudson to sail back to Europe even though he wanted to continue his third voyage in the Americas? Use evidence from the text to support your answer.

Answers will vary but could include that Hudson's men mutinied and sent him and his son on a small boat because Hudson wanted to keep exploring but they did not. They had endured a difficult, freezing cold winter, suffered from disease, didn't have enough food and were tired of fighting. Responses should include evidence from the text "Henry Hudson".

Lesson 11

Today you read about Samuel de Champlain. Which character traits describing him are the most important for a leader to possess? Explain your thoughts using evidence from the text.

Answers will vary but should include evidence from the text. Answers could include: talented, smart, careful, determined, cooperative, convincing, successful.

Lesson 12

Today you made a prediction before reading "The Fur Trade and Samuel de Champlain" in the Reader. Describe your prediction and explain whether it was correct. Support your thoughts using evidence from the chapter.

Answers will vary. Responses should include the student's prediction and evidence from the text to support why it was correct or incorrect.

Lesson 13

Why do you think that different groups of professionals have different opinions about the people who first came to North America and how and when they did it?

Answers will vary.

ACTIVITY BOOK ANSWER KEY

Activities with widely variable or subjective responses may not be reprinted in this Appendix.

NAME: _____
DATE: _____

1.1 ACTIVITY PAGE

The Lure of Spices

1. What were European explorers looking for?

European explorers were looking for gold, other precious metals, and spices.

2. List your favorite spice from the selection and justify with three reasons why it is your favorite.

Answers may vary, but students should draw My favorite spice is on the selection for their response.

A. Answers may vary.

B. Answers may vary.

C. Answers may vary.

Grade 3

Activity Book | Unit 9

5

NAME: _____
DATE: _____

2.1 ACTIVITY PAGE

Navigation in the Age of Exploration

1. Circle the items used for navigation by European explorers.

maps compass forerunner astrolabe hourglass road sign estimate stars

2. Why couldn't explorers use landmarks to guide them?

Explorers could not use landmarks to guide them because they were sailing into unknown waters.

3. Describe items your family uses when traveling.

Answers may vary.

Grade 3

Activity Book | Unit 9

13

NAME: _____
DATE: _____

1.2 ACTIVITY PAGE

Toscanelli's Map

Match the term by each letter in the left column to the correct phrase in the middle column. Write the page number that justifies your answer.

A. 1474 1. Cippangu C Page 14

B. Toscanelli 2. Math whiz B Page 12

C. Japan 3. Landed in the Caribbean and thought he was close to China F Page 18

D. The Spice Islands 4. Continent south of Europe H Page 12

E. China 5. Cathay Mangi E Page 14

F. Columbus 6. How Europeans knew about China G Page 14

G. *The Travels of Marco Polo* 7. Islands south of Cathay Mangi D Page 14

H. Africa 8. Year Toscanelli made a map of the world A Page 12

Grade 3

Activity Book | Unit 9

7

NAME: _____
DATE: _____

2.2 ACTIVITY PAGE

Creating Sentences Using Linking Words *for example*

Add examples to this group of sentences in the form of a list, using the words for example.

Example:

The sporting goods store has a wide variety of sports equipment _____ (basketballs, footballs, clothing, tennis rackets, skis, boots, gloves, etc.)

A possible sentence could be: *The sporting goods store has a wide variety of sports equipment, for example, basketballs, clothing, and skis.*

1. My story includes many characters.

Answers may vary but should include a list of characters.

2. The art camp I attended last summer taught many forms of creating artwork.

Answers may vary but should include many forms of artwork.

3. The library has many magazines about different activities.

Answers may vary but should include a list of activities.

Grade 3

Activity Book | Unit 9

15

NAME: _____
DATE: _____

3.1 ACTIVITY PAGE

Expedition Log

Directions: Draw and/or write in sentences what you have learned about Christopher Columbus and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Answers may vary.

1. Why did Columbus sail?

Columbus sailed to try and find the Indies (a part of Asia)

because he heard that they were full of gold and spices.

2. Which country helped Columbus in his voyage?

Spain gave Columbus ships and money to sail to the East Indies.

3. What area(s) did Columbus explore?

Columbus explored the Bahamas (islands off the coast of North

America) and several other islands in the Caribbean Sea.

Grade 3

Activity Book | Unit 9 23

4. Describe the land, the people encountered, and the resources found.

The Native people, called the Taino, gave Columbus and his men food, fresh water, and parrots. Columbus did not find a lot of gold or spices, but he did find lots of exotic trees and plants.

Grade 3

24 Unit 9 | Activity Book

NAME: _____
DATE: _____

3.2 ACTIVITY PAGE

Vocabulary
Directions: Refer to the chapter “Navigation in the Age of Exploration” in your Student Reader. Draw a picture, write the definition, and write a sentence for each word. Make sure to write down the page number(s) where you found your information.

| Picture | Vocabulary Word | Definition | Sentence | Page(s) |
|---------|-----------------|---|---|---------|
| | compass | a tool used for finding direction with a needle that always points toward the North. | Using a compass, a sailor could determine which direction he was sailing. | 22 |
| | hourglass | a tool for measuring time; a glass container with an upper part and lower part connected in the middle by a narrow tube. Sand falls from the upper part into the lower part over a fixed amount of time, usually an hour. | It is a tool for measuring time; a glass container with an upper part and lower part connected in the middle by a narrow tube. Sand falls from the upper part into the lower part over a fixed amount of time, usually an hour. | 24 |

Grade 3

Activity Book | Unit 9 25

26 Unit 9 | Activity Book

Grade 3

NAME: _____ DATE: _____

3.2 ACTIVITY PAGE
CONTINUED

Short Answer

Directions: Answer the following question in complete sentences beginning with a capital letter and ending with a period. Use specific examples from your Reader in your answer.

What were some of the challenges of traveling that early explorers faced?

Answers may vary but may include that they didn't have the technological and navigational equipment we have today to travel by air, sea, and land; they were venturing into unexplored (by Europeans) territory, so they didn't have accurate maps for the areas where they were traveling; they didn't speak the languages of the Natives, so communication with people who knew the area well was limited.

Answer found on page: [20](#)

Refer to the text and glossary and then use your own words to explain how a compass works.

Because of the earth's magnetic field, the pointer on a magnet points north. By using a compass and figuring out which direction is north, a sailor can tell if he is heading north, south, east, or west.

Answer found on page: [22](#)

Grade 3

Activity Book | Unit 9 **27**

NAME: _____ DATE: _____

3.4 ACTIVITY PAGE

Prefix *pro-*: Meaning *forward or before*

| | |
|---|-----------------------------------|
| provision—(noun) something provided beforehand | Answers may vary. |
| project—(verb) to throw forward | Answers may vary. |
| prologue—(noun) an introduction to a book or play that comes before the book or play starts | Answers may vary. |
| progress—(noun) movement forward; improvement or development over time | Answers may vary. |

Write the correct word to complete each sentence.

| | | | |
|---------|----------|---------|-----------|
| propel | proposal | project | provision |
| provide | progress | propose | prologue |

1. We needed to provide our own snacks for the field trip.
2. I made progress on my Native American project over the weekend and I only have one part left to do.
3. Sam needed something to propel a car forward for his science experiment.
4. Grandpa said, "I propose we go to the zoo since it is such a nice day out today. What do you think?"

Grade 3

Activity Book | Unit 9 **29**

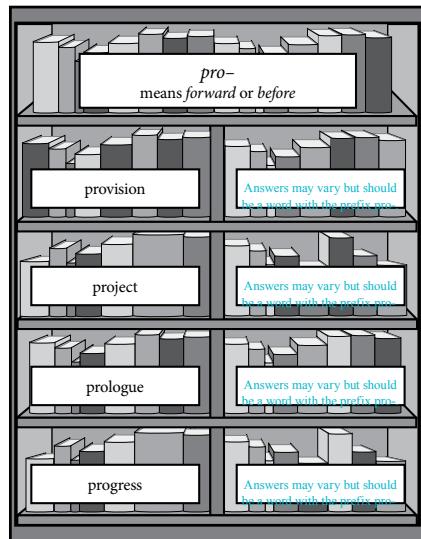
NAME: _____ DATE: _____

3.3 ACTIVITY PAGE

CONTINUED

Word Shelf

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Then write those words and their definitions on the table on the following page.



28 Unit 9 | Activity Book

Grade 3

| | | | |
|---------|----------|---------|-----------|
| propel | proposal | project | provision |
| provide | progress | propose | prologue |

5. My sister was able to project light onto the wall so we could trace shadows on paper.

6. Carter was missing one provision for the hike: water.

7. Tyra agreed with her mother's proposal that she get all the cookie ingredients out before baking.

Write your own sentence using the one word left in the box.

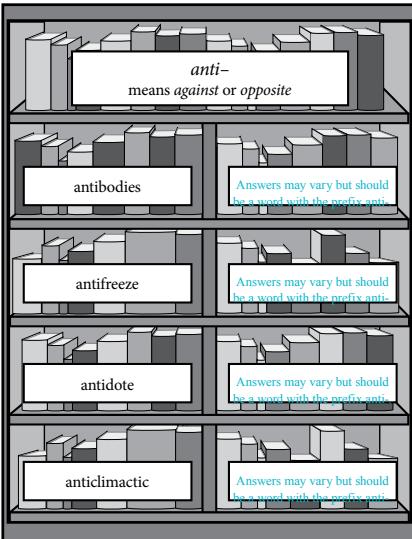
[Answers may vary but should include the word prologue.](#)

30 Unit 9 | Activity Book

Grade 3

NAME: _____
DATE: _____**Word Shelf**

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Then write those words and their definitions on the table on the following page.



32 Unit 9 | Activity Book

Grade 3

NAME: _____
DATE: _____**Prefix anti-: Meaning against or opposite**

| | |
|---|-----------------------------------|
| antibodies—(noun) substances in the body that fight against disease | Answers may vary. |
| antifreeze—(noun) a substance that prevents (or works against) freezing | Answers may vary. |
| antidote—(noun) a substance that works against poison or something bad | Answers may vary. |
| anticlimactic—(adjective) the opposite of climactic; disappointing | Answers may vary. |

Write the correct word to complete each sentence.

| | | | |
|---------------|------------|------------|----------------|
| anticlimactic | antidote | climax | freeze |
| perspire | antifreeze | antibiotic | antiperspirant |

- He needed to put on more antiperspirant after his workout because he was still sweating.
- Grandma put raspberries and water in ice cube trays to freeze so we could put the fruit cubes in our drinks the next day.
- I thought the end of the play was anticlimactic; it should have ended with a big celebration instead of just the lights dimming.
- Some Native American tribes know an antidote for when you come in contact with poisonous things, like plants and insects.

Grade 3

Activity Book | Unit 9

33

| | | | |
|---------------|------------|------------|----------------|
| anticlimactic | antidote | climax | freeze |
| perspire | antifreeze | antibiotic | antiperspirant |

- The antibiotic the doctor prescribed for my infection was not working, so Mom called his office to ask for something else.
- When it is very hot outside in the summer, I perspire a lot and need to drink a lot of water to stay hydrated.
- The climax of the story involved the main character finally finding her family after being lost for a long time.

Write your own sentence using the one word left in the box.

Sentences may vary but should include the word antifreeze.

34 Unit 9 | Activity Book

Grade 3

NAME: _____
DATE: _____**Linking Words in conclusion**

Add a concluding sentence for each paragraph, beginning with the words in conclusion.

Our substitute teacher, Mr. Brown, was a "grammar whiz" and excitedly taught the grammar lesson to our class. It seemed as though he loved grammar more than any other subject. His examples were full of details and information. He called on students to share their ideas and made everyone feel very smart. At the end of the lesson, all of us understood what he taught us.

Answers may vary but could include that Mr. Brown was a good grammar teacher.

Our class trip to the zoo was a day to remember! We all got on the bus and took our assigned seats. Mrs. Washington had paired us up with friends so we all chatted happily as we rode to the zoo. Then, we arrived at the zoo and began to follow the guide around to look at the many kinds of animals. It was so cool to see lions, tigers, and the different kinds of birds, and many of us were taking pictures. We must have walked for miles and miles to see all of the animals. At the end of the day, we were all tired but full of great memories.

Answers may vary but could include that the class trip was a success.

Grade 3

Activity Book | Unit 9

35

Performing before an audience for the first time is both scary and exciting. When I reached third grade, my parents decided I should take piano lessons, something I had dreamed of for years. They bought a second-hand piano at a thrift shop, had it put in my bedroom, and hired a teacher named Miss Sanders. She and I were instant friends, and I loved each and every lesson I took from her. After three months, it was recital time, and I was ready to play two songs I had learned by heart. As I walked up to the piano in her studio to play my songs, I looked at all the parents and families who had gathered to hear Miss Sanders' students perform, and I thought I would faint. I was so afraid I would make a mistake or forget how to play the songs. But I just took a deep breath and was able to remember every note. When I was finished, I happily took a bow as the audience applauded.

Answers may vary but could include that the author was able to conquer their fear and perform.

5. The police rescue dog became confused when he picked up two scents.
6. Today, sailors wear a uniform, and some may play a bugle.
7. His accuser said they saw him take the money off of the park bench.
8. The amusement park ride continued for the longest time!
9. Did the early explorers write in a journal?
10. The rainbow had a soft hue that seemed to drift across the sky.

NAME: _____
DATE: _____

3.8 TAKE-HOME
CONTINUED

Blank Busters

| | | | | |
|-----------|----------|---------|--------|---------|
| hue | cubical | perfume | useful | unify |
| utensils | continue | bugle | argue | occupy |
| amusement | accuse | uniform | mute | confuse |
| rescue | fuming | issue | | |

Challenge Word: impossible

Challenge Word: journal

Content Word: explorer

Fill in the blanks in the sentences below with one of the spelling words in the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -ed, -ing, -er, or -ly.

1. Anthony's sister wears very strong smelling perfume.
2. Explorers traveled on the high seas and hoped to discover riches of many kinds.
3. My angry brother muted the television so he could finish arguing with me about where I was sitting.
4. He was fuming because I occupied the comfy chair.

NAME: _____
DATE: _____

3.8 TAKE-HOME
CONTINUED

Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You may use the Challenge Words or Content Word in your sentences.

1. Answers may vary but should include one of the following words: utensils, cubical, issue, useful, unify, or impossible.
2. Answers may vary but should include one of the following words: utensils, cubical, issue, useful, unify, or impossible.
3. Answers may vary but should include one of the following words: utensils, cubical, issue, useful, unify, or impossible.

NAME: _____
DATE: _____

4.1 ACTIVITY PAGE

Expedition Log

Directions: Draw and/or write in sentences what you have learned about Juan Ponce de León and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Answers may vary.

1. Why did Ponce de León sail?

Ponce de Leon first sailed as part of Columbus' second expedition because he wanted to see the riches on Hispaniola that Columbus had falsely reported. He sailed in his own expeditions later in search of gold and possibly the Fountain of Youth.

2. What country supported Ponce de León's trip to the Americas?

Ponce de Leon sailed for Spain.

3. What area(s) did Ponce de León explore?

Ponce de Leon explored Puerto Rico, the Island of Bimini, Florida, Cuba, and the Gulf Stream.

Grade 3

Activity Book | Unit 9 **41**

4. Describe the land, the people encountered, and the resources found.

Answers will vary but may include:

the Tortugas islands were covered in turtles; Florida was covered in flowers; the Gulf Stream moved Ponce de Leon's ship "backwards." Northeast, even though the wind was pushing in the opposite direction; the Natives in Florida attacked Ponce de Leon and his men several times; and the Natives on Puerto Rico rose up against Ponce de Leon when he took their land and used them for labor to build Spanish settlements.

42 Unit 9 | Activity Book

Grade 3

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE

El Castillo de San Marcos

1. Record five facts as you read.

Answers may vary, but students should draw on the text for their response.

Grade 3

Activity Book | Unit 9 **43**

2. Pretend you are a settler from Spain in the 1600s. Write a paragraph describing what it would have been like to have either lived in or helped to build the fort El Castillo de San Marcos in St. Augustine.

Answers may vary, but students could include that the fort was impenetrable.

44 Unit 9 | Activity Book

Grade 3

NAME: _____ DATE: _____

4.3 ACTIVITY PAGE

Linking Words in the same way and in contrast

Look carefully at the pictures of the two balls. Write characteristics about each ball on the lines below it. Underline characteristics that match. Write an X in front of characteristics that do not match. On the back of this page, write sentences about the two balls using in the same way and in contrast.



Characteristics of a Soccer Ball

Answers may vary but
may include that the
ball is round and has
pentagons on it.



Characteristics of a Football

Answers may vary but may
include that the ball is oval
and has stripes on it.

Grade 3

Activity Book | Unit 9 **45**

NAME: _____ DATE: _____

4.4 ACTIVITY PAGE

Prefixes pro- and anti-

Choose the correct word to complete the sentence and write it on the line.

1. I asked my grandmother to proceed (propel, proceeded) with caution because the sidewalk still had icy spots on it.
2. In my opinion, the book ended in an anticlimactic (anticlimactic, climactic) way because the mystery was never solved.
3. The doctor said my antibodies (antibodies, antonym) must be strong because I am the only one in the family who did not get sick.
4. In the movie, a wizard described a prophecy (progress, prophecy) he believed would come true in the year 2015.
5. When we learned about light, we learned how to project (project, propel) light onto a surface and create shadows.
6. She forgot to pack antiperspirant (antibiotic, antiperspirant) in her travel bag for the marathon, so she will have to buy some when she arrives in the city.
7. For the science experiment, our group had to make something to propel (propel, progress) the car we built towards the target.

Grade 3

Activity Book | Unit 9 **47**

8. In some ancient civilizations, people used antidotes (antifreezes, antidotes) to help others get well after getting bitten by something bad or poisonous.

Write a sentence using each word listed.

1. *proposal*

Answers may vary.

2. *antisocial*

Answers may vary.

3. *progress*

Answers may vary.

48 Unit 9 | Activity Book

Grade 3

NAME: _____ DATE: _____

4.5 TAKE-HOME

Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /ue/ sound. Write the words under each header that matches the header's spelling pattern.

| 'u' > /ue/ | 'u_e' > /ue/ | 'ue' > /ue/ |
|------------|--------------|-------------|
| unicycle | mule | misce |
| Utah | huge | tissue |
| ukulele | compute | venue |
| cubicle | commune | disvalue |
| fumigate | profuse | |
| | | |
| | | |

| | | |
|-----------------|------------------|------------------|
| queen | unicycle | m u e |
| mis <u>ue</u> | h <u>u</u> e | Uah |
| pew | conquer | spun |
| tiss <u>ue</u> | ver <u>ue</u> | guess |
| com <u>ue</u> | disvalu <u>e</u> | view |
| costume | commu <u>e</u> | Ukulele |
| pro <u>ue</u> | mutter | Europe |
| u <u>nicile</u> | suit | quench |
| | mitigate | |

Grade 3

Activity Book | Unit 9 **49**

NAME: _____
DATE: _____

5.2 ACTIVITY PAGE

Expedition Log

Directions: Draw and/or write in sentences what you have learned about Hernando de Soto and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Answers may vary.

1. Why did Hernando de Soto sail?

He wanted to gather up the gold that was rumored to be
in Florida.

2. Which country supported Hernando de Soto's trip to the Americas?

Hernando de Soto sailed for Spain.

3. What area(s) did Hernando de Soto explore?

Hernando de Soto explored Florida, Georgia, South Carolina, the edge
of the Blue Ridge Mountains, Arkansas, and the Mississippi River.

Grade 3

Activity Book | Unit 9 **55**

4. Describe the land, the people encountered, and the resources found.

Hernando de Soto did not find any gold despite his long search.

De Soto engaged in many battles with Native Americans.

Thousands of Natives died as a result of these battles. In South

Carolina, de Soto captured the Lady of Cofitachequi who was
the chief of the Cofitachequi Native Americans.

Grade 3

56 Unit 9 | Activity Book

NAME: _____
DATE: _____

5.3 ACTIVITY PAGE

Spanish Explorer Routes

Directions: Study this map. Answer the questions using the map. Remember to write complete sentences that begin with a capital letter and end with correct punctuation.



1. This map shows the routes of two Spanish explorers. Who are they?

This map shows the routes of Ponce de León and Hernando de Soto.

2. Which explorer traveled to Florida's east coast?

Ponce de León traveled to Florida's east coast.

Grade 3

Activity Book | Unit 9 **57**

3. Which explorer reached the Mississippi River?

Hernando de Soto reached the Mississippi River.

Grade 3

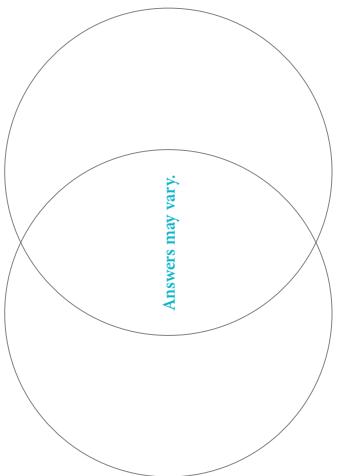
58 Unit 9 | Activity Book

NAME: _____
DATE: _____

5.4 ACTIVITY PAGE

Compare and Contrast

Using the information from Activity Page 4.3, compare and contrast the two balls using the Venn diagram. Label each circle with either the words soccer ball or the word football. Write characteristics that the two balls have in common where the circles overlap. Write characteristics unique to each ball in the separate circles. Use the sentences that you wrote on the back of Activity Page 4.3 to help you.



Grade 3

Activity Book | Unit 9 **59**

NAME: _____
DATE: _____

6.1 ACTIVITY PAGE

Expedition Log

Directions: Draw and/or write in sentences what you have learned about Francisco Vasquez de Coronado and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Answers may vary.

1. Why did Coronado explore?

Coronado was recruited to find Cibola, the city of Gold.

2. Which country supported Coronado's trip to the Americas?

Coronado explored for Spain.

3. What area(s) did Coronado explore?

Coronado explored Northern Mexico, New Mexico, Arizona, the Grand Canyon, and the Colorado River.

Grade 3

Activity Book | Unit 9 **63**

4. Describe the land, the people encountered, and the resources found.

Answers will vary but may include:
Coronado's men saw the Grand Canyon, which is one of the Seven Natural Wonders of the World; they encountered hostile Native Americans when they first entered what is now the United States; Coronado and his men met and learned from the Querechos, who were nomads that hunted and used all parts of the bison; the conquistadors were very interested in the bison; they never found gold or precious jewels.

64 Unit 9 | Activity Book

Grade 3

NAME: _____
DATE: _____

6.2 ACTIVITY PAGE

Coronado

Directions: Study this map of explorations led by Francisco Vasquez de Coronado. Answer the questions using the map. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



1. The broken line shows

The expedition route of Coronado

2. Coronado and his men traveled through the states of what are now Texas, Kansas, Oklahoma, New Mexico, and

Arizona

3. Some of Coronado's men traveled as far northwest as the

Rocky Mountains

Grade 3

Activity Book | Unit 9 **65**

NAME: _____ DATE: _____

6.3 ACTIVITY PAGE

| Explorers | Picture | Motivation
Why did they explore?
What were they looking for? | Outcomes
What were the outcomes of their exploration (achievements and/or negative impacts)? |
|-------------------------------|---------|---|--|
| Christopher Columbus | | to find a route to the East Indies, seeking gold, silver, and spices | What were the outcomes of their exploration (achievements and/or negative impacts)?

Thought he was sailing to what was called the "East Indies" in Asia, wound up in the Americas. Lied to the King and Queen of Spain about finding gold in the Americas, and got money to continue his journey. |
| Juan Ponce de Leon | | looking for gold, and legend has it the mountain of youth | Interactions
Native Americans were treated badly. He enslaved them. His crew left him out in the cold to die, and told him they would die. |
| Francisco Vasquez de Coronado | | looking for the Seven Cities of Cibola, the "cities of gold" | What were the outcomes of their exploration (achievements and/or negative impacts)?

Native Americans were treated badly. He enslaved them. His crew left him out in the cold to die, and told him they would die. |
| Hernando de Soto | | He was looking for gold. He had become wealthy conquering the Incas and wanted more riches. | Interactions
Native Americans were treated poorly. They were captured and killed. |

Activity Book | Unit 9 67

NAME: _____ DATE: _____

7.1 ACTIVITY PAGE

Spanish Missions

Directions: Draw and/or write in sentences what you have learned about Spanish missions in North America. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Answers may vary.

1. What is a mission, and why did the Spaniards want to start missions in North America?
A mission is a religious community established by missionaries.
The Spaniards started these missions to convert the Native Americans to Christianity and to develop allies among the people.

2. In what area(s) of North America did the Spaniards start missions?
The Spaniards started missions in Mexico, Florida, Georgia, New Mexico, Arizona, and California.

Activity Book | Unit 9 75

NAME: _____ DATE: _____

68 Unit 9 | Activity Book

| Explorers | Picture | Motivation
Why did they explore?
What were they looking for? | Interactions
How did they treat Native Americans they encountered? How did they treat their crew? | Outcomes
What were the outcomes of their exploration (achievements and/or negative impacts)? |
|------------------|---------|---|---|---|
| Hernando de Soto | | He was looking for gold. He had become wealthy conquering the Incas and wanted more riches. | His strategy with the Native Americans was to be vicious early on, killing thousands of Native Americans. His men became sick of marching and fighting, rebelled against him. | He explored the southeastern United States and the Mississippi River. Unsuccessful at finding gold. |

Grade 3

3. Describe what the missions looked like, what activities took place at the missions, and how different Native people reacted to what the missionaries tried to do.

Answers will vary, but students may include some of the following information:

Every mission was centered around a church. Churches were made either of stone masonry or adobe—clay bricks—depending on their location. Missionaries would often live in one building, and the converted Native Americans would live within the mission in their own houses, which were also made of stone or adobe. Most missions also included farms and orchards. The Natives were taught to grow crops like corn, wheat, and barley using European farming techniques. Some Natives were also taught crafts, such as carpentry, woodworking, weaving, soap-making, and candle-making. They also raised livestock, including cattle and sheep, on cattle ranches located just outside the mission. Most missions had bakeries, craft shops, and storerooms for the crops grown on the farms and orchards. Some Native Americans accepted this new way of life, but many did not.

Activity Book | Unit 9

Grade 3

NAME: _____
DATE: _____

7.2 ACTIVITY PAGE

Spanish Settlements

- Record five facts as you read.

[Answers may vary.](#)

Grade 3

Activity Book | Unit 9 **77**

- Choose one of the following points of view and write a paragraph describing life on a mission during the Age of Exploration. Use linking words *for example* and *in conclusion* in your paragraph.

- A. You are a missionary.
- B. You are a Native American.

[Answers may vary.](#)

78 Unit 9 | Activity Book

Grade 3

NAME: _____
DATE: _____

7.3 ACTIVITY PAGE

Short Answer/Opinion: Spanish Explorers

Directions: Answer the following questions in complete sentences beginning with a capital letter and ending with a period. Use opinion phrases, such as I feel, I believe, and I think in your answer.

What is your opinion on how the Spanish explorers treated Native Americans they encountered?

[Answers may vary.](#)

Grade 3

Activity Book | Unit 9 **79**

NAME: _____
DATE: _____

7.4 ACTIVITY PAGE

Building Sentences with Adverbs, Adjectives, and Linking Words *for example*

Read the sentence below. Using the sentence, fill in the following chart with examples of adverbs and adjectives to improve the sentence.

| The boy broke his leg. | | | |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Adjectives to describe the boy | Adverbs to describe how | Adverbs to describe when | Adverbs to describe where |
| Ex: clumsy | Ex: quickly | Ex: on Sunday | Ex: on the soccer field |
| 1. Answers may vary. |
| 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. |

Use the descriptions from the chart above to re-write at least two new, more descriptive versions of the sentence. The boy broke his leg.

EX: The clumsy boy quickly broke his leg on Sunday while playing on the soccer field.

- [Answers may vary.](#)
- [Answers may vary.](#)
- [Answers may vary.](#)

Activity Book | Unit 9 **81**

Practice adding more detail to the following sentences using the linking words for example.

EX: The boy broke his leg and has to miss playing sports,
for example, basketball, baseball, and soccer.

1. The boy broke his leg, and now he has to spend Saturday playing board games,
Answers may vary.
2. The boy broke his leg and has to spend the evenings reading,
Answers may vary.
3. When the boy broke his leg friends sent him flowers,
Answers may vary.

NAME: _____ DATE: _____

Read the sentence below. Using the sentence, fill in the following chart with examples of adverbs and adjectives to improve the sentence.

My mother cooks spaghetti.

| Adjectives to describe mother | Adverbs to describe how | Adverbs to describe when |
|-------------------------------|-----------------------------|-----------------------------|
| Ex: talented | Ex: expertly | Ex: regularly |
| 1. Answers may vary. | 1. Answers may vary. | 1. Answers may vary. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

Use the descriptions from the chart above to re-write at least two new, more descriptive versions of the sentence, My mother cooks.

EX: My **talented** mother **expertly** cooks spaghetti **regularly**.

1. **Answers may vary.**
2. **Answers may vary.**
3. **Answers may vary.**

Practice adding more detail to the following sentences using the linking words for example.

EX: My talented mother cooks Italian food
for example, spaghetti, lasagna, and cannolis.

1. My mother loves to cook breakfast foods
Answers may vary.
2. My mother loves to barbecue foods on the grill
Answers may vary.
3. My mother needs to buy ingredients for a cake
Answers may vary.

NAME: _____ DATE: _____

Vocabulary Review: John Cabot

Use context clues and the glossary of your Student Reader to fill in the graphic organizer with the terms that your teacher has assigned.

| Vocabulary Term | Answers may vary. | Answers may vary. |
|------------------------|-------------------|-------------------|
| Define the Word | | |
| Use it in a Sentence | | |
| Create an Illustration | | |

NAME: _____
DATE: _____

8.2 ACTIVITY PAGE

Comparative and Superlative Adjectives

Write the correct form of the adjective in the blank.

1. (high) A skyscraper is higher than my house.
2. (goofy) That cartoon is the goofiest cartoon I've ever seen!
3. (short) My legs are shorter than yours because I'm younger than you are.
4. (jolly) My grandfather is a jolly person who is always laughing.
5. (thin) The bread on your sandwich is cut in thinner slices than the bread on my sandwich.
6. (lucky) My brothers and I are lucky to have such a great family!
7. (red) That delicious apple is the reddest apple in the whole bunch.
8. (rare) I am told that a purple and orange butterfly is very rare.
9. (fuzzy) My sister likes my sweater better because it's fuzzier than hers.
10. (neat) Why is your bedroom always neater than mine?

Grade 3

Activity Book | Unit 9 91

Write a sentence using the word in parentheses.

1. (largest) Answers may vary but should include the word largest.

2. (lazier) Answers may vary but should include the word lazier.

3. (deeper) Answers may vary but should include the word deeper.

4. (bigger) Answers may vary but should include the word bigger.

92 Unit 9 | Activity Book

Grade 3

NAME: _____
DATE: _____

8.3 TAKE-HOME

Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /oo/ sound. Write the words under each header that matches the header's spelling pattern.

| | | | |
|-----------------|------------------|----------------|-------------------|
| 'oo' > /oo/ | 'ew' > /oo/ | 'o' > /oo/ | 'o_e' > /oo/ |
| <u>blooming</u> | <u>Andrew</u> | <u>whoever</u> | <u>disapprove</u> |
| <u>droop</u> | <u>review</u> | <u>doable</u> | <u>move</u> |
| <u>proof</u> | <u>crew</u> | <u>redo</u> | |
| <u>cocoon</u> | <u>cashew</u> | | |
| <u>spoon</u> | <u>stewed</u> | | |
| <u>noodle</u> | <u>newspaper</u> | | |
| | <u>renew</u> | | |

| | | | |
|--------------------|------------------|---------------------|--------------------|
| disapp <u>oo</u> e | blood | wh <u>oo</u> ever | blo <u>oo</u> ming |
| And <u>oo</u> w | rev <u>oo</u> w | d <u>oo</u> p | cre <u>oo</u> w |
| do <u>oo</u> ble | cas <u>oo</u> n | critic <u>oo</u> s | pro <u>oo</u> f |
| mo <u>oo</u> ve | glo <u>oo</u> e | torn | stood |
| notebook | st <u>oo</u> wed | newsp <u>oo</u> per | gl <u>oo</u> e |
| sm <u>oo</u> k | coc <u>oo</u> on | renew <u>oo</u> | sp <u>oo</u> on |
| red <u>oo</u> | shook | n <u>oo</u> dle | (u)e |

Grade 3

Activity Book | Unit 9 93

NAME: _____
DATE: _____

9.1 ACTIVITY PAGE

Opinion Prewriting Part A

Prewriting: Positive and Negative Aspects of Life as a Sailor

| Positive | Negative |
|-------------------|-------------------|
| Answers may vary. | Answers may vary. |
| | |
| | |
| | |
| | |
| | |

Grade 3

Activity Book | Unit 9 95

Part B

Opinion Writing: Life as a Sailor

Assignment: Pretend to be a sailor on board John Cabot's ship. Write a paragraph giving your opinion of whether or not the hardships you face are worth the adventure or glory. Use the examples from the passage that you recorded on Activity Page 9.1A

Answers may vary.

96 Unit 9 | Activity Book

Grade 3

9.2

ACTIVITY PAGE

John Cabot Close Reading

Vocabulary:

Match the vocabulary term on the left with the definition on the right.

| | | |
|---|-------------|--|
| D | 1. landmass | a) a hard bread that has been baked many times |
| E | 2. page | b) to become rotten and not able to be eaten |
| A | 3. hardtack | c) a disease caused by not eating enough fruits or vegetables with vitamin C |
| B | 4. spoil | d) a large, continuous area of land, such as a continent |
| C | 5. scurvy | e) a boy servant |

Activity Book | Unit 9 97

Cause and Effect:

| Fill in the missing cause or effect of an event from the chapter. | | | Page # |
|---|---|---|--------|
| Cause | → | Effect | |
| shortage of food, bad weather, disagreement with his crew | → | Cabot decided to turn back for England after his first attempt to find the Northwest Passage. | 66 |
| Cabot discovered and explored fishing grounds. | → | England had a new desire to explore and create settlements in North America. | 66 |
| The ship sprang a leak. | → | An older boy or a sailor had to work the bilge pump. | 69 |
| The voyage is going well. | → | Sailors got better food like salted meat, fish, and beans. | 70 |
| Sailors did not get enough vitamin C. | → | Sailors got scurvy. | 70 |

98 Unit 9 | Activity Book

Grade 3

9.2

ACTIVITY PAGE

CONTINUED

Timeline:

| Fill in the missing descriptions in the timeline of John Cabot's journey. | | Page # |
|---|---|--------|
| 1496 | Cabot made his first attempt to find the Northwest Passage. | 66 |
| 1496 | Cabot decided to turn back for England. | 66 |
| 1497 | Cabot reached the coast of North America on his second attempt to find the Northwest Passage. | 66 |
| 1497 | Answers may vary slightly, but students might add that Cabot found the Grand Banks, one of the best fishing areas in the world. | 66 |
| 1497 | Cabot sailed back to England and gained support for another, much larger, expedition. | 68 |
| 1498 | Cabot left England on his third expedition but was never heard from again. | 68 |

Activity Book | Unit 9 99

| | |
|--|---|
| <p>Short Answer:</p> <p>Answer the following question in complete sentences beginning with a capital letter and ending with a period. Use specific examples from your Reader in your answer.</p> <p>Even though John Cabot did not find the Northwest Passage, do you think his exploration was a success for England? Why or why not?</p> <p>Answers may vary, but students should demonstrate an understanding of the text.</p> | <p>NAME: _____
DATE: _____</p> <p>Challenge:</p> <p>Answer the following question in complete sentences.</p> <p>Even if people had known how to prevent scurvy, why might they still not have been able to prevent or cure it?</p> <p>Answers may vary, but students could include that good food was not readily available.</p> |
| <p>Answer found on page: _____</p> | |
| <p>100 Unit 9 Activity Book Grade 3</p> | |

| <p>NAME: _____
DATE: _____</p> <p>10.1 ACTIVITY PAGE</p> <p>Henry Hudson</p> <p>Cause-and-Effect Relationships during Henry Hudson's Exploration</p> <p>For each of the following cause-and-effect relationships, fill in the missing piece of information. Be sure to write in complete sentences and record the page number where you found your answer.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Cause</th> <th style="width: 10%; text-align: center;">→</th> <th style="width: 30%;">Effect</th> <th style="width: 10%; text-align: center;">Page #</th> </tr> </thead> <tbody> <tr> <td>Hudson's ship encountered too much ice.</td> <td style="text-align: center;">→</td> <td>Hudson abandoned his first voyage and turned back to England.</td> <td style="text-align: center;">76</td> </tr> <tr> <td>Hudson disobeyed orders and sailed across the Atlantic on this third voyage.</td> <td style="text-align: center;">→</td> <td>Hudson found a river in North America that he thought might lead through the continent.</td> <td style="text-align: center;">78</td> </tr> <tr> <td>The river narrowed further upstream.</td> <td style="text-align: center;">→</td> <td>Hudson realized the river was not the Northwest Passage across the continent.</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Native Americans thought Hudson was afraid of their bows and arrows.</td> <td style="text-align: center;">→</td> <td>They broke them into pieces and threw them in the fire.</td> <td style="text-align: center;">80</td> </tr> <tr> <td>Hudson's men were tired of exploring and threatened mutiny.</td> <td style="text-align: center;">→</td> <td>Hudson sailed back to Europe even though he wanted to continue his third voyage in the Americas.</td> <td style="text-align: center;">80</td> </tr> </tbody> </table> | Cause | → | Effect | Page # | Hudson's ship encountered too much ice. | → | Hudson abandoned his first voyage and turned back to England. | 76 | Hudson disobeyed orders and sailed across the Atlantic on this third voyage. | → | Hudson found a river in North America that he thought might lead through the continent. | 78 | The river narrowed further upstream. | → | Hudson realized the river was not the Northwest Passage across the continent. | 78 | Native Americans thought Hudson was afraid of their bows and arrows. | → | They broke them into pieces and threw them in the fire. | 80 | Hudson's men were tired of exploring and threatened mutiny. | → | Hudson sailed back to Europe even though he wanted to continue his third voyage in the Americas. | 80 | <p>Grade 3</p> <p>Activity Book Unit 9 101</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 30%;">Hudson and his men found a strait and a bay that led right into the center of North America.</td> <td style="width: 10%; text-align: center;">→</td> <td style="width: 30%;">The bay and strait are named after him.</td> <td style="width: 10%; text-align: center;">82</td> </tr> <tr> <td>Hudson's ship got stuck in ice, his men spent a hard winter ashore, and many men died from scurvy.</td> <td style="text-align: center;">→</td> <td>A fight broke out between Hudson and his crew.</td> <td style="text-align: center;">83</td> </tr> <tr> <td>Hudson's crew mutinied.</td> <td style="text-align: center;">→</td> <td>The crew abandoned Hudson, his son, and some others. Hudson and the others were never heard from again.</td> <td style="text-align: center;">83</td> </tr> </tbody> </table> <p>Challenge: Pretend to be one of Henry Hudson's crew who sailed back to England without him. Use strong adjectives to explain why you left him behind. (Write your paragraph on a separate piece of paper.)</p> | Hudson and his men found a strait and a bay that led right into the center of North America. | → | The bay and strait are named after him. | 82 | Hudson's ship got stuck in ice, his men spent a hard winter ashore, and many men died from scurvy. | → | A fight broke out between Hudson and his crew. | 83 | Hudson's crew mutinied. | → | The crew abandoned Hudson, his son, and some others. Hudson and the others were never heard from again. | 83 |
|---|-------|---|--------|--------|---|---|---|----|--|---|---|----|--------------------------------------|---|---|----|--|---|---|----|---|---|--|----|--|--|---|---|----|--|---|--|----|-------------------------|---|---|----|
| Cause | → | Effect | Page # | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hudson's ship encountered too much ice. | → | Hudson abandoned his first voyage and turned back to England. | 76 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hudson disobeyed orders and sailed across the Atlantic on this third voyage. | → | Hudson found a river in North America that he thought might lead through the continent. | 78 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The river narrowed further upstream. | → | Hudson realized the river was not the Northwest Passage across the continent. | 78 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Native Americans thought Hudson was afraid of their bows and arrows. | → | They broke them into pieces and threw them in the fire. | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hudson's men were tired of exploring and threatened mutiny. | → | Hudson sailed back to Europe even though he wanted to continue his third voyage in the Americas. | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hudson and his men found a strait and a bay that led right into the center of North America. | → | The bay and strait are named after him. | 82 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hudson's ship got stuck in ice, his men spent a hard winter ashore, and many men died from scurvy. | → | A fight broke out between Hudson and his crew. | 83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hudson's crew mutinied. | → | The crew abandoned Hudson, his son, and some others. Hudson and the others were never heard from again. | 83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Grade 3</p> <p>Activity Book Unit 9 Activity Book 109</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

NAME: _____
DATE: _____

| | | |
|-------------------------------|-------------------|-------------------|
| Vocabulary Term | Answers may vary. | Answers may vary. |
| Define the Word | | |
| Use it in a Sentence | | |
| Create an Illustration | | |

NAME: _____
DATE: _____

NAME: _____
DATE: _____

11.2 ACTIVITY PAGE

Vocabulary Review: Samuel de Champlain

Use context clues and the glossary of your Student Reader to fill in the graphic organizer with the terms that your teacher has assigned.

| | | |
|------------------------|-------------------|-------------------|
| Vocabulary Term | Answers may vary. | Answers may vary. |
| Define the Word | | |
| Use it in a Sentence | | |
| Create an Illustration | | |

Grade 3

Activity Book | Unit 9 **119**

NAME: _____
DATE: _____

11.3 ACTIVITY PAGE

Comparative and Superlative Adjectives Using more and most

Write the correct form of the adjective in the blank.

- (serious) My next door neighbor is the most serious person I've ever met.
- (magnificent) What could be more magnificent than the snow-capped Rocky Mountains?
- (beautiful) You are such a marvelous artist! Your painting is more beautiful than anything I could paint.
- (impressive) Just look out your window and you'll see the most impressive landscapes seen anywhere!
- (imaginative) Mr. Smith's newest book is more imaginative than his first book.
- (unusual) The animals that live on the bottom of the ocean floor are the most unusual I've ever seen!
- (excited) Was your little brother more excited than you were when the circus came to town?
- (plentiful) The vegetables from our garden are more plentiful this year than they were last year.

Grade 3

Activity Book | Unit 9 **121**

- (worried) I seem to be more worried than you are about our grades on the history test.
- (thoughtless) The main character in that play is the most thoughtless girl in her whole family.

Write a sentence using the words in parentheses:

- (more famous) Answers may vary but should include the words more famous.

- (more colorful) Answers may vary but should include the words more colorful.

- (more interesting) Answers may vary but should include the words more interesting.

122 Unit 9 | Activity Book

Grade 3

NAME: _____
DATE: _____

11.4 TAKE-HOME

Word Meanings

Use the example as a guide to complete this worksheet. Write what you think the word means from context, its part of speech, and its definition. Then write a sentence that uses the word to answer the question.

Example:

Who would be more gregarious, a clown or a loner?
gregarious funny, talkative
gregarious—part of speech adjective; meaning sociable, liking companionship
A clown would be more gregarious than a loner.

- If you were hungry and saw a **flapjack**, would you eat it?
flapjack Answers may vary.

flapjack—part of speech noun meaning pancake
Sentence Answers may vary but should include the correct definition and form of the word.

- If you had a flood in your house, would you wish for it to **subside**?
subside Answers may vary.

subside—part of speech verb meaning to sink to a lower level
Sentence Answers may vary but should include the correct definition and form of the word.

Activity Book | Unit 9 **123**

3. After returning from a great adventure, would you **regale** us with your experiences?

regale [Answers may vary.](#)

regale—part of speech verb meaning [to entertain someone](#)

Sentence [Answers may vary but should include the correct definition and form of the word.](#)

4. If you made an **offhand** comment, did you put a lot of thought into it?

offhand [Answers may vary.](#)

offhand—part of speech adjective meaning [without previous thought or preparation](#)

Sentence [Answers may vary but should include the correct definition and form of the word.](#)

5. Would you look at the **marquee** to find out what movie is playing?

marquee [Answers may vary.](#)

marquee—part of speech noun meaning [a roof-like structure over a theater that usually posts the name of the movie currently playing](#)

Sentence [Answers may vary but should include the correct definition and form of the word.](#)

NAME: _____ **12.2** ACTIVITY PAGE
DATE: _____

True or False Comprehension Statements about the Fur Trade

Read the statements listed in the chart below. Use your Student Reader to determine whether the statement is true or false. If the statement is true, write “true” in the box to the right. If the statement is false, write “false” in the box to the right. Then, in the next box, rewrite the underlined part of the sentence so that it is true. Be sure to record the page number where you found your answer.

| Statement | True/False | Corrections | Page |
|--|------------|------------------|------|
| 1. Beaver fur was popular because it was thick and waterproof. | True | | 96 |
| 2. Samuel de Champlain was known for his work in the <u>spice trade</u> . | False | <u>fur trade</u> | 97 |
| 3. Many Europeans were willing to pay for beaver pelts imported from <u>North America</u> . | True | | 97 |
| 4. A mountain range is named after Samuel de Champlain. | False | <u>lake</u> | 97 |
| 5. The French settlers made treaties with some of the Native groups, such as the <u>Algonquin people</u> and the <u>Huron people</u> . | True | | 100 |
| 6. The French traders would trade things with Native people in exchange for <u>beaver pelts</u> . | True | | 100 |

NAME: _____ DATE: _____ **12.1** ACTIVITY PAGE

Review of English and French Explorers

| English and French Explorers Chart | | | |
|------------------------------------|---|--|--|
| Explorers | Motivation | Interactions | Outcomes |
| John Cabot | <ul style="list-style-type: none"> wanted to find a Northwest Passage to China and the Indies by navigating around the more northern lines of latitude | <ul style="list-style-type: none"> did not encounter any Native Americans had a disagreement with his crew about his route | <ul style="list-style-type: none"> discovered very good fishing grounds claimed land for England that allowed the English to colonize later on |
| Henry Hudson | <ul style="list-style-type: none"> wanted to find a Northwest Passage to China and the Indies by sailing over the North Pole | <ul style="list-style-type: none"> traded with, visited, and learned from the tribes made his men explore long after they were tired, so they mutinied | <ul style="list-style-type: none"> started the fur trade along the Hudson River found a strait that led into the center of North America |
| Samuel de Champlain | <ul style="list-style-type: none"> wanted to establish a French colony and successful fur trade in North America | <ul style="list-style-type: none"> traded with the Native Americans and supported them in battles convinced settlers to stay and built trading post into a successful colony | <ul style="list-style-type: none"> started the fur trade and a successful colony in New France called Quebec, which is still a city in present day Canada |

| | | | |
|--|-------|---------------|-----|
| 7. Many of the things Native people bartered for were made of <u>wood</u> . | False | <u>metal</u> | 102 |
| 8. In 2011 the people of Canada put an image of a <u>fur trader</u> on their nickel. | False | <u>beaver</u> | 103 |

NAME: _____
DATE: _____

12.3

ACTIVITY PAGE

Vocabulary Review: The Fur Trade

Use context clues and the glossary of your Student Reader to fill in the graphic organizer with the terms that your teacher has assigned.

| | | |
|-------------------------------|-------------------|-------------------|
| Vocabulary Term | Answers may vary. | Answers may vary. |
| Define the Word | Answers may vary. | Answers may vary. |
| Use it in a Sentence | Answers may vary. | Answers may vary. |
| Create an Illustration | Answers may vary. | Answers may vary. |

Grade 3

Activity Book | Unit 9 **129**

12.4

ACTIVITY PAGE

NAME: _____
DATE: _____

Prewriting Graphic Organizer for Opinion Writing

| The Most Impactful Explorer | |
|------------------------------------|-------------------|
| Opening: Who? Why? | Example 1 |
| Answers may vary. | Answers may vary. |
| Example 2 | Example 3 |
| Answers may vary. | Answers may vary. |
| Closing | |
| Answers may vary. | |

Grade 3

Activity Book | Unit 9 **131**

NAME: _____
DATE: _____

12.5

ACTIVITY PAGE

Prefix Review: *pro-* and *anti-*

If the sentence shows an example of the correct meaning of the underlined word, write yes on the blank that follows. If the sentence does not show an example of the correct meaning of the underlined word, write no.

- I wanted to propel the canoe forward, so I sat there with the oars in the boat with me. no
- Dad picked up some antifreeze at the hardware store to pour into the truck's engine because it didn't start up as easily in the middle of the winter with such cold weather every day. yes
- Loki's wife Siguna reminded him of the prophecy that said the gods would die one day. yes
- She was so antisocial that she always invited new students to sit at our lunch table so they wouldn't feel left out. no
- I decided to proceed with the other parts of my project while I waited for the glue to dry on the solar system model I created. yes
- He presented a good prologue after the play ended that described what happened to the characters in the future. no
- I used the last of my antiperspirant at the gym after the cycling class, so I made a note to myself to buy more on the way home. yes

Grade 3

Activity Book | Unit 9 **133**

- like how proactive the group leader was, making sure everyone had the necessary materials and knew where things should go before telling us to start working. yes

Write a sentence for each word like the sentences above that you can answer with yes.

- proposal Answers may vary but should include the correct use of the word *proposal*.

- antidote Answers may vary but should include the proper use of the word *antidote*.

- progress Answers may vary but should include the correct use of the word *progress*.

Grade 3

Activity Book

NAME: _____
DATE: _____

13.1 ACTIVITY PAGE

Word Meanings

Follow your teacher's directions to complete this worksheet. Write what you think the word means from context, its part of speech, and its definition. Then write a sentence that uses the word to answer the question.

Example:

Who would be more feeble, your 92-year-old great grandmother or your 10-year-old sister?

feeble old, frail

feeble—part of speech adjective: meaning weak; not strong

My great grandmother would be more feeble than my sister.

1. If you were playing outside and suddenly saw a thunderstorm heading your way, would you **skedaddle**?

skedaddle Answers may vary.

skedaddle—part of speech verb meaning to run away quickly

Sentence Answers may vary but should include the correct definition and form of the word.

2. Which would more likely be a **monstrosity**, a kitten or a dinosaur?

monstrosity Answers may vary.

monstrosity—part of speech noun meaning something ugly

Sentence Answers may vary but should include the correct definition and form of the word.

Grade 3 Activity Book | Unit 9 139

3. Would you rather **chisel** away at a piece of bark or the Atlantic Ocean?
chisel Answers may vary.

chisel—part of speech verb meaning to cut or shape using a chisel

Sentence Answers may vary but should include the correct definition and form of the word.

4. Which of the following two pairs of colors would be more in **contrast** with each other: two different shades of green, or black and white?

contrast Answers may vary.

contrast—part of speech noun meaning a state of being

Sentence Answers may vary but should include the correct definition and form of the word.

5. Do you get more **nutrients** from spinach or a chocolate cupcake?

nutrients Answers may vary.

nutrients—part of speech noun meaning substance that encourages health and growth of a living thing

Sentence Answers may vary but should include the correct definition and form of the word.

140 Activity Book | Unit 9

Grade 3

1. Using the numbers 1–5, arrange the following events in order.

3 Columbus went back to Portugal and asked for money again.

4 Columbus sent his brother to England to ask for money.

2 Columbus met with John II, the King of Portugal to ask for money.

5 Columbus met with King Ferdinand and Queen Isabella of Spain, and they agreed to fund the trip.

1 Columbus had an idea that he could get to the Indies quickly.

2. Write **true** or **false** on the blank following the sentence.

Columbus thought he could sail east to get to the Indies and would arrive in a few weeks. false

3. Why would the king and queen of a country decide to fund an explorer's expedition to an unknown land?

Answers may vary but could include to claim the land or become wealthy from gold and spices found there.

146 Activity Book | Unit 9

Grade 3

NAME: _____
DATE: _____

14.1 ASSESSMENT CONTINUED

4. What do the words **closed the deal** mean in the following sentence from the selection?

Finally, in 1492, Columbus **closed the deal**.

- A. The king and queen said "no sale" to Columbus.
B. Columbus thought Earth was smaller than other explorers thought.
 C. The King and Queen of Spain agreed to fund his voyage.
D. Columbus showed his plan to the King of Portugal who sold him land.

5. When Columbus asked King Ferdinand and Queen Isabella for funding the second time, what had changed that allowed them to agree to the funding?

- A. Columbus was a salesman and a navigator.
 B. The war between Spain and the Moors had ended.
C. The king and queen were interested in Columbus' plan.
D. The wealthy men of Genoa, Italy convinced the king and queen to fund the voyage.

6. Write the correct word on the blank in the sentence.

The black and white puppy wagged its tail in delight upon seeing his owner. (its, it's)

Grade 3

Activity Book | Unit 9 147

7. Use the following portion of a dictionary page to answer the questions below.

flock 1. *verb* To join together in a group. 2. *noun* A group of animals, usually birds.

Which definition of *flock* is used in the following sentence?
The moviegoers *flock* together at the entrance of the theater. 1
What part of speech is *flock* in this sentence? verb

8. Which of the following words with the prefix *pro-* could be used to describe what Columbus shared with kings and a queen about his idea?

- A. prologue
- B. proposal
- C. progress
- D. prophecy

NAME: _____
DATE: _____

14.1 ASSESSMENT
CONTINUED

11. After becoming a priest, why did Las Casas continue to keep enslaved people?

Las Casas did not see any conflict between his religion and his role as a plantation owner.

12. What does the word **converted** mean in the following sentence from the selection?

They should be **converted** to the true faith.

- A. protected
- B. ashamed
- C. enslaved
- D. changed

13. What happened that caused Las Casas to change his mind and free people he had enslaved?

He did not agree with how the Spaniards treated Native people in the conquest of Cuba.

NAME: _____
DATE: _____

14.1 ASSESSMENT
CONTINUED

9. Add a concluding sentence for the paragraph, beginning with the words *in conclusion*.

Zachary had always thought he would like to become a writer one day. After spending a wonderful week at the beach, he decided he would try to write an article for a travel magazine describing his week. First, he made a list of all the activities he had enjoyed, including learning to surf, going for long walks with his family, and crafting a huge sand castle, and was pleased with the list. Next, he turned his list into sentences and worked to put them in order so they made sense. He added a splashy introduction and a logical conclusion and even downloaded a few of the photographs he had taken. After a week of working on his article, he sent the paragraph and the pictures to the travel magazine and sat back to think about the experience, smiling to himself.

Answers may vary, but students should restate the central idea of the paragraph.

10. Complete the following sentence by circling the correct suffix to add to the root word.

Gold and spices were valu _____ items that explorers wanted to find in order to get rich.

-ish -ness -able -ible

14. Why did Las Casas have trouble convincing others to free the people they had enslaved?

Others thought he was a traitor and trying to take away land, power, and enslaved people they believed they had acquired fairly.

15. Write a summary of the life of Las Casas.

Answers may vary, but students should include that Las Casas changed his mind about slavery.

NAME: _____
DATE: _____

14.1 ASSESSMENT
CONTINUED

16. Choose the word that fits the underlined meaning in the sentence.

The boy's **having the characteristics of or like someone who is ridiculous and acts without good sense** behavior angered his mother so she decided they would leave the zoo.

- A. stylish
- B. snobbish
- C. foolish
- D. feverish

Grade 3

Activity Book | Unit 9 155

17. Add adjectives and adverbs to the first row of the chart. In the second row, write simple sentences including the new adverbs or adjectives. In the bottom box, add details to the sentences using the linking words for example.

Starter Sentence: The girl broke her arm.

| Adjectives to describe the girl | Adverbs to describe how | Adverbs to describe when | Adverbs to describe where |
|--|--------------------------------|---------------------------------|----------------------------------|
| 1. Answers may vary. | 1. Answers may vary. | 1. Answers may vary. | 1. Answers may vary. |
| 2. | 2. | 2. | 2. |

A list of examples to answer the following: Because the girl broke her arm, list the activities she can no longer do.

- 1. **Answers may vary.**
- 2. **Answers may vary.**

Grade 3

NAME: _____
DATE: _____

14.1 ASSESSMENT
CONTINUED

18. Use the following portion of a dictionary page to answer the questions below.

land 1. *verb* To arrive on a runway after flying in the air. 2. *verb* To achieve something you have applied for. 3. *noun* The ground under your feet. 4. *noun* A country.

Which definition of *land* is used in the following sentence?
This great *land* of ours is called the United States of America. 4
What part of speech is *land* in this sentence? **noun**

19. Circle the correct word to complete the sentence.

My new jacket is reverse/reversible, which means I can wear it outside out or inside out.

20. Write the correct linking words in the blank in the sentence.

The prince wears rich clothing and rides a fearsome stallion.
In the same way, the princess wears lavish dresses and flowing scarves and rides a sleek, white steed.
(In the same way, In contrast)

Grade 3

Activity Book | Unit 9 157

21. Why did the king ask the servant what the duke did for the poor?

Answers may vary but might include that the king wanted to know what the duke did with his wealth.

22. What does the word **entertain** mean in the following sentence from the selection?

It is a great pleasure to entertain a man like you in my home!

- A. to make someone feel welcome
- B. to put on a play to an audience
- C. to enslave someone for life
- D. to sing for someone who listens well

23. Why did the king put small pieces of food in the folds of his cloak instead of eating them?

- A. to save the food for later
- B. to teach the duke a lesson
- C. to make the duke laugh
- D. to hide the food because he didn't like the taste of it

24. What is the moral to the story?

- A. Look before you leap.
- B. Rich and fancy is not always best.
- C. Don't judge a book by its cover.
- D. Good things come in small packages.

Grade 3

NAME: _____
DATE: _____

14.1 ASSESSMENT
CONTINUED

25. Why was the king described as wise?
A. He told a story to the duke.
B. He dressed in rags when he went to the duke's house for dinner.
C. He ate a wonderful feast at the duke's house.
D. He showed the duke how to treat people kindly.
26. Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.
verb: floats **adverb:** higher
Answers may vary.

27. Which of the following words with the suffix *-ness* means "in the state or condition of being without others?"
A. happiness
B. sadness
C. quickness
D. loneliness

Grade 3

Activity Book | Unit 9 161

28. Use the following portion of a dictionary page to answer the questions below.

does 1. [doez] *noun* Female deer. 2. [duz] *verb* The singular present tense form of the verb to do.

Which definition of *does* is used in the following sentence?

The *does* gently graze in lush, green fields. 1

What part of speech is *does* in this sentence? noun

29. Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.
verb: freezes **adverb:** quickly
Answers may vary.

30. If someone is *antisocial*, the person is _____
The opposite of friendly towards others, does not want to be around people.

Grade 3

162 Unit 9 | Activity Book

NAME: _____
DATE: _____

PP1 ACTIVITY PAGE

Venn Diagram
Directions: Choose two topics you learned about in this domain that you can compare and contrast. Write those topics on the lines near each circle. Write how your topics are alike in the overlapping part of the Venn diagram. Write how they are different in the non-overlapping part of each circle for each topic.

Answers may vary.

Grade 3

Activity Book | Unit 9 169

NAME: _____
DATE: _____

PP2 ACTIVITY PAGE

Irregular Comparative and Superlative Adjectives

Write the correct form of the verb in the sentence.

1. (good) When I was in first grade, I was the best swimmer in the whole school.
2. (bad) My brother had a worse day than I did.
3. (much) How much money did you bring with you today?
4. (little) The unhappy child got the smallest piece of cake because that was all that was left.
5. (far) My aunt and uncle live farther away from our house than my grandparents.
6. (many) Our neighbors have more pets than we have.

Write a sentence using the word in parentheses.

1. (good) Answers may vary.

Grade 3

Activity Book | Unit 9 171

2. (most) Answers may vary.

3. (farthest) Answers may vary.

4. (worst) Answers may vary.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 9

Correlation—Teacher's Guide

| | |
|---|---|
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | |
| TEKS 3.1.A | listen actively, ask relevant questions to clarify information, and make pertinent comments |
| TEKS 3.1.B | follow, restate, and give oral instructions that involve a series of related sequences of action |
| TEKS 3.1.C | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively |
| TEKS 3.1.D | work collaboratively with others by following agreed-upon rules, norms, and protocols |
| TEKS 3.1.E | develop social communication such as conversing politely in all situations |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | |
| (A) demonstrate and apply phonetic knowledge by: | |
| TEKS 3.2.A.i | decoding multisyllabic words with multiple sound-spelling patterns, such as eigh, ough, and en |
| TEKS 3.2.A.ii | decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables |
| TEKS 3.2.A.iii | decoding compound words, contractions, and abbreviations |
| TEKS 3.2.A.iv | decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV with accent shifts |
| TEKS 3.2.A.v | decoding words using knowledge of prefixes |
| TEKS 3.2.A.vi | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants |
| TEKS 3.2.A.vii | identifying and reading high-frequency words from a research-based list |
| (B) demonstrate and apply spelling knowledge by: | |
| TEKS 3.2.B.i | spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 9 | | Correlation—Teacher's Guide |
|---|---|--|
| TEKS 3.2.B.ii | spelling homophones | |
| TEKS 3.2.B.iii | spelling compound words, contractions, and abbreviations | |
| TEKS 3.2.B.iv | spelling multisyllabic words with multiple sound-spelling patterns | U9: p. 220, U9: p. 234, U9: p. 238, U9: p. 257, U9: p. 318, U9: p. 321 |
| TEKS 3.2.B.v | spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV | |
| TEKS 3.2.B.vi | spelling words using knowledge of prefixes | |
| TEKS 3.2.B.vii | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | U9: p. 194, U9: p. 216 |
| TEKS 3.2.C | alphabetize a series of words to the third letter | |
| TEKS 3.2.D | write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. | |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | | |
| TEKS 3.3.A | use print or digital resources to determine meaning, syllabication, and pronunciation | U9: p. 34, U9: p. 56, U9: p. 300, U9: p. 311 |
| TEKS 3.3.B | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words | U9: p. 34, U9: p. 36, U9: p. 41, U9: p. 60, U9: p. 74, U9: p. 194, U9: p. 199, U9: p. 203, U9: p. 207 |
| TEKS 3.3.C | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> | U9: p. 60, U9: p. 79, U9: p. 86, U9: p. 107, U9: p. 284, U9: p. 298 |
| TEKS 3.3.D | identify and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text | |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | | |
| TEKS 3.4 | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text | U9: p. 238, U9: p. 250, U9: p. 318, U9: p. 323 |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | |
| TEKS 3.5 | self-select text and read independently for a sustained period of time | U9: p. 318, U9: p. 321 |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | | |
| TEKS 3.6.A | establish purpose for reading assigned and self-selected texts | U9: p. 300, U9: p. 304, U9: p. 314 |
| TEKS 3.6.B | generate questions about text before, during, and after reading to deepen understanding and gain information | U9: p. 194, U9: p. 207 |
| TEKS 3.6.C | make and correct or confirm predictions using text features, characteristics of genre, and structures | U9: p. 60, U9: p. 62, U9: p. 86, U9: p. 88, U9: p. 138, U9: p. 155, U9: p. 194, U9: p. 207, U9: p. 215, U9: p. 284, U9: p. 288, U9: p. 289, U9: p. 290 |
| TEKS 3.6.D | create mental images to deepen understanding | U9: p. 316 |
| TEKS 3.6.E | make connections to personal experiences, ideas in other texts, and society | U9: p. 8, U9: p. 12, U9: p. 34, U9: p. 48 |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 9 | | Correlation—Teacher's Guide |
|--|--|--|
| TEKS 3.6.F | make inferences and use evidence to support understanding | U9: p. 110, U9: p. 125, U9: p. 138, U9: p. 139, U9: p. 155, U9: p. 260, U9: p. 274 |
| TEKS 3.6.G | evaluate details read to determine key ideas | U9: p. 8, U9: p. 12, U9: p. 86, U9: p. 88, U9: p. 138, U9: p. 142, U9: p. 194, U9: p. 199, U9: p. 238, U9: p. 242, U9: p. 260, U9: p. 264, U9: p. 274, U9: p. 284, U9: p. 288 |
| TEKS 3.6.H | synthesize information to create new understanding | U9: p. 110, U9: p. 125, U9: p. 138, U9: p. 139, U9: p. 163, U9: p. 194, U9: p. 199, U9: p. 238, U9: p. 242, U9: p. 260, U9: p. 264, U9: p. 300, U9: p. 304 |
| TEKS 3.6.I | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down | |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | | |
| TEKS 3.7.A | describe personal connections to a variety of sources including self-selected texts | |
| TEKS 3.7.B | write a response to a literary or informational text that demonstrates an understanding of a text | U9: p. 60, U9: p. 74, U9: p. 168, U9: p. 185, U9: p. 220, U9: p. 227 |
| TEKS 3.7.C | use text evidence to support an appropriate response | U9: p. 34, U9: p. 48, U9: p. 60, U9: p. 74, U9: p. 220, U9: p. 221, U9: p. 227, U9: p. 238, U9: p. 242, U9: p. 260, U9: p. 274, U9: p. 284, U9: p. 295, U9: p. 300, U9: p. 309 |
| TEKS 3.7.D | retell and paraphrase texts in ways that maintain meaning and logical order | U9: p. 284, U9: 287, U9: 300, U9: 303, U9: p. 318, U9: p. 321 |
| TEKS 3.7.E | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | U9: p. 60, U9: p. 62, U9: p. 86, U9: p. 88, U9: p. 98, U9: p. 110, U9: p. 114, U9: p. 138, U9: p. 142, U9: p. 168, U9: p. 170, U9: p. 179 |
| TEKS 3.7.F | respond using newly acquired vocabulary as appropriate | U9: p. 60, U9: p. 74, U9: p. 220, U9: p. 224 |
| TEKS 3.7.G | discuss specific ideas in the text that are important to the meaning | U9: p. 34, U9: p. 48, U9: p. 194, U9: p. 207 |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | | |
| TEKS 3.8.A | infer the theme of a work, distinguishing theme from topic | |
| TEKS 3.8.B | explain the relationships among the major and minor characters | |
| TEKS 3.8.C | analyze plot elements, including the sequence of events, the conflict, and the resolution | |
| TEKS 3.8.D | explain the influence of the setting on the plot | |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | | |
| TEKS 3.9.A | demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths | |
| TEKS 3.9.B | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 9 | | Correlation—Teacher's Guide |
|---|---|--|
| TEKS 3.9.C | discuss the elements in drama such as characters, dialogue, setting, and acts | |
| (D) recognize characteristics and structures of informational text, including: | | |
| TEKS 3.9.D.i | the central idea with supporting evidence | U9: p. 34, U9: p. 36 |
| TEKS 3.9.D.ii | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding | U9: p. 86, U9: p. 104 |
| TEKS 3.9.D.iii | organizational patterns such as cause and effect and problem and solution | U9: p. 110, U9: p. 133, U9: p. 238, U9: p. 250 |
| (E) recognize characteristics and structures of argumentative text by: | | |
| TEKS 3.9.E.i | identifying the claim | |
| TEKS 3.9.E.ii | distinguishing facts from opinion | |
| TEKS 3.9.E.iii | identifying the intended audience or reader | |
| TEKS 3.9.F | recognize characteristics of multimodal and digital texts | |
| (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | | |
| TEKS 3.10.A | explain the author's purpose and message within a text | |
| TEKS 3.10.B | explain how the use of text structure contributes to the author's purpose | |
| TEKS 3.10.C | explain the author's use of print and graphic features to achieve specific purposes | U9: p. 8, U9: p. 12, U9: p. 220, U9: p. 224 |
| TEKS 3.10.D | describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes | |
| TEKS 3.10.E | identify the use of literary devices, including first- or third-person point of view | |
| TEKS 3.10.F | discuss how the author's use of language contributes to voice | |
| TEKS 3.10.G | identify and explain the use of hyperbole | |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | | |
| TEKS 3.11.A | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping | U9: p. 220, U9: p. 225, U9: p. 284, U9: p. 295 |
| (B) develop drafts into a focused, structured, and coherent piece of writing by: | | |
| TEKS 3.11.B.i | organizing with purposeful structure including an introduction and conclusion | |
| TEKS 3.11.B.ii | developing an engaging idea with relevant details | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 9 | | Correlation—Teacher's Guide |
|--|---|---|
| TEKS 3.11.C | revise drafts by adding, revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity deleting, or rearranging words, phrases or sentences

(D) edit drafts using standard English conventions, including: | U9: p. 300, U9: p. 309 |
| TEKS 3.11.D | edit drafts using standard English conventions | |
| TEKS 3.11.D.i | complete simple and compound sentences with subject-verb agreement | |
| TEKS 3.11.D.ii | past, present, and future verb tense | |
| TEKS 3.11.D.iii | singular, plural, common, and proper nouns | |
| TEKS 3.11.D.iv | adjectives, including their comparative and superlative forms | U9: p. 168, U9: p. 186, U9: p. 194, U9: p. 216, U9: p. 260, U9: p. 281 |
| TEKS 3.11.D.v | adverbs that convey time and adverbs that convey manner | U9: p. 34, U9: p. 53, U9: p. 60, U9: p. 83, U9: p. 86, U9: p. 104, U9: p. 110, U9: p. 133, U9: p. 168, U9: p. 186 |
| TEKS 3.11.D.vi | prepositions and prepositional phrases | |
| TEKS 3.11.D.vii | pronouns, including subjective, objective, and possessive cases | |
| TEKS 3.11.D.viii | coordinating conjunctions to form compound subjects, predicates, and sentences | |
| TEKS 3.11.D.ix | capitalization of official titles of people, holidays, and geographical names and places | |
| TEKS 3.11.D.x | punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series | U9: p. 34, U9: p. 53 |
| TEKS 3.11.D.xi | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | |
| TEKS 3.11.E | publish written work for appropriate audiences | |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | | |
| TEKS 3.12.A | compose literary texts, including personal narratives and poetry, using genre characteristics and craft | U9: p. 86, U9: p. 98, U9: p. 168, U9: p. 179, U9: p. 238, U9: p. 250 |
| TEKS 3.12.B | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | |
| TEKS 3.12.C | compose argumentative texts, including opinion essays, using genre characteristics and craft | U9: p. 8, U9: p. 28, U9: p. 139, U9: p. 163, U9: p. 168, U9: p. 185, U9: p. 220, U9: p. 225, U9: p. 260, U9: p. 274, U9: p. 284, U9: p. 295, U9: p. 296, U9: p. 300, U9: p. 309 |
| TEKS 3.12.D | compose correspondence such as thank you notes or letters | |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | | |
| TEKS 3.13.A | generate questions on a topic for formal and informal inquiry | |
| TEKS 3.13.B | develop and follow a research plan with adult assistance | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 9 | Correlation—Teacher's Guide |
|---------------|--|
| TEKS 3.13.C | identify and gather relevant information from a variety of sources
U9: p. 138, U9: p. 139, U9: p. 163 |
| TEKS 3.13.D | identify primary and secondary sources |
| TEKS 3.13.E | demonstrate understanding of information gathered |
| TEKS 3.13.F | recognize the difference between paraphrasing and plagiarism when using source materials |
| TEKS 3.13.G | create a works cited page |
| TEKS 3.13.H | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 9

Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

| | | |
|----------|--|--|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English | U9: p. 83, U9: p. 108 |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources | U9: p. 257 |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary | U9: p. 134 |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known) | U9: p. 57 |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment | U9: p. 32, U9: p. 57, U9: p. 166; U9: p. 225, U9: p. 299, U9: p. 311 |
| ELPS 1.F | use accessible language and learn new and essential language in the process | U9: p. 83, U9: p. 311 |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations | |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations | |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

| | | |
|----------|---|--|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease | |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions | |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 9 | | Correlation—Teacher's Guide |
|---|--|--|
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language | |
| ELPS 2.F | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment | |
| ELPS 2.G | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar | U9: p. 206, U9: p. 249, U9: p. 272 |
| ELPS 2.H | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations | U9: p. 225 |
| ELPS 2.I | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs | U9: p. 204, U9: p. 249, U9: p. 272, U9: p. 304 |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | | |
| ELPS 3.A | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible | |
| ELPS 3.B | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | U9: p. 11, U9: p. 17 |
| ELPS 3.C | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | U9: p. 186 |
| ELPS 3.D | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | |
| ELPS 3.E | share information in cooperative learning interactions | U9: p. 55, U9: p. 281 |
| ELPS 3.F | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | U9: p. 225 |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 9 | | Correlation—Teacher's Guide |
|--|---|---|
| ELPS 3.G | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics | |
| ELPS 3.H | narrate, describe, and explain with increasing specificity and detail as more English is acquired | |
| ELPS 3.I | adapt spoken language appropriately for formal and informal purposes | |
| ELPS 3.J | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment | |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: | | |
| ELPS 4.A | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words | |
| ELPS 4.B | recognize directionality of English reading such as left to right and top to bottom | |
| ELPS 4.C | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials | U9: p. 299 |
| ELPS 4.D | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text | U9: p. 27, U9: p. 207, U9: p. 288, U9: p. 289, U9: p. 305 |
| ELPS 4.E | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned | U9: p. 99 |
| ELPS 4.F | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language | U9: p. 49, U9: p. 75, U9: p. 84, U9: p. 126, U9: p. 185, U9: p. 187, U9: p. 218, U9: p. 228, U9: p. 251, U9: p. 273 |
| ELPS 4.G | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs | U9: p. 46 |
| ELPS 4.H | read silently with increasing ease and comprehension for longer periods | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 9

| Unit 9 | | Correlation—Teacher's Guide |
|---|--|---|
| ELPS 4.I | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | U9: p. 17, U9: p. 27, U9: p. 46, U9: p. 49, U9: p. 75, U9: p. 126, U9: p. 156 |
| ELPS 4.J | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs | U9: p. 207, U9: p. 251, U9: p. 273, U9: p. 289, U9: p. 305 |
| ELPS 4.K | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs | |
| (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: | | |
| ELPS 5.A | learn relationships between sounds and letters of the English language to represent sounds when writing in English | |
| ELPS 5.B | write using newly acquired basic vocabulary and content-based grade-level vocabulary | U9: p. 163 |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | |
| ELPS 5.D | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired | |
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly | |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | U9: p. 106, U9: p. 186 |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | U9: p. 73, U9: p. 84, U9: p. 97, U9: p. 124, U9: p. 152, U9: p. 156, U9: p. 178 |

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

| | |
|-----------------------------|-------------------|
| Sarah Cloos | Michelle Koral |
| Laia Cortes | Sean McBride |
| Jayana Desai | Jacqueline Ovalle |
| Angela Donnelly | Sofía Pereson |
| Claire Dorfman | Lilia Perez |
| Ana Mercedes Falcón | Sheri Pineault |
| Rebecca Figueroa | Megan Reasor |
| Nick García | Marisol Rodriguez |
| Sandra de Gennaro | Jessica Roodvoets |
| Patricia Infanzón-Rodríguez | Lyna Ward |
| Seamus Kirst | |

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

| | |
|-------------------|--------------------------|
| Nanyamka Anderson | Emily Mendoza |
| Raghav Arumugan | Marguerite Oerlemans |
| Dani Aviles | Lucas De Oliveira |
| Olioli Buika | Tara Pajouhesh |
| Sherry Choi | Jackie Pierson |
| Stuart Dalgo | Dominique Ramsey |
| Edel Ferri | Darby Raymond-Overstreet |
| Pedro Ferreira | Max Reinhardsen |
| Nicole Galuszka | Mia Saine |
| Parker-Nia Gordon | Nicole Stahl |
| Isabel Hetrick | Flore Thevoux |
| Ian Horst | Jeanne Thornton |
| Ashna Kapadia | Amy Xu |
| Jagriti Khirwar | Jules Zuckerberg |
| Julie Kim | |
| Lisa McGarry | |

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Credits

14 (An artist's illustration of Columbus landing in the Americas): Library of Congress, Prints & Photographs Division, LC-DIG-pga-02388; 15 (Columbus): Library of Congress, Prints & Photographs Division, LC-DIG-pga-02388, (Coronado): Angela Padron, (Cabot): public domain, (Hudson): public domain, (Champlain): public domain; 18 (Gold): Shutterstock; 19 (Spices displayed in a spice market): Shutterstock; 19 (Unharvested peppercorns): Shutterstock; 20 (Star anise, cinnamon, and cloves, clockwise from star anise): Shutterstock; 23 (The right side of this map): public domain; 24 (What Toscanelli thought was there): public domain; 25 (The route Columbus planned to take): public domain; 26 (The route Columbus actually took): public domain; 38 (Christopher Columbus): Dustin Mackay; 39 (Pack animals along spice road): Dustin Mackay; 40 (Young Columbus proposing route): Dustin Mackay; 41 (Toscanelli's map showing North America): Staff; 41 (Columbus sailing out on three ships): Shutterstock; 42 (Columbus claiming lands for Spain): Library of Congresss, Prints, & Photographs Division, LC-DIG-pga-02388; 44 (Columbus's return to Spain): Dustin Mackay; 50 (Things we use to find places we want to visit): Shutterstock; 51 (A compass): Shutterstock, (An astrolabe): Shutterstock; 52 (Dead reckoning): Shutterstock; 52 (Explorers used many tools): Shutterstock; 65 (Map of Columbus's four voyages): Brittany Tingey; 66 (Columbus preparing for return trip): Library of Congresss, Prints, & Photographs, LC-USZC4-2029; 67 (Columbus returning to Hispaniola): Dustin Mackay; 67 (Columbus and his angry men): Shari Griffiths; 68 (Native population as enslaved people): Dustin Mackay; 69 (Spanish Conquistadors): Jacob Wyatt; 70 (Map of Conquistadors' Voyages): Jacob Wyatt; 76 (Things we use to find places we want to visit): Shutterstock; 77 (A compass): Shutterstock, (An astrolabe): Shutterstock; 78 (Dead reckoning): Shutterstock; 78 (Explorers used many tools): Shutterstock; 90 (Juan Ponce de León): Tyler Pack; 91 (Governor Ponce de León): Shari Griffiths; 92 (Ponce de León searching for gold in Puerto Rico): Tyler Pack; 93 (Ponce de León searching for gold in Florida): Shari Griffiths; 94 (Map of Ponce de León's explorations and Gulf Stream): Brittany Tingey; 96 (Injured Ponce de León and Colonists retreating from Florida Colony): Tyler Pack; 100 (El Castillo de San Marcos): Shutterstock; 101 (A bastion): Shutterstock; 102 (Coquina): Shutterstock; 103 (The drawbridge): Shutterstock; 116 (De Soto's landing in Florida): Shari Griffiths; 117 (Hernando de Soto Expedition): Shari Griffiths; 118 (Hernando de Soto finding Ortiz): Shari Griffiths, Shutterstock; 119 (De Soto and men marching inland): Shutterstock; 120 (De Soto meeting with Cofitachequi): Shari Griffiths; 120 (De Soto's route with Native Territories marked): Shari Griffiths; 121 (De Soto crossing the Mississippi): Shari Griffiths, Shutterstock; 122 (De Soto burial): Shari Griffiths; 127 (De Soto's landing in Florida): Shari Griffiths; 128 (Hernando de Soto expedition): Shari Griffiths; 128 (Hernando de Soto finding Ortiz at de Soto's base camp): Shutterstock; 129 (De Soto and his men marching inland): Shutterstock; 130 (De Soto meeting with the Lady of Cofitachequi): Shari Griffiths; 131 (De Soto's route with Native territories marked): Shari Griffiths; 131 (De Soto crossing the Mississippi): Shutterstock; 132 (De Soto burial in the Mississippi): Shari Griffiths; 144 (Álvar Núñez Cabeza de Vaca Telling His Journey and Tale of Golden Cities): Shari Griffiths; 145 (Estéban Traveling): Shari Griffiths; 146 (Messengers Bringing Friar Marcos the News about Estéban): Shari Griffiths; 147 (Spaniards Assembling for the Expedition to Cibola under Coronado): Shari Griffiths; 148 (Coronado and Spaniards Approaching Zuni): Shari Griffiths; 149 (Spaniards Exploring Zuni Pueblo): Shari Griffiths; 150 (Map of Coronado's Exploration in the Southwest): Shari Griffiths; 150 (Spaniards Marching through the Plains): Shari Griffiths; 152 (Coronado at Quivira): Shari Griffiths; 151 (Coronado): Angela Padron; 158 (A bison, which Coronado called a "cow"): Shutterstock; 159 (Tents made of "cowhide"): Shutterstock; 160 (Copper): Shutterstock; 161 (The plains with bison, called "cows" by Coronado): Shutterstock; 172 (De Soto, left): public domain; 172 (De Soto and Coronado): (left): public domain, (right): Angela Padron; 173 (De Soto and Coronado): (left): public domain, (right): Angela Padron; 174 (St. Augustine): Carolyn Wouden, (Spanish missionary): Carolyn Wouden; 175 (St. Augustine): Carolyn Wouden, (Spanish missionary): Carolyn Wouden, (Spanish mission): Shutterstock, (Old Spanish mission building): Shutterstock; 176 (Photo of a Mission Today): Shutterstock; 181 (De Soto and Coronado): (left): public domain, (right): Angela Padron; 182 (Founding of St. Augustine): Angela Padron; 182 (Spanish missionary): James Johnson; 183 (Spanish mission): Matthew Clark; 183 (An Old Spanish Mission Building): Shutterstock; 184 (Photo of a Mission Today): Shutterstock; 202 (John Cabot as a Young Sailor Learning to Navigate): Marti Major; 202 (Globe Showing Cabot's Intended Route): Shutterstock; 203 (Cabot in England): Angela Padron; 204 (Map of Cabot's First and Second Journeys): Staff; 204 (Cabot on His Ship off the Coast of North America): Marti Major; 205 (Henry VII): Angela Padron; 205 (Map of Final Journey): Staff; 206 (Portrait of Cabot): public domain; 210 (John Cabot): public domain; 211 (The circled area is the Grand Banks): Shutterstock; 212 (The route Cabot intended to take to find the Northwest Passage): Shutterstock; 212 (A bilge pump used in Cabot's time): Staff; 213 (Hardtack): DryPot / Wikimedia Commons / Creative Commons Attribution 2.5 Generic, <http://creativecommons.org/licenses/by/2.5/deed.en> / Modified from Originia; 214 (Sailors stood watch on the platform high up on the mast): Shutterstock; 224 (U9.L8.8): public domain; 229 (John Cabot): public domain; 230 (Grand Banks): Shutterstock; 231 (Northwest Passage): Shutterstock, (Bilge pump): Staff; 232 (Hardtack): DryPot via CC by 2.5; 233 (Mast): Shutterstock; 243 (Portrait of Henry Hudson and Map Showing His Sailing Idea): Daniel Hughes; 244 (Hudson's Boat Stuck in Pack Ice): Daniel Hughes; 244 (Map Showing Hudson's Three Voyages): Michelle Weaver; 245, 246 (Hudson Sailing Up River): Scott Hammond, (Hudson Eating with Native Americans): Michelle Weaver; 247, 248 (Hudson River Today): Shutterstock; 248 (Map of Fourth Voyage): Michelle Weaver; 248 (Hudson Abandoned by His Crew): Scott Hammond; 252 (Portrait of Henry Hudson and map showing his sailing idea): Daniel Hughes; 252 (Hudson's boat stuck in pack ice): Michelle Weaver; 253 (Map showing Hudson's three voyages): Daniel Hughes; 254 (Hudson sailing up river): Scott Hammond; 79 (Hudson eating): Michelle Weaver; 255 (Hudson River today): Shutterstock; 256 (Map of fourth voyage): Michelle Weaver; 256 (Hudson abandoned by his crew): Scott Hammond; 266 (Map of New France): Erika Baird, (Samuel de Champlain, insert): Scott Hammond; 267 (Champlain on Fur-Trading Expedition): Erika Baird, (Samuel de Champlain, insert): Scott Hammond; 267 (French Colonists Leaving Settlement in Winter): Scott Hammond, Daniel Hughes; 268 (French Colonists Leaving Settlement in Winter): Scott Hammond, Daniel Hughes; 269 (Map of St. Lawrence River Colony with Maps of Routes around America): Erika Baird; 269 (Settling Quebec City): Scott Hammond; 269 (Champlain Trading with Native Allies): Scott Hammond; 270 (French missionaries): Scott Hammond; 270 (European Explorers, top left): Dustin Mackay; 270 (European Explorers, top center): Shari Griffiths, (European Explorers, top right): public domain, (European Explorers, bottom left): Angela Padron, (European Explorers, bottom center left): Marti Major, (European Explorers, bottom center right): Scott Hammond, (European Explorers, bottom right): Scott Hammond; 271 (Native Americans, top left): Tyler Pack, (Native Americans, top right): Tyler Pack, (Native Americans, bottom left): Becca Scholes, (Native Americans, bottom right): Shari Griffiths; 275 (Map of New France): Erika Baird, (Samuel de Champlain, insert): Scott Hammond; 276 (Champlain on fur trading expedition): Erika Baird; 276 (French colonists leaving settlement in winter): Scott Hammond; 277 (Map of St. Lawrence River colony): Daniel Hughes; 277 (Settling Quebec City): Daniel Hughes; 278 (Champlain trading with Native allies): Scott Hammond; 279 (French missionaries): Scott Hammond; 279 (European Explorers, top center): Shari Griffiths, (European Explorers, top right): public domain, (European Explorers, bottom left): Angela Padron, (European Explorers, bottom center left): Marti Major, (European Explorers, bottom center right): Scott Hammond, (European Explorers, bottom right): Scott Hammond; 280 (Native Americans, top left): Tyler Pack, (Native Americans, top right): Tyler Pack, (Native Americans, bottom left): Becca Scholes, (Native Americans, bottom right): Shari Griffiths; 291 (A beaver hat): Shutterstock; 291 (A trading post): Shutterstock; 292 (Lake Champlain in the fall): Shutterstock; 293 (A beaver has thick fur that was used to make hats): Shutterstock; 294 (Items like tobacco, kettles, and fish hooks were traded for pelts): Shutterstock; 294 (A beaver): Shutterstock; 306 (Map of North America): Shutterstock; 306 (Places Vikings explored): Jacob Wyatt; 307 (L'Anse aux Meadows): Shutterstock; 308 (First settlers to North America debate): Shutterstock; 308 (How people think human beings spread): Shutterstock



Grade 3 | Unit 9 | Teacher Guide
Travelers from Other Lands: Early Explorations of North America

ISBN 9781683919667

9 781683 919667



Grade 3

Unit 9 | Activity Book
Travelers from Other Lands:
Early Explorations of North America

Grade 3

Unit 9

Travelers from Other Lands:

Early Explorations of North America

Activity Book

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

ISBN 978-1-64383-742-0

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—if you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

Unit 9

Travelers from Other Lands:

Early Explorations of North America

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 9 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

1.1

ACTIVITY PAGE

DATE: _____

The Lure of Spices

1. What were European explorers looking for?

2. List your favorite spice from the selection and justify with three reasons why it is your favorite.

My favorite spice is _____.

A. _____

B. _____

C. _____

NAME: _____

1.2

ACTIVITY PAGE

DATE: _____

Toscanelli's Map

Match the term by each letter in the left column to the correct phrase in the middle column. Write the page number that justifies your answer.

A. 1474

1. Cippangu _____

Page _____

B. Toscanelli

2. Math whiz _____

Page _____

C. Japan

3. Landed in the Caribbean and thought
he was close to China _____

Page _____

D. The Spice Islands

4. Continent south of Europe _____

Page _____

E. China

5. Cathay Mangi _____

Page _____

F. Columbus

6. How Europeans knew about China

Page _____

G. *The Travels of
Marco Polo*

7. Islands south of Cathay Mangi _____

Page _____

H. Africa

8. Year Toscanelli made a map of the world

Page _____

Family Letter

Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words with them. Helpful activities for your student to do include spelling the words orally, writing sentences using the words, and simply copying the words.

Spelling Words

This week we are reviewing the spelling patterns we've learned for /ue/ (spelled u, u_e, and ue).

Students have been assigned two Challenge Words, *impossible* and *journal*. Challenge Words are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

The Content Word for this week is *explorer*. This word is directly related to the material that we are reading in *The Age of Exploration*. The Content Word is an optional spelling word for your student. If your student would like to try it, but gets it incorrect, it will not count against them on the assessment. We encourage students to stretch themselves a bit and try to spell this word.

| | | |
|--------------|--------------|--|
| 1. hue | 8. rescue | 15. uniform |
| 2. perfume | 9. issue | 16. confuse |
| 3. unify | 10. cubical | 17. fuming |
| 4. continue | 11. useful | 18. mute |
| 5. argue | 12. utensils | Challenge Word: <i>impossible</i> |
| 6. amusement | 13. bugle | Challenge Word: <i>journal</i> |
| 7. accuse | 14. occupy | Content Word: <i>explorer</i> |

Student Reader

The chapters your student will read in *The Age of Exploration* include information about explorers from Europe. These selections are historical accounts of the difficulties explorers faced, what they were in search of, their destinations, their discoveries, and the impact they had on Native Americans. This week students will read about the quest for spices and gold, about navigational tools, and about a settlement built by the Spaniards. Be sure to ask your student each evening about what they are learning.

Below are some suggestions for activities that you may do at home to highlight what your student is learning about the European explorers of North America.

1. The Transatlantic Journey: Geography

On a world map or globe, have your student locate Asia, Europe, North America, and the Atlantic Ocean. Once your student shows they can identify these larger geographic areas, ask your student to locate Spain, Italy, and England in Europe; India in Asia; and the Bahamas and other islands in the Caribbean Sea. Ask your student who Christopher Columbus was, in which country he was born, and who funded his expedition. Ask why Christopher

Columbus thought he would find the East Indies if he sailed west across the Atlantic Ocean. Ask your student what motivated kings and queens to sponsor transatlantic voyages, and what motivated explorers to make uncharted journeys to the Americas, or what explorers called the “New World.”

2. Discussion Topics

Ask your student, “If you were an explorer, where in the world would you want to explore?” Have your student pick a place on the globe. Ask your student to envision what life must have been like there five hundred years ago, without electricity, indoor plumbing, central heating or cooling, advanced medical care, air travel, etc. Ask the following questions: “How would you prepare for the journey? What would you have to bring? How would you get to your destination? What kinds of jobs would people accompanying you on the journey have to be able to do to make the journey possible?” Ask your student how they would feel about arriving in an unfamiliar land with a foreign landscape, seeing unfamiliar people who look different from those in their culture, and who speak an unfamiliar language. Ask, “How would you survive in the new land? How would you communicate with the inhabitants? How would you figure out where to go in an uncharted land? How would you feed yourself? Would you stay and make a new home, or try to find a way back where you came from?” Now ask your student to imagine that they were experiencing explorers arriving on the land where they lived. Ask, “What would you think? How would you feel? How would you respond?”

3. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words in everyday speech with your student if possible. Otherwise make up sentences that use these words.

- *propose*—I propose we order out for dinner tonight instead of cooking.
- *conquistadors*—The Spanish conquistadors were more interested in finding gold in the Americas than they were in the possibility of creating settlements.
- *colonization*—The British colonization of North America resulted in the original thirteen colonies.
- *disastrous*—A disastrous fire swept through the library.
- *investigative*—The scientist's investigative research helped solve the mystery behind the existence of microscopic organisms called bacteria.

4. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and to listen to your student read to you.

Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

2.1

ACTIVITY PAGE

DATE: _____

Navigation in the Age of Exploration

1. Circle the items used for navigation by European explorers.

maps compass forerunner astrolabe hourglass road sign estimate stars

2. Why couldn't explorers use landmarks to guide them?

3. Describe items your family uses when traveling.

NAME: _____

2.2

ACTIVITY PAGE

DATE: _____

Creating Sentences Using Linking Words *for example*

Add examples to this group of sentences in the form of a list, using the words for example.

Example:

The sporting goods store has a wide variety of sports equipment _____
(basketballs, footballs, clothing, tennis rackets, skis, boots, gloves, etc.)

A possible sentence could be: *The sporting goods store has a wide variety of sports equipment, for example, basketballs, clothing, and skis.*

1. My story includes many characters.

2. The art camp I attended last summer taught many forms of creating artwork.

3. The library has many magazines about different activities.

Multiple Meanings of Vocabulary Words

claim—1. *verb* To say something belongs to you. 2. *verb* To say that something is real or true. 3. *noun* A statement that something is a fact.

hull—1. *noun* The frame of a boat or ship. 2. *noun* The outer covering of a seed or fruit.

league—1. *noun* A distance between 2.4 and 4.6 miles. 2. *noun* A group of people with a common interest, such as a sports team.

noble—1. *adjective* Having good qualities, such as honesty. 2. *noun* A person from a family of high social rank, similar to patricians in ancient Rome.

page—1. *noun* A boy servant. 2. *verb* To find someone by calling out to them. 3. *noun* One side of a sheet of paper in a book. 4. *verb* To thumb through a book.

plain—1. *adjective* Not fancy. 2. *noun* A large, flat area of land with no trees.

prune—1. *verb* To cut off unnecessary branches from a tree to help it grow. 2. *noun* A dried plum.

tan—1. *noun* A light brown color. 2. *verb* To turn animal skin into leather using a specific process. 3. *noun* Something you have when you sit out in the sun and your skin becomes darker.

watch—1. *noun* The time that someone is on duty to guard or protect something. 2. *noun* A small timepiece you wear on your wrist. 3. *verb* To look at for a period of time. 4. *verb* To be aware or careful of something.

NAME: _____

2.4

ACTIVITY PAGE

DATE: _____

1

2

3

4

Navigation in the Age of Exploration

Do you ever go on trips with your family? How do the adults in your family find the places they want to visit? Do they write down directions? Do they use maps? Do they look for **landmarks** along the way? Do they have an electronic **device** that tells them where to turn?

Early European explorers didn't have most of those things. Most sailors in those days stayed close to land and looked for familiar **landmarks**. However, this would not work for explorers. They could not look for familiar **landmarks** because they were sailing into unknown waters.

Early explorers did have some maps but they were not always **accurate**. So how did the explorers **keep track** of where they were?

They had several tools that they might have used. One of them was a **compass**. A **compass** is a very simple **device**. It is just a little **magnet** that sits on a pin so it can spin. The pointer on the **magnet** points north. Back then, nobody knew why. Now, we know it's because Earth has a **magnetic field**, which is strongest at the poles. **Magnets** are attracted to the **magnetic field** of the North Pole.

Using a **compass**, an explorer could figure out which direction was north. Plus, if he knew which direction was north, he could figure out south, east, and west. That was a big help.

Explorers also used the stars to **keep track** of their position. Sailors in this day used two **gadgets**. One was called a **quadrant**. The other one was called an **astrolabe**. The details of how these **gadgets** work are complicated but the basic idea is not. The idea is that you can **keep track** of your position on Earth

by **keeping track** of where certain stars appear to be in the night sky. If you can tell where the sun, the North Star and other key stars are, you should be able to figure out where you are on Earth.

Others may have **kept track** of how far they had traveled using a **method** called **dead reckoning**.

Here's how **dead reckoning** worked: a sailor had a piece of wood that was tied to a rope. The rope was knotted at regular intervals. There might be a knot every five feet. The sailor would toss the piece of wood overboard while the ship was sailing. When the wood hit the water, the sailor would turn over an **hourglass**.

The sailor or the captain of the ship would then watch to see how much rope was pulled out of the ship and into the sea. If the ship was going fast, it would quickly leave the piece of wood behind. It would pull many yards of rope out of the ship before the **hourglass** ran out. If the ship was going slower, it would not pull as much rope out. Then, the person would count how many knots of rope got pulled out of the ship before the **hourglass** emptied out. If you have ever heard of a ship's speed referred to as knots, this is a **forerunner** of that measurement of speed.

A ship's captain could use **dead reckoning** to make an **estimate** of how fast the ship was moving. Then, he could **estimate** how far the ship would travel in an hour or a day. He could use a **compass** to know which way he was heading. He could put all this together to make an **estimate** of where he was.

NAME: _____

3.1

ACTIVITY PAGE

DATE: _____

Expedition Log

Directions: Draw and/or write in sentences what you have learned about Christopher Columbus and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



1. Why did Columbus sail?

2. Which country helped Columbus in his voyage?

3. What area(s) did Columbus explore?

4. Describe the land, the people encountered, and the resources found.

“Navigation in the Age of Exploration” Close Reading

Vocabulary

NAME: _____

DATE: _____

3.2

ACTIVITY PAGE

Directions: Refer to the chapter “Navigation in the Age of Exploration” in your Student Reader. Draw a picture, write the definition, and write a sentence for each word. Make sure to write down the page number(s) where you found your information.

| Picture | Vocabulary Word | Definition | Sentence | Page(s) |
|---------|-----------------|------------|----------|---------|
| | landmark | | | |
| | compass | | | |

| Picture | Vocabulary Word | Definition | Sentence | Page(s) |
|----------------|------------------------|-------------------|-----------------|----------------|
| | dead reckoning | | | |
| | hourglass | | | |
| | | | | |

NAME: _____

DATE: _____

3.2

CONTINUED

ACTIVITY PAGE

Short Answer

Directions: Answer the following question in complete sentences beginning with a capital letter and ending with a period. Use specific examples from your Reader in your answer.

What were some of the challenges of traveling that early explorers faced?

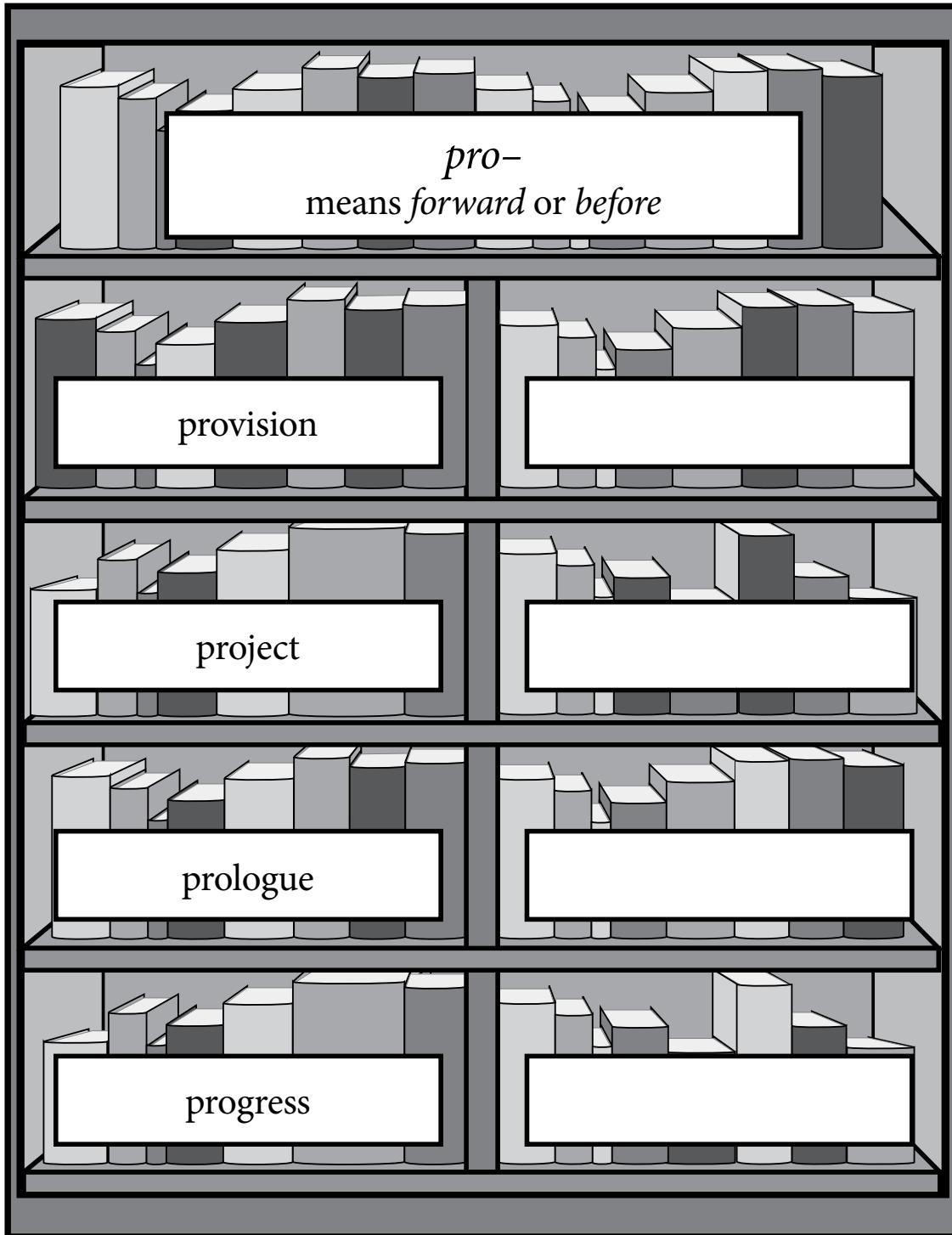
Answer found on page: _____

Refer to the text and glossary and then use your own words to explain how a compass works.

Answer found on page: _____

Word Shelf

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Then write those words and their definitions on the table on the following page.



Prefix *pro-*: Meaning *forward* or *before*

| | |
|---|--|
| provision—(noun) something provided beforehand | |
| project—(verb) to throw forward | |
| prologue—(noun) an introduction to a book or play that comes before the book or play starts | |
| progress—(noun) movement forward; improvement or development over time | |

Write the correct word to complete each sentence.

| | | | |
|---------|----------|---------|-----------|
| propel | proposal | project | provision |
| provide | progress | propose | prologue |

1. We needed to _____ our own snacks for the field trip.

2. I made _____ on my Native American project over the weekend and I only have one part left to do.

3. Sam needed something to _____ a car forward for his science experiment.

4. Grandpa said, “I _____ we go to the zoo since it is such a nice day out today. What do you think?”

propel

proposal

project

provision

provide

progress

propose

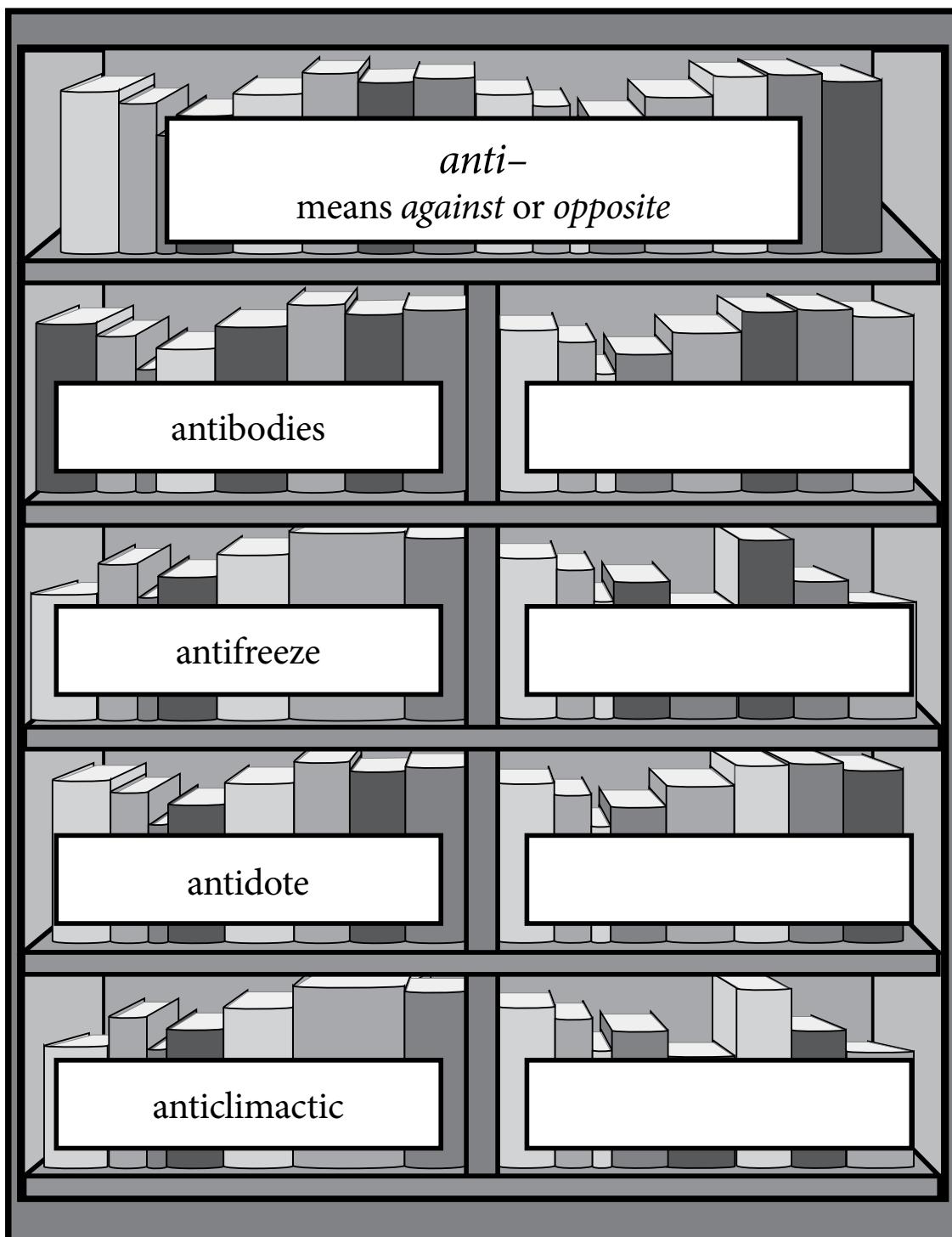
prologue

5. My sister was able to _____ light onto the wall so we could trace shadows on paper.
6. Carter was missing one _____ for the hike: water.
7. Tyra agreed with her mother's _____ that she get all the cookie ingredients out before baking.

Write your own sentence using the one word left in the box.

Word Shelf

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Then write those words and their definitions on the table on the following page.



Prefix *anti-*: Meaning *against* or *opposite*

| | |
|---|--|
| antibodies—(noun) substances in the body that fight against disease | |
| antifreeze—(noun) a substance that prevents (or works against) freezing | |
| antidote—(noun) a substance that works against poison or something bad | |
| anticlimactic—(adjective) the opposite of climactic; disappointing | |

Write the correct word to complete each sentence.

| | | | |
|---------------|------------|------------|----------------|
| anticlimactic | antidote | climax | freeze |
| perspire | antifreeze | antibiotic | antiperspirant |

1. He needed to put on more _____ after his workout because he was still sweating.

2. Grandma put raspberries and water in ice cube trays to _____ so we could put the fruit cubes in our drinks the next day.

3. I thought the end of the play was _____; it should have ended with a big celebration instead of just the lights dimming.

4. Some Native American tribes know an _____ for when you come in contact with poisonous things, like plants and insects.

anticlimactic

antidote

climax

freeze

perspire

antifreeze

antibiotic

antiperspirant

5. The _____ the doctor prescribed for my infection was not working, so Mom called his office to ask for something else.
6. When it is very hot outside in the summer, I _____ a lot and need to drink a lot of water to stay hydrated.
7. The _____ of the story involved the main character finally finding her family after being lost for a long time.

Write your own sentence using the one word left in the box.

Linking Words *in conclusion*

Add a concluding sentence for each paragraph, beginning with the words in conclusion.

Our substitute teacher, Mr. Brown, was a “grammar whiz” and excitedly taught the grammar lesson to our class. It seemed as though he loved grammar more than any other subject. His examples were full of details and information. He called on students to share their ideas and made everyone feel very smart. At the end of the lesson, all of us understood what he taught us.

Our class trip to the zoo was a day to remember! We all got on the bus and took our assigned seats. Mrs. Washington had paired us up with friends so we all chatted happily as we rode to the zoo. Then, we arrived at the zoo and began to follow the guide around to look at the many kinds of animals. It was so cool to see lions, tigers, and the different kinds of birds, and many of us were taking pictures. We must have walked for miles and miles to see all of the animals. At the end of the day, we were all tired but full of great memories.

Performing before an audience for the first time is both scary and exciting. When I reached third grade, my parents decided I should take piano lessons, something I had dreamed of for years. They bought a second-hand piano at a thrift shop, had it put in my bedroom, and hired a teacher named Miss Sanders. She and I were instant friends, and I loved each and every lesson I took from her. After three months, it was recital time, and I was ready to play two songs I had learned by heart. As I walked up to the piano in her studio to play my songs, I looked at all the parents and families who had gathered to hear Miss Sanders' students perform, and I thought I would faint. I was so afraid I would make a mistake or forget how to play the songs. But I just took a deep breath and was able to remember every note. When I was finished, I happily took a bow as the audience applauded.

Blank Busters

| | | | | |
|-----------|----------|---------|--------|---------|
| hue | cubical | perfume | useful | unify |
| utensils | continue | bugle | argue | occupy |
| amusement | accuse | uniform | mute | confuse |
| rescue | fuming | issue | | |

Challenge Word: impossible**Challenge Word:** journal**Content Word:** explorer

Fill in the blanks in the sentences below with one of the spelling words in the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -ed, -ing, -er, or -ly.

1. Anthony's sister wears very strong smelling _____.

2. _____ traveled on the high seas and hoped to discover riches of many kinds.

3. My angry brother _____ the television so he could finish _____ with me about where I was sitting.

4. He was _____ because I _____ the comfy chair.

5. The police _____ dog became _____ when he picked up two scents.
6. Today, sailors wear a _____, and some may play a _____.
7. His _____ said they saw him take the money off of the park bench.
8. The _____ park ride _____ for the longest time!
9. Did the early explorers write in a _____?
10. The rainbow had a soft _____ that seemed to drift across the sky.

NAME: _____

DATE: _____

3.8

CONTINUED

TAKE-HOME

Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You may use the Challenge Words or Content Word in your sentences.

1. _____

2. _____

3. _____

NAME: _____

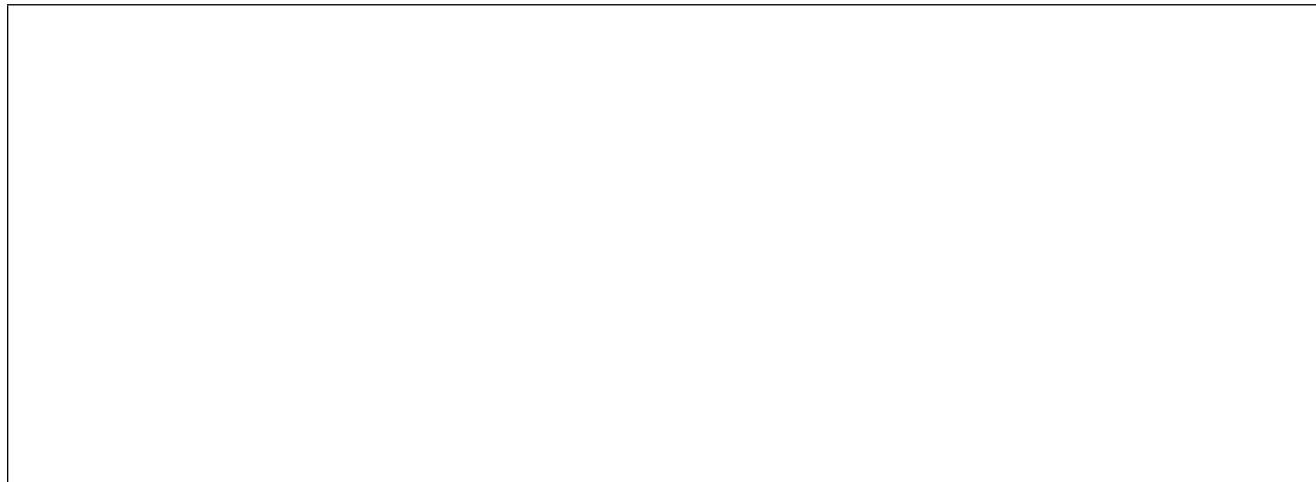
4.1

ACTIVITY PAGE

DATE: _____

Expedition Log

Directions: Draw and/or write in sentences what you have learned about Juan Ponce de León and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



1. Why did Ponce de León sail?

2. What country supported Ponce de León's trip to the Americas?

3. What area(s) did Ponce de León explore?

4. Describe the land, the people encountered, and the resources found.

NAME: _____

4.2

ACTIVITY PAGE

DATE: _____

El Castillo de San Marcos

1. Record five facts as you read.

2. Pretend you are a settler from Spain in the 1600s. Write a paragraph describing what it would have been like to have either lived in or helped to build the fort El Castillo de San Marcos in St. Augustine.

NAME: _____

4.3

ACTIVITY PAGE

DATE: _____

Linking Words *in the same way* and *in contrast*

Look carefully at the pictures of the two balls. Write characteristics about each ball on the lines below it. Underline characteristics that match. Write an X in front of characteristics that do not match. On the back of this page, write sentences about the two balls using in the same way and in contrast.



Characteristics of a Soccer Ball

Characteristics of a Football

Prefixes *pro-* and *anti-*

Choose the correct word to complete the sentence and write it on the line.

1. I asked my grandmother to _____ with caution because the sidewalk still had icy spots on it.
(propel, proceed)
2. In my opinion, the book ended in an _____ way because the mystery was never solved.
(anticlimactic, climactic)
3. The doctor said my _____ must be strong because I am the only one in the family who did not get sick.
(antibodies, antonym)
4. In the movie, a wizard described a _____ he believed would come true in the year 2015.
(progress, prophecy)
5. When we learned about light, we learned how to _____ light onto a surface and create shadows.
(project, propel)
6. She forgot to pack _____ in her travel bag for the marathon, so she will have to buy some when she arrives in the city.
(antibiotic, antiperspirant)
7. For the science experiment, our group had to make something to _____ the car we built towards the target.
(propel, progress)

8. In some ancient civilizations, people used _____ to help others get well after getting bitten by something bad or poisonous.
(antifreezes, antidotes)

Write a sentence using each word listed.

1. *proposal*

2. *antisocial*

3. *progress*

Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /ue/ sound. Write the words under each header that matches the header's spelling pattern.

‘u’ > /ue/

‘u_e’ > /ue/

‘ue’ > /ue/

| | | |
|----------|----------|---------|
| queen | unicycle | mule |
| miscue | huge | Utah |
| pew | conquer | spun |
| tissue | venue | guess |
| compute | disvalue | view |
| costume | commune | ukulele |
| profuse | mutter | Europe |
| cubicle | suit | quench |
| fumigate | | |

El Castillo de San Marcos

The building on the right is a **fort** in St. Augustine, Florida, where the Spaniards **established** a settlement in 1565. It is the oldest **continuously occupied** European settlement in the United States. You can visit there today and still see the old buildings standing.

This **fort** was built by the Spaniards in the 1600s. It is called El Castillo de San Marcos. That is its Spanish name. Its English name is the Castle (or **Fort**) of Saint Mark.

El Castillo de San Marcos was not the first **fort** the Spaniards built in St. Augustine. They built seven or eight **forts** before they built this one. But these earlier **forts** were made of wood and were not very strong. Some of them were **destroyed** in wars. Others were **wrecked** by hurricanes. In 1672, the Spaniards decided to build a new **fort**. This time, they decided they would use stone to make it strong.

Can you guess what the walls of El Castillo de San Marcos are made of? Believe it or not, they are made of seashells! The Spaniards used a kind of rock called **coquina**. **Coquina** is a mixture of **fossils** and seashells.

Look at the stone on the right. It is **coquina**. Can you see the seashells? Those shells are the remains of tiny animals that lived in the sea long, long ago. The Spaniards found **coquina** along the Florida seashore. They used it to build the **fort**.

Coquina turned out to be a good stone for building **forts**. It is softer than other rocks. That means it does not crack or **shatter** when cannonballs hit it. A cannonball might make a dent in a **coquina** wall or it might be absorbed into the wall. But, in most cases, it would not crack the wall.

The **fort** was surrounded by a **moat**. It is no longer filled with water. It is now a dry **moat**.

There was only one way into the **fort**. You had to enter a mini-**fort** that stood just in front of the main **fort**. This mini-**fort** was called the **ravelin**.

A bridge led from the **ravelin** across the **moat** and into the main **fort**. The last part of this bridge was a drawbridge. It could be lifted up to keep people from getting in.

It was not easy to open the drawbridge. It took five men fifteen minutes to open it.

In this image, you can see the bridge that leads into the **fort**. It is on the left.

El Castillo de San Marcos was a strong **fortress**. It was attacked many times but it was never captured.

NAME: _____

5.1

ACTIVITY PAGE

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

‘u_e’ > /ue/

‘u’ > /ue/

‘ue’ > /ue/

Challenge Word: _____

Challenge Word: _____

Content Word:

Dictated Sentences

1.

2.

NAME: _____

5.2

ACTIVITY PAGE

DATE: _____

Expedition Log

Directions: Draw and/or write in sentences what you have learned about Hernando de Soto and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



1. Why did Hernando de Soto sail?

2. Which country supported Hernando de Soto's trip to the Americas?

3. What area(s) did Hernando de Soto explore?

4. Describe the land, the people encountered, and the resources found.

Spanish Explorer Routes

Directions: Study this map. Answer the questions using the map. Remember to write complete sentences that begin with a capital letter and end with correct punctuation.



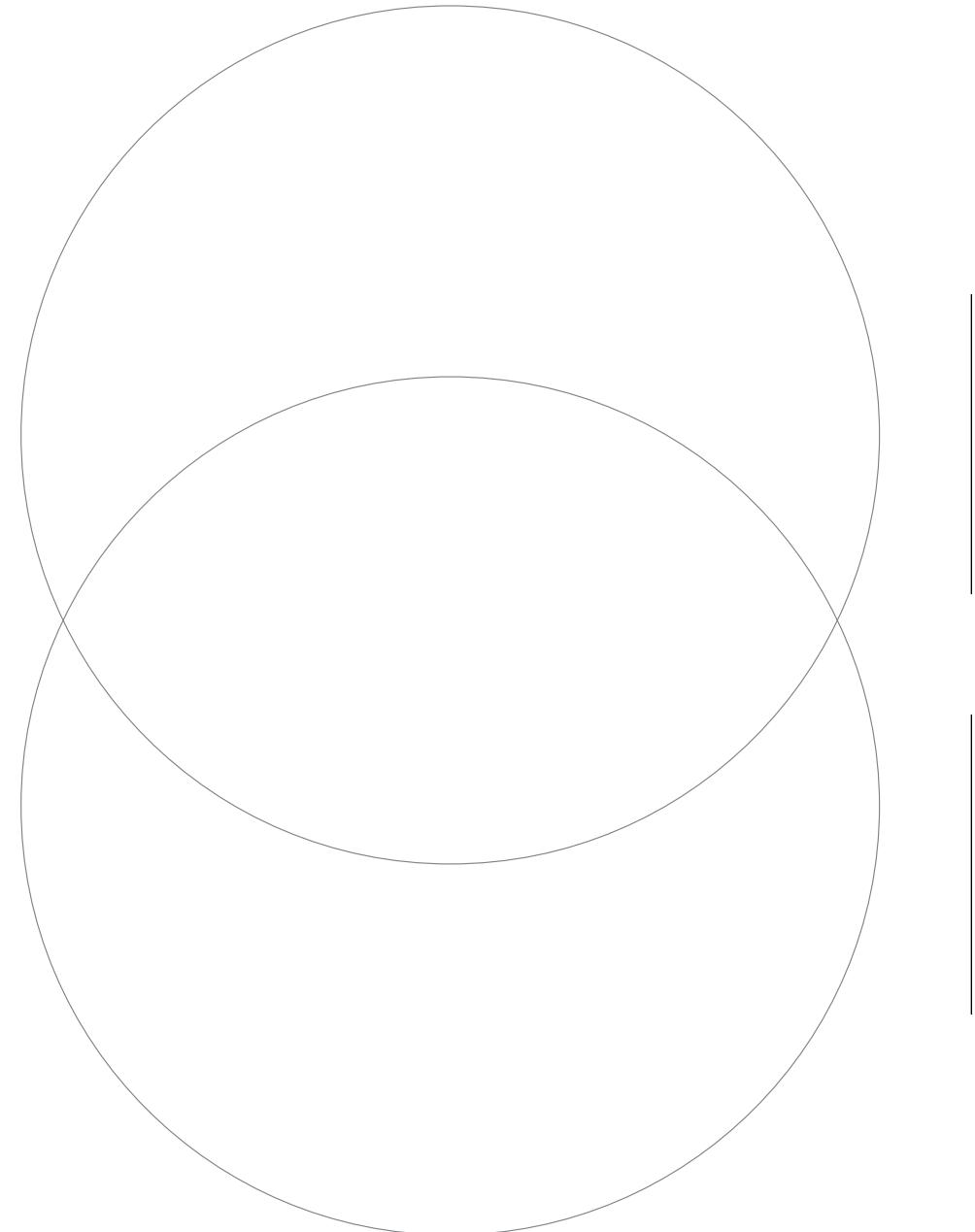
1. This map shows the routes of two Spanish explorers. Who are they?

2. Which explorer traveled to Florida's east coast?

3. Which explorer reached the Mississippi River?

Compare and Contrast

Using the information from Activity Page 4.3, compare and contrast the two balls using the Venn diagram. Label each circle with either the words soccer ball or the word football. Write characteristics that the two balls have in common where the circles overlap. Write characteristics unique to each ball in the separate circles. Use the sentences that you wrote on the back of Activity Page 4.3 to help you.



Second Sons

Did you know that many explorers had older brothers? Very few of them were the oldest sons in their families.

Can you guess why that might be?

It's not because firstborn children didn't want to go out and explore the world. It has to do with the laws in Europe at the time. Most countries in Europe had laws about who could **inherit** an **estate**. These laws stated that the oldest son in a family would **inherit** all of his father's land, goods, and money.

This was true for kings. When a king died, he would be replaced on the **throne** by his eldest son. A daughter could only become queen if a king had no sons.

This was also true for **nobles**. For example, if the Duke of Richland died, his eldest son would become the new Duke of Richland. This eldest son would **inherit** everything his father owned.

What did the younger sons and daughters get? Nothing.

This system is known as **primogeniture**. Primo means "first." "Geniture" means born. **Primogeniture** is a system in which the firstborn son **inherits** everything when his father dies.

This way of doing things seems very strange to us today. It also seems unfair. Most parents today would not leave all their money and **property** to their oldest son. They would split the money and **property** up among all their children. Why, then, did Europeans do things differently back in the 1400s and 1500s?

There is actually a good reason. Let's go back to the Duke of Richland. Imagine that he is a wealthy landowner living in a land with no law of **primogeniture**. Let's say he owns 1,000 acres of good farmland. But, alas, he dies. His land is split between his two sons. So now we have two men, each of whom has 500 acres of land. Now, suppose each of these two men has four sons. When the fathers die, their lands are split again. So now we have eight men with 125 acres each. Do you see what is happening? The **estate** of Richland is being split up. It is no longer big and **impressive**. It is becoming small and unimportant. The men of Richland are probably also becoming less powerful because they each have less land.

Also, who is the Duke of Richland now? Are all eight of his grandsons now dukes? Will their grandsons also be dukes? At this rate, the land will be **overrun** by dukes!

The **nobles** did not want this to happen. They wanted to keep their lands together, so their families would remain powerful. They wanted there to be one Duke of Richland and they wanted him to remain one of the most powerful men in the country. That is why they passed laws of **primogeniture**.

This was good news for the oldest son in each family. It was bad news for the other sons and for all the daughters. They had to find other ways to make money and gain power.

One way to do this was to be an explorer. If you could not **inherit** anything in your home empire, why not sail off and discover some other way to make your fortune?

This is, in fact, what many second sons did in the late 1400s and 1500s. They went in search of ways to make money they would never have **inherited** if they stayed in Europe.

NAME: _____

6.1

ACTIVITY PAGE

DATE: _____

Expedition Log

Directions: Draw and/or write in sentences what you have learned about Francisco Vasquez de Coronado and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



1. Why did Coronado explore?

2. Which country supported Coronado's trip to the Americas?

3. What area(s) did Coronado explore?

4. Describe the land, the people encountered, and the resources found.

Coronado

Directions: Study this map of explorations led by Francisco Vasquez de Coronado. Answer the questions using the map. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



1. The broken line shows _____

2. Coronado and his men traveled through the states of what are now Texas, Kansas, Oklahoma, New Mexico, and _____

3. Some of Coronado's men traveled as far northwest as the _____

Spanish Explorers Chart

Directions: Refer to the Student Reader to complete the chart.

NAME: _____

DATE: _____

6.3

ACTIVITY PAGE

| Explorers | Picture | Motivation
Why did they explore?
What were they looking for? | Interactions
How did they treat Native Americans they encountered?
How did they treat their crew? | Outcomes
What were the outcomes of their exploration (achievements and/or negative impacts)? |
|----------------------|----------------|---|--|--|
| Christopher Columbus | | | | |
| Juan Ponce de León | | | | |

| Explorers | Picture | Motivation
Why did they explore?
What were they looking for? | Interactions
How did they treat Native Americans they encountered? How did they treat their crew? | Outcomes
What were the outcomes of their exploration (achievements and/or negative impacts)? |
|-------------------------------|----------------|---|---|--|
| Hernando de Soto | | | | |
| Francisco Vasquez de Coronado | | | | |

Family Letter

Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words with them. Helpful activities for your student include: spelling the words orally, writing sentences using the words, and simply copying the words.

Spelling Words

This week we are reviewing spelling patterns we've learned for /oo/: *oo*, *ew*, *o*, and *o_e*. Your student will be assessed on these words.

Students have been assigned three Challenge Words, *country*, *through*, and *threw*. Challenge Words are words used very often and need to be memorized. The Challenge Word *threw* does follow one of the spelling patterns for this week. Although *through* also makes the /oo/ sound, it contains a very rare spelling.

The Content Word for this week is *discovery*. This word is directly related to the material we are reading in *The Age of Exploration*. The Content Word is an optional spelling word for your student. If your student would like to try it, but gets it incorrect, it will not count against them on the assessment. We encourage students to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and Content Word, are as follows:

| | | |
|-------------|----------------|--------------------------------|
| 1. remove | 8. newborn | 15. kangaroo |
| 2. dewdrop | 9. chewing | 16. toothache |
| 3. groove | 10. whoever | 17. improve |
| 4. shrewd | 11. strewn | Challenge Word: country |
| 5. booth | 12. disapprove | Challenge Word: through |
| 6. movement | 13. undo | Challenge Word: threw |
| 7. balloon | 14. lose | Content Word: discovery |

Student Reader

The chapters your student will read this week in *The Age of Exploration* include information about Spanish, English, and French explorers. Also, your student will read about two reasons for exploration: to claim land for a specific European country and to establish trade with Native Americans. Students will also read a description of a young sailor's life on a ship. Be sure to ask your student each evening about what they are learning.

Coronado Reports to the King

Francisco Vasquez de Coronado was a Spanish conquistador. He explored what is now the American Southwest in search of the Seven Cities of Cibola [SEE-boe-lə], which were said to have streets paved with gold. During the trip, Coronado wrote letters to the King of Spain. In his second letter, written in October of 1541, he described his march across the Great **Plains** to Quivira [Kee-VEE-rə], in modern-day Kansas. He told the king about the Native people he and his men met. He also described the bison they saw, which he called “cows.” On the pages that follow is an edited version of Coronado’s letter.

Your Majesty,

After I sent my last letter, I met some Native people from a **distant** land. They **boasted** of their land, which is called Quivira. They said the men there lived in large houses. They said their chiefs dined on dishes made of gold. I did not know whether to believe these reports. I made up my mind to go and see Quivira.

We set off last spring and reached the **plains**. These **plains** were **vast**—so **vast** that we could not see the end of them. They were flat and open with grasses that blow in the breeze. We traveled over them for more than 300 **leagues**. The **plains** were full of cows. There were too many of them to count. There was not a single day when we did not see some of them.

After 17 days, we met some Native people. They are called Querechos [Ker-AE-koez]. They do not plant crops. They travel around with the cows. They eat the flesh of the cows they kill. They **tan** the skins of the cows and

make clothes from them. They have little tents made of cowhide. They live in these tents while they travel around with the cows. They have dogs that carry their tents and poles from place to place.

We traveled 42 days more. At times, it was hard to find the way. On the **plains**, there are few landmarks. There are no hills. There are no stones, trees, or shrubs. All we could see was a sea of grass.

We lived on the flesh of the cows we killed. We went many days without water. Sometimes, what we drank was more mud than water. There are no trees on the **plains** except by the rivers. So, we could rarely find firewood.

After 77 days, we arrived in Quivira.

This was the place our guides had described. They had told us of stone houses that were many stories tall. But we found only little grass huts. There were only a few people in the place and they were as **barbarous** as the others we have met. They swore to obey Your Majesty and placed themselves under your **royal lordship**.

The Natives gave me a piece of **copper**. I have sent this back to the **viceroy** of New Spain. I have not seen any other metal in these parts except this and some little **copper** bells.

We stayed in Quivira for 25 days. I searched the nearby lands to see if there is anything which could be of service to Your Majesty. Besides the land itself and people who live on it, I have not found or heard of anything. I am sure there is no gold here.

NAME: _____

6.5

TAKE-HOME

DATE: _____

CONTINUED

The land in Quivira is the best I have seen for producing crops. The soil is black. The land is well-watered by springs and rivers. I found some **prunes** like those in Spain. There are some nuts. There are also very good sweet grapes and **mulberries**.

I have treated the Natives as well as was possible, as Your Majesty commanded. They have received no harm in any way from me or from those who went in my company.

This is my report. I have done all that I possibly could to serve Your Majesty. I remain Your Majesty's **humble** servant and **vassal**,

Francisco Vasquez de Coronado

NAME: _____

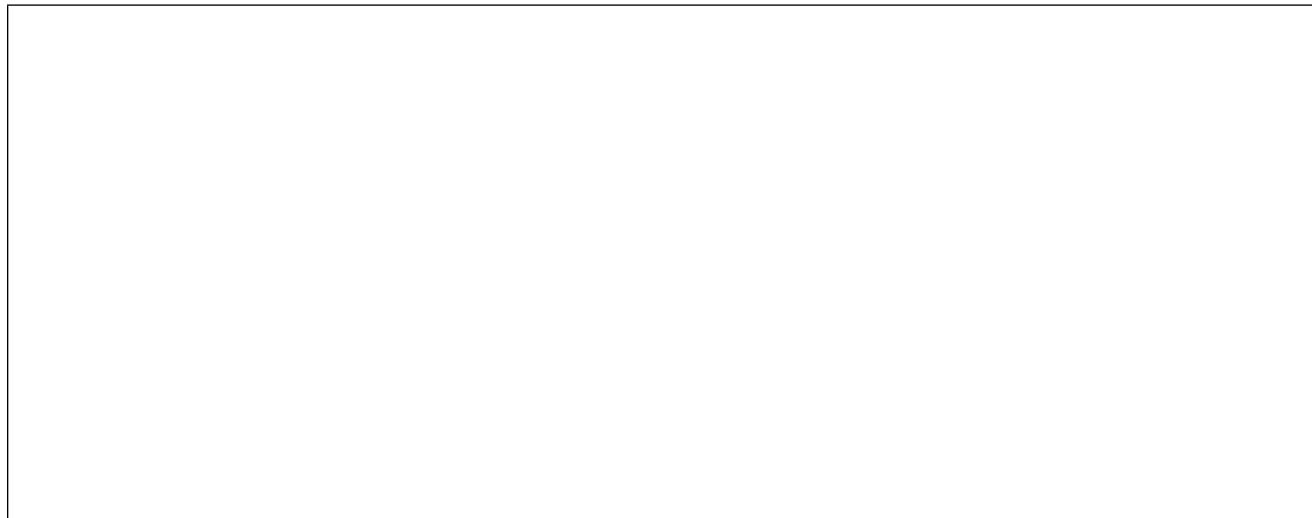
7.1

ACTIVITY PAGE

DATE: _____

Spanish Missions

Directions: Draw and/or write in sentences what you have learned about Spanish missions in North America. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



1. What is a mission, and why did the Spaniards want to start missions in North America?

2. In what area(s) of North America did the Spaniards start missions?

3. Describe what the missions looked like, what activities took place at the missions, and how different Native people reacted to what the missionaries tried to do.

NAME: _____

7.2

ACTIVITY PAGE

DATE: _____

Spanish Settlements

1. Record five facts as you read.

2. Choose one of the following points of view and write a paragraph describing life on a mission during the Age of Exploration. Use linking words *for example* and *in conclusion* in your paragraph.
- A. You are a missionary.
 - B. You are a Native American.

NAME: _____

7.3

ACTIVITY PAGE

DATE: _____

Short Answer/Opinion: Spanish Explorers

Directions: Answer the following questions in complete sentences beginning with a capital letter and ending with a period. Use opinion phrases, such as I feel, I believe, and I think in your answer.

What is your opinion on how the Spanish explorers treated Native Americans they encountered?

NAME: _____

7.4

ACTIVITY PAGE

DATE: _____

Building Sentences with Adverbs, Adjectives, and Linking Words *for example*

Read the sentence below. Using the sentence, fill in the following chart with examples of adverbs and adjectives to improve the sentence.

| The boy broke his leg. | | | |
|--------------------------------|-------------------------|--------------------------|--------------------------------|
| Adjectives to describe the boy | Adverbs to describe how | Adverbs to describe when | Adverbs to describe where |
| Ex: clumsy | Ex: quickly | Ex: on Sunday | Ex: on the soccer field |
| 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. |

Use the descriptions from the chart above to re-write at least two new, more descriptive versions of the sentence, The boy broke his leg.

| |
|--|
| EX: The clumsy boy quickly broke his leg on Sunday while playing on the soccer field . |
| 1. |
| 2. |
| 3. |

Practice adding more detail to the following sentences using the linking words for example.

**EX: The boy broke his leg and has to miss playing sports,
for example, basketball, baseball, and soccer.**

1. The boy broke his leg, and now he has to spend Saturday playing board games,

2. The boy broke his leg and has to spend the evenings reading,

3. When the boy broke his leg friends sent him flowers,

NAME: _____

DATE: _____

Read the sentence below. Using the sentence, fill in the following chart with examples of adverbs and adjectives to improve the sentence.

| My mother cooks spaghetti. | | |
|-----------------------------------|-------------------------|--------------------------|
| Adjectives to describe mother | Adverbs to describe how | Adverbs to describe when |
| Ex: talented | Ex: expertly | Ex: regularly |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

Use the descriptions from the chart above to re-write at least two new, more descriptive versions of the sentence, My mother cooks.

| |
|--|
| EX: My talented mother expertly cooks spaghetti regularly . |
| 1. |
| 2. |
| 3. |

Practice adding more detail to the following sentences using the linking words for example.

EX: My talented mother cooks Italian food

for example, spaghetti, lasagna, and cannolis.

1. My mother loves to cook breakfast foods

2. My mother loves to barbecue foods on the grill

3. My mother needs to buy ingredients for a cake

Family Letter

Dear Family Members,

We hope your student is enjoying learning about the European explorers of North America. We are now embarking on the second half of this domain. In these lessons, students will learn about the Spanish settlements in North America, including the first continuously inhabited European settlement of St. Augustine in present-day Florida. Your student also will learn about the expeditions of John Cabot, Henry Hudson, and Samuel de Champlain.

Below are some suggestions for activities that you may do at home to underscore what your student is learning about European explorers of North America.

1. Discussion and Geography

Ask your student to tell you what they have learned so far about the Spanish settlements in North America. Ask your student to describe how the objectives of the explorers changed over time from conquest to settlement. Ask your student to explain the differences between what conquistadors wanted versus what the later missionaries wanted in the Americas. (In the beginning, the Spanish conquistadors were looking for riches. The missionaries wanted to convert Native Americans to Christianity, and secure the land and people for the Spanish empire. Ask your student to locate on a map the present-day states where these Spanish settlements were. Guide your student in locating the states of Florida, Texas, Arizona, New Mexico, and California on a map.

2. Explorers

Over the next several days, ask your student to tell you what they know about the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Ask her or him what countries they were from and which countries funded their expeditions. Ask your student to identify the areas of North America that these men explored on a world map or globe. Have your student describe the explorations of these Europeans.

3. Compass and Directions Activity

Go outside with your student, taking along a compass. Relative to your home, identify the directions of east, west, north, and south. Have your student draw an aerial view of your home and its surroundings and indicate these directions on their sketch. Remind your student that when they learned about the Vikings and the Native Americans earlier this year, they learned a mnemonic device to remember the cardinal directions: “Never Eat Soggy Waffles.” (Start at the top of the map and label it ‘N’ for north; then proceed clockwise to place the other cardinal directions on the map.) Think about the states that border your state. Ask your student in which direction they would have to go to get to those various states. Now ask about the countries of Canada and Mexico: which way would they have to travel to get to those countries? In which direction would they travel to get to the Atlantic Ocean or Pacific Ocean?

4. Sayings and Phrases: Touch and Go

Discuss with your student what the saying “touch and go” means. The saying “touch and go” refers to a dangerous situation or precarious condition. The saying comes from a nineteenth-century British nautical term used to describe a ship that has almost run aground. If the ship touches bottom without getting stuck, it is able to float clear or go again. Think of a recent “near miss” you or your student experienced, and how this saying can be used to describe that incident.

5. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *achievements*—The Noble Peace Prize winner’s many achievements were celebrated at the last award ceremony.
- *navigational*—The compass is a navigational tool because it always points north and helps you know where you are and where to go.
- *unfamiliar*—When Dorothy came out of her tornado-damaged house and saw the unfamiliar world of Munchkin Land, she knew she wasn’t in Kansas anymore.
- *envisioned*—Christopher Columbus envisioned a much smaller world than what he encountered in reality.

6. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and to listen to your student read to you.

Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

8.1

ACTIVITY PAGE

DATE: _____

Vocabulary Review: John Cabot

Use context clues and the glossary of your Student Reader to fill in the graphic organizer with the terms that your teacher has assigned.

| | | |
|-------------------------------|--|--|
| Vocabulary Term | | |
| Define the Word | | |
| Use it in a Sentence | | |
| Create an Illustration | | |

Comparative and Superlative Adjectives

Write the correct form of the adjective in the blank.

1. (high) A skyscraper is _____ than my house.
2. (goofy) That cartoon is the _____ cartoon I've ever seen!
3. (short) My legs are _____ than yours because I'm younger than you are.
4. (jolly) My grandfather is a _____ person who is always laughing.
5. (thin) The bread on your sandwich is cut in _____ slices than the bread on my sandwich.
6. (lucky) My brothers and I are _____ to have such a great family!
7. (red) That delicious apple is the _____ apple in the whole bunch.
8. (rare) I am told that a purple and orange butterfly is very _____.
9. (fuzzy) My sister likes my sweater better because it's _____ than hers.
10. (neat) Why is your bedroom always _____ than mine?

Write a sentence using the word in parentheses.

1. (*largest*) _____

2. (*lazier*) _____

3. (*deeper*) _____

4. (*bigger*) _____

NAME: _____

DATE: _____

Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /oo/ sound. Write the words under each header that matches the header's spelling pattern.

‘oo’ > /oo/

‘ew’ > /oo/

‘o’ > /oo/

‘o_e’ > /oo/

| | | | |
|------------|--------|-----------|----------|
| disapprove | blood | whoever | blooming |
| Andrew | review | droop | crew |
| doable | cashew | cruise | proof |
| move | glove | torn | stood |
| notebook | stewed | newspaper | glue |
| smoke | cocoon | renew | spoon |
| redo | shook | noodle | tune |

NAME: _____

9.1

ACTIVITY PAGE

DATE: _____

Opinion Prewriting Part A

Prewriting: Positive and Negative Aspects of Life as a Sailor

| Positive | Negative |
|-----------------|-----------------|
| | |
| | |
| | |
| | |
| | |
| | |

Part B

Opinion Writing: Life as a Sailor

Assignment: Pretend to be a sailor on board John Cabot's ship. Write a paragraph giving your opinion of whether or not the hardships you face are worth the adventure or glory. Use the examples from the passage that you recorded on Activity Page 9.1A

NAME: _____

9.2

ACTIVITY PAGE

DATE: _____

John Cabot Close Reading

Vocabulary:

| Match the vocabulary term on the left with the definition on the right. | | |
|--|-------------|--|
| | 1. landmass | a) a hard bread that has been baked many times |
| | 2. page | b) to become rotten and not able to be eaten |
| | 3.hardtack | c) a disease caused by not eating enough fruits or vegetables with vitamin C |
| | 4. spoil | d) a large, continuous area of land, such as a continent |
| | 5. scurvy | e) a boy servant |

Cause and Effect:

| Fill in the missing cause or effect of an event from the chapter. | | | Page # |
|---|---|---|--------|
| Cause | → | Effect | |
| | → | Cabot decided to turn back for England after his first attempt to find the Northwest Passage. | |
| | → | England had a new desire to explore and create settlements in North America. | |
| The ship sprang a leak. | → | | |
| The voyage is going well. | → | | |
| | → | Sailors got scurvy. | |

NAME: _____

DATE: _____

Timeline:

| Fill in the missing descriptions in the timeline of John Cabot's journey. | | Page # |
|--|---|---------------|
| 1496 | | |
| 1496 | Cabot decided to turn back for England. | |
| 1497 | Cabot reached the coast of North America on his second attempt to find the Northwest Passage. | |
| 1497 | | |
| 1497 | Cabot sailed back to England and gained support for another, much larger, expedition. | |
| 1498 | | |

Short Answer:

Answer the following question in complete sentences beginning with a capital letter and ending with a period. Use specific examples from your Reader in your answer.

Even though John Cabot did not find the Northwest Passage, do you think his exploration was a success for England? Why or why not?

Answer found on page: _____

NAME: _____

DATE: _____

Challenge:

Answer the following question in complete sentences.

Even if people had known how to prevent scurvy, why might they still not have been able to prevent or cure it?

NAME: _____

9.3

ACTIVITY PAGE

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

‘o’ > /oo/

‘oo’ > /oo/

‘o_e’ > /oo/

‘ew’ > /oo/

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1.

2.

John Cabot

John Cabot (known as Giovanni Caboto [JEE-oe-VO-nee CA-bu-toe] in his native Italy) had the same dream as Columbus: to reach Asia by sailing west. However, unlike Columbus, Cabot thought the best chance of reaching Asia would be to sail around the northern part of Earth, where the distance around would be **substantially** shorter than the distance at the **equator**. Cabot, like other explorers, wanted to find the Northwest Passage, which was thought to be a shorter route west from Europe to Asia. Finding a shorter route to Asia meant finding a shorter route to spices.

Many details of Cabot's life and voyages are unknown. He did not keep records during his voyages nor was much written about his life. However, it is known that he was Italian and had support from King Henry VII of England for his voyages. King Henry VII gave Cabot a **charter** to explore and **claim** land for England.

Cabot made his first **attempt** to find the Northwest Passage in 1496. This **attempt** was a failure. He had a disagreement with some members of his crew. There was also a **shortage** of food and he ran into bad weather. Cabot decided to turn back for England.

Cabot tried again in 1497, with a single ship and a crew of 18. This time, he reached land, which he thought was Asia. However, this land turned out to be the coast of North America. It is not known exactly where he first sighted land, though. It may have been the coast of Newfoundland. Cabot spent a short time exploring the coast and it is possible that he sailed as far south as the Chesapeake Bay. During this voyage, Cabot found a large area of **shallow** water

that was abundant with fish. This area, known as the Grand Banks, is still one of the best fishing areas in the world today. At any rate, Cabot and his men became one of the first European **expeditions** to see the **landmass** now known as North America.

Cabot sailed back to England with his news. Certain that he had found a new, shorter route to Asia, Cabot gained support for another, much larger **expedition**. This **expedition** left England in 1498, but it never returned. Nobody knows for certain what happened to Cabot and his men. In time, it became clear that Cabot had not, in fact, located the Northwest Passage. However, England based its later **claims** to North American **territory** on Cabot's explorations. When Cabot had first sighted land, he had gone **ashore** and **claimed** it for England. Cabot's exploration began England's desire to explore and create settlements in North America.

Do you think you could be a sailor on Cabot's ship? Here is a description of what it might be like to be a young sailor.

On a ship, young boys served as **pages**. On land, a **page** worked for a knight. At sea, he worked for a captain. **Pages** did all sorts of odd jobs. They carried messages, mopped the deck, helped pass out food, and cleaned up after meals.

Older boys might be asked to work the **bilge pumps**. Even the best ships sometimes sprang a leak. If a ship leaked too much, it might sink. To keep that from happening, sailors had to pump water out of the ship using a **bilge pump**. This was a terrible job. The bilge water was disgusting. It smelled bad and it made the sailors sick.

After pumping bilge water all day, it would have been great to sit down to a nice, warm meal. Unfortunately, sailors did not get many warm meals. For most meals, they got **hardtack**.

Hardtack was a kind of bread that was baked over and over. **Hardtack** was so hard, it was tough to eat. Sailors had to soak it in a drink to soften it up. The good thing about **hardtack**, though, was that it would not **spoil** on a long voyage. It was so hard, bugs had trouble getting into it—unless it got wet. Once it got wet, **weevils** and other bugs could and did get into it. But you could usually see them and brush them off with your fingers.

If a voyage was going well, sailors might get other kinds of food. They might get a little salted meat now and then. They might get some fish or a few beans. But if supplies were running low, they might get nothing but **hardtack**.

The diet on sailing ships was so bad that many sailors got sick. Lots of them got a disease called **scurvy**. Today, we know that **scurvy** is caused by a lack of vitamin C, found in fresh fruits and vegetables. In the Age of Exploration, people did not know this. So many sailors died.

After a long day of work, sailors were ready to fall into bed and rest their aching bones. They were ready—but there were no beds for them to fall into. The captain had a bed to sleep in, but the sailors did not. They slept on the deck. As the ship rolled back and forth with the waves, the sailors rolled with it.

Most sailors had to stand **watch** for part of the night. When that was done, they could sleep for a few hours. In the morning, they would get up and do it all over again. A sailor's day started bright and early.

So, what do you think? Does a sailor's life sound good to you?

Henry Hudson

Cause-and-Effect Relationships during Henry Hudson's Exploration

For each of the following cause-and-effect relationships, fill in the missing piece of information. Be sure to write in complete sentences and record the page number where you found your answer.

| Cause | → | Effect | Page # |
|--|---|--|---------------|
| | → | Hudson abandoned his first voyage and turned back to England. | |
| Hudson disobeyed orders and sailed across the Atlantic on this third voyage. | → | | |
| | → | Hudson realized the river was not the Northwest Passage across the continent. | |
| Native Americans thought Hudson was afraid of their bows and arrows. | → | | |
| | → | Hudson sailed back to Europe even though he wanted to continue his third voyage in the Americas. | |

| | | | |
|--|---|--|--|
| Hudson and his men found a strait and a bay that led right into the center of North America. | → | | |
| | → | A fight broke out between Hudson and his crew. | |
| Hudson's crew mutinied. | → | | |

Challenge: Pretend to be one of Henry Hudson's crew who sailed back to England without him. Use strong adjectives to explain why you left him behind. (Write your paragraph on a separate piece of paper.)

NAME: _____

10.2

ACTIVITY PAGE

DATE: _____

Vocabulary Review: Henry Hudson

Use context clues and the glossary of your Student Reader to fill in the graphic organizer with the terms that your teacher has assigned.

| Vocabulary Term | | |
|------------------------|--|--|
| Define the Word | | |
| Use it in a Sentence | | |
| Create an Illustration | | |

| | | |
|-------------------------------|--|--|
| Vocabulary Term | | |
| Define the Word | | |
| Use it in a Sentence | | |
| Create an Illustration | | |

Henry Hudson

An Englishman named Henry Hudson tried four times to find the Northwest Passage. He died trying.

First, in 1607, he tried sailing north from England. If you look at a globe, you can see what he was trying to do. He understood that Earth was round and he thought he could sail across the North Pole. He didn't understand that **solid** ice always covers the Arctic Ocean. "I hoped to have a clear sea," Hudson wrote of his first journey, but "that proved impossible due to the ice surrounding us."

Hudson tried again in 1608. He sailed northeast and again found **icebergs** and freezing weather. He turned his boat around and tried sailing northwest. When his crew realized that they weren't heading home, they **rebelled** against Hudson, saying they wouldn't work unless they sailed to England. So, home they went.

In 1609, Henry Hudson sailed west. This time, he was working for a group of businessmen called the Dutch East India Company. On this trip, he reached North America and claimed land for Holland.

Hudson saw many Native people. One man who sailed with him wrote in his journal, "They are well-dressed in loose deer skins and brought green tobacco which they gave us in exchange for knives and beads." The Native people also gave the sailors bread made of **maize**.

Hudson sailed past "a very good piece of ground and a cliff close by of white-green color...on the side of the river called Manna-hata." It was the island we now call Manhattan (the center of New York City today). Next, Hudson sailed

up a river that still bears his name. You'll find the Hudson River on a map of the state of New York.

In 1610, Hudson tried once more to find a shortcut from Europe to Asia. He sailed a ship called *Discovery* into a wide **expanse** of water in the northern part of Canada. Today, it is named after him: the Hudson Bay.

On the map, the Hudson Bay looks like a big, open body of water. But in many places, the water gets too shallow for sailing. In many other places, it is frozen **solid** almost all year long. Once again, Henry Hudson had sailed into icy waters, just as winter was coming.

Hudson and his crew went ashore during the winter. They ran short of food and water. Some of the crew got sick. Some died. The sailors blamed Hudson for caring more about finding the Northwest Passage than about keeping his crew safe and healthy.

When the ice began to melt, the crew **rebelled**. They forced Hudson, his son, and a few crew members loyal to Hudson to get into a small boat with no oars. Then, they left them behind and sailed the *Discovery* back to England. No one ever heard from Henry Hudson again.

Family Letter

Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words with them. Helpful activities for your student include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are reviewing spelling patterns we've learned for /f/ spelled 'f', 'ff', 'ph', and 'gh'. On Friday, your student will be assessed on these words.

Students have been assigned three Challenge Words, *probably* and *weather/whether*. Challenge Words are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

The Content Word for this week is *expedition*. This word is directly related to the material that we are reading in *The Age of Exploration*. The Content Word is an optional spelling word for your student. If your student would like to try it, but gets it incorrect, it will not count against them on the assessment. We encourage students to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and Content Word, are listed on the back of this Activity Page.

| | | |
|-------------|---------------|---------------------------------|
| 1. fare | 8. roughly | 5. fairest |
| 2. enough | 9. phony | 16. phrase |
| 3. elephant | 10. identify | 17. tougher |
| 4. trophy | 11. spherical | Challenge Word: probably |
| 5. giraffe | 12. laughing | Challenge Word: weather |
| 6. funnel | 13. stuffing | Challenge Word: whether |
| 7. phases | 14. affect | Content Word: expedition |

Character Traits of Samuel de Champlain

Determining Character Traits: This chart contains information about Samuel de Champlain. Read each sentence and think about what the author is telling you about Samuel de Champlain. Then match the sentences on the left with the character traits in the box below.

| Information from the Text | Page # | Character Trait | |
|---|---------|-----------------|------------|
| Earned the title of “royal geographer” for his accomplishments as a navigator | | | |
| Made maps and published reports about his expeditions | | | |
| Took his time to explore and map areas along the Atlantic coast to find a new location for colonization | | | |
| Spent the rest of his life making his dream a reality | | | |
| Supported Native American tribes and learned from them | | | |
| Recruited new settlers to support his colony | | | |
| Quebec prospered and is now a major city in Canada. | | | |
| Character Traits | | | |
| Successful | Careful | Convincing | Determined |
| Cooperative | Smart | Talented | |

Challenge: Imagine that you are one of the first settlers in the colony at Quebec. Use comparison adjectives and opinion sentence starters to write your opinion about whether Samuel de Champlain is a good leader. Give at least two reasons why or why not.

NAME: _____

11.2

ACTIVITY PAGE

DATE: _____

Vocabulary Review: Samuel de Champlain

Use context clues and the glossary of your Student Reader to fill in the graphic organizer with the terms that your teacher has assigned.

| | | |
|-------------------------------|--|--|
| Vocabulary Term | | |
| Define the Word | | |
| Use it in a Sentence | | |
| Create an Illustration | | |

Comparative and Superlative Adjectives Using *more* and *most*

Write the correct form of the adjective in the blank.

1. (*serious*) My next door neighbor is the _____ person I've ever met.

2. (*magnificent*) What could be _____ than the snow-capped Rocky Mountains?

3. (*beautiful*) You are such a marvelous artist! Your painting is _____ than anything I could paint.

4. (*impressive*) Just look out your window and you'll see the _____ landscapes seen anywhere!

5. (*imaginative*) Mr. Smith's newest book is _____ than his first book.

6. (*unusual*) The animals that live on the bottom of the ocean floor are the _____ I've ever seen!

7. (*excited*) Was your little brother _____ than you were when the circus came to town?

8. (*plentiful*) The vegetables from our garden are _____ this year than they were last year.

9. (*worried*) I seem to be _____ than you are about our grades on the history test.
10. (*thoughtless*) The main character in that play is the _____ girl in her whole family.

Write a sentence using the words in parentheses:

1. (*more famous*) _____

2. (*more colorful*) _____

3. (*more interesting*) _____

Word Meanings

Use the example as a guide to complete this worksheet. Write what you think the word means from context, its part of speech, and its definition. Then write a sentence that uses the word to answer the question.

Example:

Who would be more **gregarious**, a clown or a loner?

gregarious funny, talkative

gregarious—part of speech adjective: meaning sociable, liking companionship

A clown would be more gregarious than a loner.

1. If you were hungry and saw a **flapjack**, would you eat it?

flapjack _____

flapjack—part of speech _____ meaning _____

Sentence _____

2. If you had a flood in your house, would you wish for it to **subside**?

subside _____

subside—part of speech _____ meaning _____

Sentence _____

3. After returning from a great adventure, would you **regale** us with your experiences?

regale _____

regale—part of speech _____ meaning _____

Sentence _____

4. If you made an **offhand** comment, did you put a lot of thought into it?

offhand _____

offhand—part of speech _____ meaning _____

Sentence _____

5. Would you look at the **marquee** to find out what movie is playing?

marquee _____

marquee—part of speech _____ meaning _____

Sentence _____

NAME: _____

12.1

ACTIVITY PAGE

DATE: _____

Review of English and French Explorers

| English and French Explorers Chart | | | |
|---|---|--|--|
| Explorers | Motivation
Why did they explore?
What were they looking for? | Interactions
How did they treat Native Americans they encountered?
How did they treat their crew? | Outcomes
What were the outcomes of their exploration (achievements and/or negative impacts)? |
| John Cabot | | | |
| Henry Hudson | | | |
| Samuel de Champlain | | | |

True or False Comprehension Statements about the Fur Trade

Read the statements listed in the chart below. Use your Student Reader to determine whether the statement is true or false. If the statement is true, write “true” in the box to the right. If the statement is false, write “false” in the box to the right. Then, in the next box, rewrite the underlined part of the sentence so that it is true. Be sure to record the page number where you found your answer.

| Statement | True/False | Corrections | Page |
|---|------------|-------------|------|
| 1. Beaver fur was popular because it was <u>thick and waterproof</u> . | | | |
| 2. Samuel de Champlain was known for his work in the spice trade. | | | |
| 3. Many Europeans were willing to pay for beaver pelts imported from <u>North America</u> . | | | |
| 4. A mountain range is named after <u>Samuel de Champlain</u> . | | | |
| 5. The French settlers made treaties with some of the Native groups, such as the <u>Algonquin</u> people and the <u>Huron</u> people. | | | |
| 6. The French traders would trade things with Native people in exchange for <u>beaver pelts</u> . | | | |

| | | | |
|--|--|--|--|
| 7. Many of the things Native people bartered for were made of <u>wood</u> . | | | |
| 8. In 2011 the people of Canada put an image of a <u>fur trader</u> on their nickel. | | | |

NAME: _____

12.3

ACTIVITY PAGE

DATE: _____

Vocabulary Review: The Fur Trade

Use context clues and the glossary of your Student Reader to fill in the graphic organizer with the terms that your teacher has assigned.

| Vocabulary Term | | |
|------------------------|--|--|
| Define the Word | | |
| Use it in a Sentence | | |
| Create an Illustration | | |

NAME: _____

12.4

ACTIVITY PAGE

DATE: _____

Prewriting Graphic Organizer for Opinion Writing

| The Most Impactful Explorer | |
|------------------------------------|-----------|
| Opening: Who? Why? | Example 1 |
| | |
| Example 2 | Example 3 |
| | |
| Closing | |
| | |

Prefix Review: *pro-* and *anti-*

If the sentence shows an example of the correct meaning of the underlined word, write yes on the blank that follows. If the sentence does not show an example of the correct meaning of the underlined word, write no.

1. I wanted to propel the canoe forward, so I sat there with the oars in the boat with me. _____
2. Dad picked up some antifreeze at the hardware store to pour into the truck's engine because it didn't start up as easily in the middle of the winter with such cold weather every day. _____
3. Loki's wife Siguna reminded him of the prophecy that said the gods would die one day. _____
4. She was so antisocial that she always invited new students to sit at our lunch table so they wouldn't feel left out. _____
5. I decided to proceed with the other parts of my project while I waited for the glue to dry on the solar system model I created. _____
6. He presented a good prologue after the play ended that described what happened to the characters in the future. _____
7. I used the last of my antiperspirant at the gym after the cycling class, so I made a note to myself to buy more on the way home. _____

8. I like how proactive the group leader was, making sure everyone had the necessary materials and knew where things should go before telling us to start working. _____

Write a sentence for each word like the sentences above that you can answer with yes.

1. *proposal* _____

2. *antidote* _____

3. *progress* _____

The Fur Trade and Samuel de Champlain

Many of the Frenchmen who came to North America in the 1600s and 1700s were fur **traders**. These **traders traded** with the Native people. They gave them European goods **in exchange** for animal skins and furs.

The **traders** collected many kinds of fur but they were most interested in beaver **pelts**. Beaver hats were popular in Europe. You could sell beaver hats in England, France, Germany, and Russia.

Why were beaver hats so popular? For one thing, beaver fur is thick. It is thick enough to keep your head warm in a cold Russian winter and it is waterproof. Rain runs off a beaver hat. Your head stays dry.

Some hat makers used the beaver fur as it was. They made soft, puffy hats. Others processed the beaver fur to make **felt**. The smooth, waterproof **felt** was then formed into hats. **Felt** hats did not look like they were made of beaver fur. But, they were.

In many parts of Europe, there were no beavers left. Hunters had killed too many of them. The beaver had almost gone extinct. Europeans could not get beaver **pelts** at home. So, they were willing to pay for beaver **pelts** imported from North America.

Samuel de Champlain and other Frenchmen took the lead in the fur **trade**. They set up **trading posts** in North America. There were **trading posts** along the Atlantic Coast. There were **trading posts** in Quebec and along the St. Lawrence River. There were even **trading posts** farther west, along the shores of the Great Lakes.

The following is an adaptation of Champlain's journey down the River of the Iroquois to the lake that came to bear his name: Lake Champlain.

July, 1609

We continued on our journey until we came to an island. The island was about three leagues long and had the **finest** pine trees that I had ever seen. We went hunting here and captured some wild animals.

The next day, we started out again, floating down the river as far as the entrance to a large lake. There were many pretty islands there. They all contained many **fine** forests and **lush** meadows. There were too many birds to count. Also, we saw all kinds of wild animals such as deer with their young fawns, bears, and many animals that move from the mainland over to the islands and back again. We captured many of these animals as well. There were many rivers that emptied into the lake as well as dense forests of **fine** trees. I found chestnut trees on the border of the lake. I had never seen trees like this before. There were great numbers of fish in the lake.

I noticed that many of the mountains in the distance to the north had snow on top of them. I was told that the Iroquois lived there and that there were many beautiful valleys with fruit and grain there.

Many different Native groups lived in these lands. The French settlers made **treaties** with some of them, including the Algonquin [al-GON-kwin] people and the Huron [HYER-on] people. The French agreed to **trade** with these people and not fight with them.

Native people would bring beaver **pelts** to **trade**. In some cases, they would bring **pelts** they had gathered themselves. In other cases, they would bring **pelts** they had **obtained** by **trading** with other Native people.

The French traders would **barter** with Native people. They would give them things they wanted **in exchange** for the beaver **pelts**.

Many of the things Native people wanted were made of metal. Most Native people did not make their own metal products. They had to **trade** for these items. Many Native people **traded** furs for knives and ax blades. Others **traded** for kettles and fish hooks. Still others **traded** for glass beads from Europe, which were highly desirable.

The French merchants would gather up lots of beaver **pelts**. Then, they would ship the **pelts** back to France and sell them. They made a lot of money doing this, so they did it again and again.

As time went on, the French traders learned what the Native people liked. They learned that many Native people would **trade** beaver **pelts** for wool blankets. Some would **trade** for tobacco. Others would **trade** for guns and gunpowder.

In 2011, the people of Canada put an image of a beaver on the back of their nickel. They did not put the beaver on their nickel because he is cute. They put the beaver there because the fur **trade** is an important part of the history of Canada. For two hundred years, the fur **trade** was a source of **income** for French and Native people alike.

Word Meanings

Follow your teacher's directions to complete this worksheet. Write what you think the word means from context, its part of speech, and its definition. Then write a sentence that uses the word to answer the question.

Example:

Who would be more **feeble**, your 92-year-old great grandmother or your 10-year-old sister?

feeble old, frail

feeble—part of speech adjective: meaning weak; not strong

My great grandmother would be more feeble than my sister.

1. If you were playing outside and suddenly saw a thunderstorm heading your way, would you **skedaddle**?

skedaddle _____

skedaddle—part of speech _____ meaning _____

Sentence _____

2. Which would more likely be a **monstrosity**, a kitten or a dinosaur?

monstrosity _____

monstrosity—part of speech _____ meaning _____

Sentence _____

3. Would you rather **chisel** away at a piece of bark or the Atlantic Ocean?

chisel _____

chisel—part of speech _____ meaning _____

Sentence _____

4. Which of the following two pairs of colors would be more in **contrast** with each other: two different shades of green, or black and white?

contrast _____

contrast—part of speech _____ meaning _____

Sentence _____

5. Do you get more **nutrients** from spinach or a chocolate cupcake?

nutrients _____

nutrients—part of speech _____ meaning _____

Sentence _____

A History of People in North America

Lots of people think that Columbus was the first to arrive in America. But that's not right. There are at least two other groups of people who settled in North America and both of them got there many years before Christopher Columbus.

One group was the Vikings.

The Vikings lived in Northern Europe, in Scandinavia. They sailed around a lot, **raiding** and robbing as they went. The image on the next page shows you some of the places they explored and some of the Vikings who were explorers.

In 982, some Vikings left Iceland and settled in Greenland, which is part of North America. They arrived there about 500 years before Columbus sailed. The Viking settlements on Greenland grew for a while. Archaeologists estimate there were probably 3,000 to 5,000 Viking settlers there at one point. Eventually, however, the Vikings left. Viking settlements in Greenland seem to have been **abandoned** in the 1400s, not long before the voyage of Columbus.

The Vikings also explored lands west of Greenland. Around the year 1000, the famous Viking explorer Leif Eriksson visited a land he and other Vikings called Vinland. Most experts believe Vinland was somewhere along the coast of Newfoundland, in modern-day Canada. There is **evidence** that some Vikings settled in Newfoundland. In 1960, the ruins of a Viking village were found there. This village may have been part of Vinland.

The Vikings definitely got to America before Columbus. So maybe we should say the Vikings were the first Europeans to settle in North America. But before we decide, we need to look at another group that settled in North America.

Another group to settle in North America was the Native Americans.

Although we call these people “Native” Americans, they did not always live in the Americas. They came to America from Asia. When and how this happened are subjects of much **debate**.

Some historians think the first settlers made their way to North America a little more than 15,000 years ago. Others think the first people came to America many years earlier—perhaps even 40,000 years ago. Some experts think these people came by land, at a time when Alaska and Asia were connected by land. Others think they may have traveled along the coast in boats.

The map on the next page shows how we think human beings spread around the earth. Experts think the first humans lived in Africa. About 100,000 years ago, some humans moved out of Africa and into the Middle East. About 70,000 years ago, a group of humans moved into southeast Asia. About 15,000 years ago—or possibly earlier—some of these people crossed from Asia to the Americas. It is believed that many people also came to North America by various ship routes.

New archeological discoveries continue to be made every day about early settlers in North America. These discoveries change our understanding of who lived in North America in the past.

Unit 9 Assessment

Christopher Columbus, Salesman

Look up Christopher Columbus in an encyclopedia. Chances are the entry will say that he was an explorer. That is not wrong. Columbus was, indeed, an explorer. But, did you know that he was also a salesman?

Columbus had an idea. His idea was that he could get to the Indies by sailing west. He believed Earth was smaller than most people thought. He thought that the Indies were probably about 2,400 miles from Europe. He believed he could sail there in a few weeks.

How would he pay for the voyage? That was the big question. Columbus was not a rich man. He did not have the money he would need to buy ships and hire sailors. Only a few people in his day had that kind of money. Most of them were kings and queens.

Columbus knew he had to sell his idea. He had to find someone who would pay for his voyage. It might be a king. It might be a queen. It might be a rich banker. It might be a bunch of bankers who would pool their money together.

In 1485, Columbus went to Portugal. He met with John II, the King of Portugal. He asked the king for three ships. He said he would need the ships for a year. Would that cost a lot? Yes, it would. “But,” Columbus said, “just think how rich you will be if I reach the Indies! Think of the gold! Think of the spices!”

King John was interested. He showed the plan to his advisors. They studied it. In the end, they told the king not to fund it. They said Columbus was wrong about the size of Earth. They thought the Indies were much farther away than Columbus said.

Guess what? They were right.

In 1486, Columbus tried again. He met with King Ferdinand and Queen Isabella of Spain. He explained his plan. He spoke of the wealth and riches he would bring to Spain if he reached the Indies. The king and queen were busy fighting a war against the Moors, but they were interested. They showed the plan to their advisors. The advisors studied the plan. They said it was a bad plan. They were sure it was a lot farther to the Indies than Columbus thought.

In 1488, Columbus went back to Portugal. He tried to sell his idea to King John II again. Once again, it was “no sale.”

Columbus went back to his hometown, Genoa, Italy. He tried to convince some wealthy men there to fund his voyage. Again, it was “no sale.”

Columbus went to Venice. He spoke to some rich men there. Once again, “no sale.”

Columbus sent his brother to England. He told him to try to sell the idea to King Henry VII. His brother made the pitch, but it was “no sale.”

Some men would have given up. Probably most men would have given up. But Columbus was a very determined man. He was sure his plan was a good one, and he kept on trying to sell it.

NAME: _____

DATE: _____

14.1

CONTINUED

ASSESSMENT

Finally, in 1492, he closed the deal. By this time, the Spaniards had driven the Moors out of Spain. King Ferdinand and Queen Isabella agreed to fund the voyage. Columbus the salesman had succeeded. That meant Columbus the navigator would get a chance to make the voyage he had been thinking about for more than a decade.

1. Using the numbers 1–5, arrange the following events in order.

_____ Columbus went back to Portugal and asked for money again.

_____ Columbus sent his brother to England to ask for money.

_____ Columbus met with John II, the King of Portugal to ask for money.

_____ Columbus met with King Ferdinand and Queen Isabella of Spain, and they agreed to fund the trip.

_____ Columbus had an idea that he could get to the Indies quickly.

2. Write **true** or **false** on the blank following the sentence.

Columbus thought he could sail east to get to the Indies and would arrive in a few weeks. _____

3. Why would the king and queen of a country decide to fund an explorer's expedition to an unknown land?

4. What do the words **closed the deal** mean in the following sentence from the selection?

Finally, in 1492, Columbus **closed the deal**.

- A. The king and queen said “no sale” to Columbus.
 - B. Columbus thought Earth was smaller than other explorers thought.
 - C. The King and Queen of Spain agreed to fund his voyage.
 - D. Columbus showed his plan to the King of Portugal who sold him land.
5. When Columbus asked King Ferdinand and Queen Isabella for funding the second time, what had changed that allowed them to agree to the funding?
- A. Columbus was a salesman and a navigator.
 - B. The war between Spain and the Moors had ended.
 - C. The king and queen were interested in Columbus’ plan.
 - D. The wealthy men of Genoa, Italy convinced the king and queen to fund the voyage.
6. Write the correct word on the blank in the sentence.

The black and white puppy wagged _____ tail in delight upon seeing his owner. (its, it's)

7. Use the following portion of a dictionary page to answer the questions below.

flock 1. *verb* To join together in a group. 2. *noun* A group of animals, usually birds.

Which definition of *flock* is used in the following sentence?

The moviegoers *flock* together at the entrance of the theater. _____

What part of speech is *flock* in this sentence? _____

8. Which of the following words with the prefix *pro-* could be used to describe what Columbus shared with kings and a queen about his idea?

- A. prologue
- B. proposal
- C. progress
- D. prophecy

9. Add a concluding sentence for the paragraph, beginning with the words *in conclusion*.

Zachary had always thought he would like to become a writer one day. After spending a wonderful week at the beach, he decided he would try to write an article for a travel magazine describing his week. First, he made a list of all the activities he had enjoyed, including learning to surf, going for long walks with his family, and crafting a huge sand castle, and was pleased with the list. Next, he turned his list into sentences and worked to put them in order so they made sense. He added a splashy introduction and a logical conclusion and even downloaded a few of the photographs he had taken. After a week of working on his article, he sent the paragraph and the pictures to the travel magazine and sat back to think about the experience, smiling to himself.

10. Complete the following sentence by circling the correct suffix to add to the root word.

Gold and spices were valu_____ items that explorers wanted to find in order to get rich.

| | | | |
|------|-------|-------|-------|
| -ish | -ness | -able | -ible |
|------|-------|-------|-------|

Bartolomé de Las Casas: Protector of Native Americans

Have you ever changed your mind about something? That is what happened to Bartolomé de Las Casas.

Las Casas lived with the conquistadors for many years. He helped them conquer the Americas. Then, he decided that this conquest was wrong. He spent the rest of his life fighting against the conquistadors and trying to protect Native Americans.

Las Casas was born in Spain in 1484. He was eight when Columbus made his first voyage. Ten years later, in 1502, he sailed to the Americas. He became a plantation owner on the island of Hispaniola. He owned enslaved people. He helped conquer the Native people that lived there.

In 1510, Las Casas became a Catholic priest. He was the first priest ordained in America. At first, this was not a problem. Las Casas felt that he could be a plantation owner and a priest. He did not see any conflict between his religion and his role as a plantation owner.

In 1513, his thinking began to change. In that year, he took part in the conquest of Cuba. What he saw shocked him. He thought that the Spanish conquerors treated the Native people cruelly. Las Casas found this disturbing. He began to rethink his views.

In 1514, Las Casas made a big decision. He decided what the Spanish conquerors were doing was wrong and not consistent with his Christian faith. It was wrong to kill and enslave people. It was not moral. It was not ethical.

Las Casas felt ashamed of himself. He felt ashamed of the things he had done. He felt ashamed of the way he had been living. He gave up his plantation. He freed the people he had enslaved. He tried to convince others to do the same, but he did not have much luck.

For the rest of his life, Las Casas fought to protect Native Americans. He went back to Spain. He spoke to the king and other important men. He told them what was happening in the colonies. He told them about the cruelty of the conquistadors. He tried to change the way people thought about Native Americans.

At the time, many Spaniards felt that it was okay to use force against non-Christians. They believed that it was okay to conquer the Natives and force them to accept Christianity.

Some people went even further. They argued that conquest, or conquering by force, was the only approach that made sense to save the souls of Native Americans.

Las Casas argued against this way of thinking. He insisted that Native Americans were capable of thinking for themselves. They deserved to be treated as free men. They should not be conquered and enslaved. They should be converted to the true faith. But, they should be converted by peaceful means.

Las Casas fought to change the laws. He worked to set up colonies where Native Americans would be treated fairly.

Las Casas also wrote books. His most famous book was *A Brief Account of the Destruction of the Indies*. This book is an attack on Columbus and the conquistadors. Las Casas blamed these men for their cruel treatment of the Natives. “These men did not behave like human beings,” Las Casas said. “They behaved like lions and tigers. What made them behave this way? It was greed. They were driven by greed for gold.”

As you might have guessed, Las Casas was not popular in the Spanish colonies. Many Spanish settlers hated him. They felt that he was trying to take away land, power, and the enslaved people they had acquired fairly. They saw Las Casas as a traitor. They saw him as a man who sided with the enemy against his own country.

Las Casas was not afraid to be hated. He was a man of great courage. He was sure he was right. He kept fighting for fifty years, until his death in 1566.

NAME: _____

DATE: _____

14.1

CONTINUED

ASSESSMENT

11. After becoming a priest, why did Las Casas continue to keep enslaved people?

12. What does the word **converted** mean in the following sentence from the selection?

They should be **converted** to the true faith.

- A. protected
- B. ashamed
- C. enslaved
- D. changed

13. What happened that caused Las Casas to change his mind and free people he had enslaved?

14. Why did Las Casas have trouble convincing others to free the people they had enslaved?

15. Write a summary of the life of Las Casas.

16. Choose the word that fits the underlined meaning in the sentence.

The boy's having the characteristics of or like someone who is ridiculous and acts without good sense behavior angered his mother so she decided they would leave the zoo.

- A. stylish
- B. snobbish
- C. foolish
- D. feverish

17. Add adjectives and adverbs to the first row of the chart. In the second row, write simple sentences including the new adverbs or adjectives. In the bottom box, add details to the sentences using the linking words *for example*.

| Starter Sentence: The girl broke her arm. | | | |
|---|--------------------------------|---------------------------------|----------------------------------|
| Adjectives to describe the girl | Adverbs to describe how | Adverbs to describe when | Adverbs to describe where |
| 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. |
| A list of examples to answer the following: Because the girl broke her arm, list the activities she can no longer do. | | | |
| 1.

2. | | | |

18. Use the following portion of a dictionary page to answer the questions below.

land 1. *verb* To arrive on a runway after flying in the air. 2. *verb* To achieve something you have applied for. 3. *noun* The ground under your feet. 4. *noun* A country.

Which definition of *land* is used in the following sentence?

This great *land* of ours is called the United States of America. _____

What part of speech is *land* in this sentence? _____

19. Circle the correct word to complete the sentence.

My new jacket is _____ which means I can wear it outside out
(reverse, reversible)
or inside out.

20. Write the correct linking words in the blank in the sentence.

The prince wears rich clothing and rides a fearsome stallion.

_____ the princess wears lavish dresses and flowing
(In the same way, In contrast)
scarves and rides a sleek, white steed.

The Duke and His Guest

Many years ago, in a land far, far away, there lived a wise king. One day, while he was out riding, the king passed a beautiful house.

“Who lives in that house?” he asked his servant.

“Your Majesty,” the servant replied, “the Duke of Luxford lives there. He is one of the richest men in the land. He puts on the most wonderful feasts for his wealthy friends!”

“What does he do for the poor?” asked the king.

“Nothing,” answered the servant.

The next day, the king dressed himself in old, ragged clothes and went to the duke’s house.

The duke came to the front door.

“O Great One,” said the king, bowing low, “won’t you give me a little food and let me rest in your beautiful home? I am hungry and tired.”

“Be gone!” shouted the duke. “Get off my property at once or I will have my servants beat you away. I will not have beggars hanging around my house!”

The king went away.

The next day, the king put the old, ragged clothes on again. Then, he covered his ragged clothing with a handsome, silken cloak trimmed with gold and jewels.

He went once more to the duke’s home.

As before, the duke came to the door. When he saw the stranger in the rich cloak, he spoke to him and invited him in.

“Come in, my friend,” the duke called out. “Come in and join us! It is a great pleasure to entertain a man like you in my home!”

The king took some of the rich food and broke it into small pieces. But, instead of eating the food, he put it into the folds of his rich cloak.

“Why do you not eat the food?” asked the duke. “Why do you put it in your cloak?”

“Because it is my cloak you are feeding and not me,” answered the king. “Yesterday I came to you dressed like a poor man and you drove me away. Today, because I have this fine cloak, you have invited me to dine with you. But, I am the same today as I was yesterday—still your king.”

Then, the duke knelt down.

“Oh, forgive me, Your Majesty!” he cried. “I have been proud and selfish. I will mend my ways. From this day on, no poor man shall be driven from my door. You have taught me that a man is more than his clothes.”

21. Why did the king ask the servant what the duke did for the poor?

22. What does the word **entertain** mean in the following sentence from the selection?

It is a great pleasure to **entertain** a man like you in my home!

- A. to make someone feel welcome
- B. to put on a play to an audience
- C. to enslave someone for life
- D. to sing for someone who listens well

23. Why did the king put small pieces of food in the folds of his cloak instead of eating them?

- A. to save the food for later
- B. to teach the duke a lesson
- C. to make the duke laugh
- D. to hide the food because he didn't like the taste of it

24. What is the moral to the story?

- A. Look before you leap.
- B. Rich and fancy is not always best.
- C. Don't judge a book by its cover.
- D. Good things come in small packages.

NAME: _____

DATE: _____

14.1

CONTINUED

ASSESSMENT

25. Why was the king described as wise?

- A. He told a story to the duke.
- B. He dressed in rags when he went to the duke's house for dinner.
- C. He ate a wonderful feast at the duke's house.
- D. He showed the duke how to treat people kindly.

26. Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

verb: floats **adverb:** higher

27. Which of the following words with the suffix *-ness* means “in the state or condition of being without others?”

- A. happiness
- B. sadness
- C. quickness
- D. loneliness

28. Use the following portion of a dictionary page to answer the questions below.

does 1. [doez] *noun* Female deer. 2. [duz] *verb* The singular present tense form of the verb *to do*.

Which definition of *does* is used in the following sentence?

The *does* gently graze in lush, green fields. _____

What part of speech is *does* in this sentence? _____

29. Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

verb: freezes **adverb:** quickly

30. If someone is *antisocial*, the person is _____

NAME: _____

14.2

ASSESSMENT

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

‘ph’ > /f/

‘f’ > /f/

‘gh’ > /f/

‘ff’ > /f/

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1.

2.

Christopher Columbus and John Cabot: Parallel Lives

| | |
|---|-----|
| Christopher Columbus was an important explorer. So was John Cabot. | 10 |
| The two men lived at the same time. They were almost the same age. | 24 |
| They were rivals, too. Their lives were connected in interesting ways. | 35 |
| Columbus was probably born in 1451. John Cabot may have been born
the same year. | 47 |
| 50 | |
| Columbus was Italian. He was born in Genoa. Cabot was also Italian.
We are not sure where he was born. He may have been born in Genoa. | 62 |
| 77 | |
| In the 1470s, Columbus worked as a sailor. He sailed to many ports in the
Mediterranean. During those years, Cabot worked as a merchant. He lived in
Venice, but he traded all around the Mediterranean. | 92 |
| 104 | |
| 112 | |
| Columbus spent many hours studying maps. In 1485, he came up with a
bold plan. He believed he could reach the Indies by sailing west. | 125 |
| 137 | |
| Columbus set out to find a king who would pay for a voyage. He went
to see John II, King of Portugal. John said no. Columbus kept trying.
He presented his plan to other kings, including Henry VII of England.
Finally, he found a sponsor. King Ferdinand and Queen Isabella of Spain
agreed to pay for a voyage. | 152 |
| 165 | |
| 177 | |
| 189 | |
| 195 | |
| Columbus set sail in 1492. He did not make it to the Indies. He ran
into North America. But Columbus did not realize this. He believed he had
reached the Indies. | 210 |
| 223 | |
| 226 | |

| | |
|--|--|
| In 1494, Cabot learned about Columbus and his journeys. Cabot had studied maps, too. He thought Columbus had made a mistake. He had sailed west in the middle latitudes, near the equator. But that is where the distance around Earth is greatest. Why sail there? Why take the long way? Why not sail farther north? The distance around the Earth would be much shorter there. It would be a better way of sailing to the Indies. | 237
250
264
278
290
304 |
| Cabot had an idea. He thought he could beat Columbus at his own game. He drew up a plan. Then, he went looking for a sponsor, just as Columbus had done. | 316
331
333 |
| Cabot looked for funding in Portugal. He was turned down. He went to Henry VII of England. Henry had turned down Columbus, but he liked the sound of Cabot's plan. He agreed to sponsor a voyage. | 346
359
369 |
| For the next few years, both men were busy exploring. | 379 |
| Columbus made three more voyages for Spain. He explored the Caribbean Sea and the coast of South America. | 390
397 |
| Cabot made three voyages for England. He explored the coast of North America. | 408
410 |
| There were many similarities between these two men. But there was one big difference. Columbus ended up famous. Cabot did not. In fact, for many years, Cabot was almost forgotten. Even today, historians are still digging up facts about Cabot. The world has never forgotten about Christopher Columbus, but it had to be reminded about John Cabot. | 422
435
446
457
467 |

NAME: _____

DATE: _____

W.C.P.M. Calculation Worksheet

Student: _____

Date: _____

Story: *Christopher Columbus and John Cabot: Parallel Lives*

Total words: 467

| | |
|---|--|
| <p>Words</p> <p>Words Read
—
Uncorrected Mistakes
—
Words Correct</p> | <p>Time</p> <p>Minutes Seconds
— —
Start Time Finish Time
—
Elapsed Time
 $(\boxed{} \times 60) + \boxed{} = \boxed{}$ Time in Seconds</p> |
| <p>W.C.P.M.</p> <p>$\boxed{} \div \boxed{} \times 60 = \boxed{}$</p> <p>Words Correct Time in Seconds W.C.P.M.</p> | |

Compare the student's W.C.P.M. scores to national norms for Spring of Grade 3 (Hasbrouck and Tindal, 2006):

| W.C.P.M. | National Percentiles for Winter, Grade 3: |
|----------|---|
| 162 | 90th |
| 137 | 75th |
| 107 | 50th |
| 78 | 25th |
| 58 | 10th |

Comprehension Total ____ / 4

| Answers Correct | Level |
|-----------------|--|
| 4 | Independent comprehension level |
| 3 | Instructional comprehension level |
| 2 | Frustration comprehension level |
| 0-1 | Intensive remediation warranted for this student |

NAME: _____

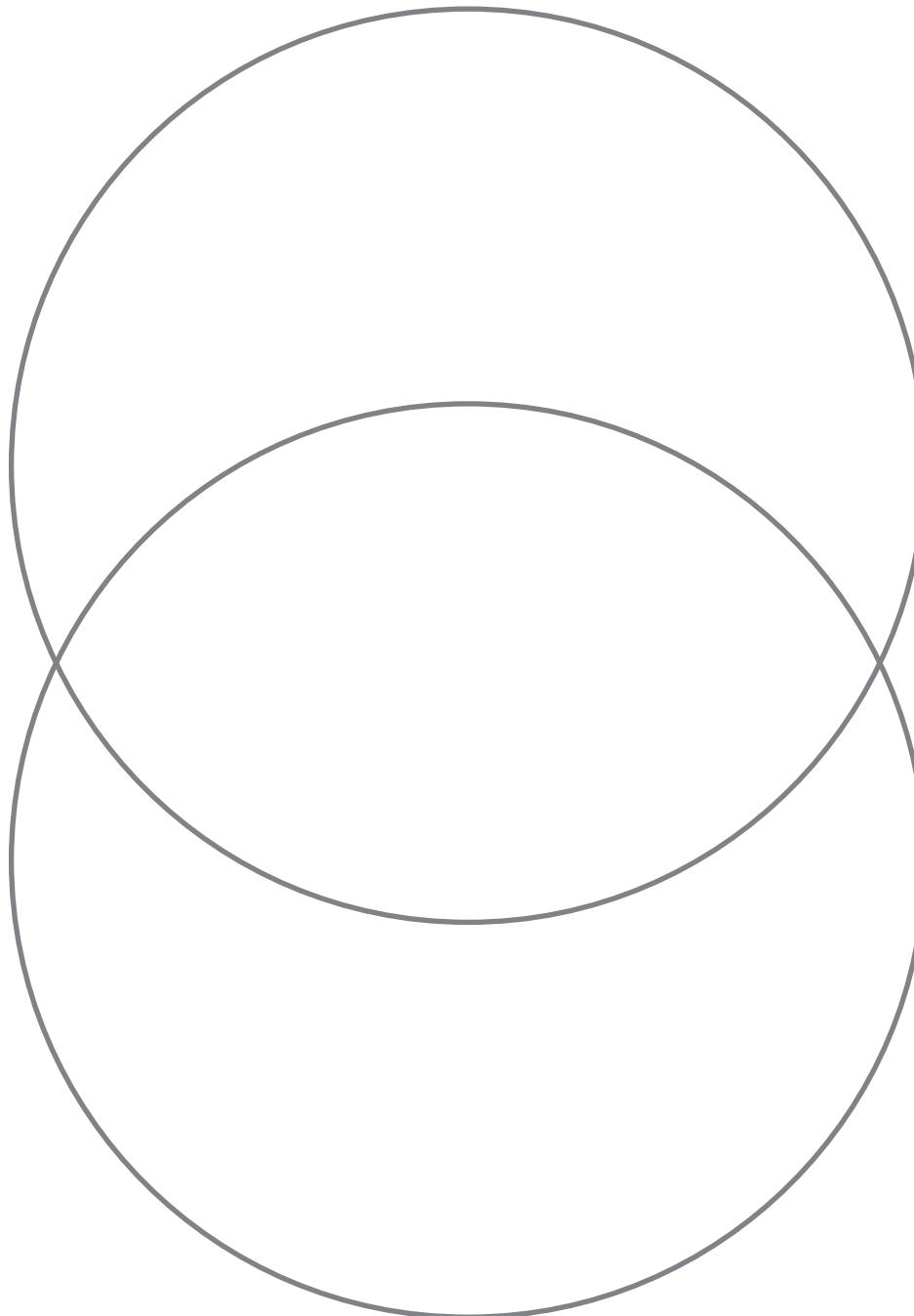
PP1

ACTIVITY PAGE

DATE: _____

Venn Diagram

Directions: Choose two topics you learned about in this domain that you can compare and contrast. Write those topics on the lines near each circle. Write how your topics are alike in the overlapping part of the Venn diagram. Write how they are different in the non-overlapping part of each circle for each topic.



Irregular Comparative and Superlative Adjectives

Write the correct form of the verb in the sentence.

1. (good) When I was in first grade, I was the _____ swimmer in the whole school.

2. (bad) My brother had a _____ day than I did.

3. (much) How _____ money did you bring with you today?

4. (little) The unhappy child got the _____ piece of cake because that was all that was left.

5. (far) My aunt and uncle live _____ away from our house than my grandparents.

6. (many) Our neighbors have _____ pets than we have.

Write a sentence using the word in parentheses.

1. (good) _____

2. (*most*) _____

3. (*farthest*) _____

4. (*worst*) _____



| | | | | |
|---------|----------|---------|-------------------------|----------|
| compare | contrast | compare | Take
another
turn | contrast |
|---------|----------|---------|-------------------------|----------|

Match Me If You Can



compare

Give a card
to your
opponent

contrast

compare

contrast

| | | | | |
|----------|---------|----------|-------------------------|---------|
| contrast | compare | contrast | Take
another
turn | compare |
|----------|---------|----------|-------------------------|---------|

Compare or Contrast?

Steve and Dan both play basketball.

Compare or Contrast?

Our dice are red and yours are blue.

Compare or Contrast?

We live in the city and you live in the country.

Compare or Contrast?

Fran smiles all day long while Fred frowns.

Compare or Contrast?

Police cars and fire engines both have sirens.

Compare or Contrast?

Sam's puppy barks and Sally's kitten purrs.

Compare or Contrast?

Fairy tale giants are very tall while children in my class are short.

Compare or Contrast?

The two brothers are very different; one likes to read while the other would rather play video games.

Compare or Contrast?

Father works during the day while Mother works at night.

Compare or Contrast?

Carla and Kevin tell funny jokes.

Compare or Contrast?

The grass on the hillside is green and lush, while plants in the desert are brown and spindly.

Compare or Contrast?

The lemons tasted sour and the peaches tasted sweet.

Compare or Contrast?

All of the children will sip their lemonade on the hot, summer day.

Compare or Contrast?

Motorcycles zoom down the road while scooters move slowly.

Compare or Contrast?

Molly drives to work slowly and Milly speeds to get there.

Compare or Contrast?

The graceful dancer leaps high in the air while the clumsy one trips.

Compare or Contrast?

We all spelled our spelling words correctly on Friday.

Compare or Contrast?

My brother is older than I am and my sister is younger than I am.

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

| | |
|-----------------------------|-------------------|
| Sarah Cloos | Michelle Koral |
| Laia Cortes | Sean McBride |
| Jayana Desai | Jacqueline Ovalle |
| Angela Donnelly | Sofía Pereson |
| Claire Dorfman | Lilia Perez |
| Ana Mercedes Falcón | Sheri Pineault |
| Rebecca Figueroa | Megan Reasor |
| Nick García | Marisol Rodriguez |
| Sandra de Gennaro | Jessica Roodvoets |
| Patricia Infanzón-Rodríguez | Lyna Ward |
| Seamus Kirst | |

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

| | |
|-------------------|--------------------------|
| Nanyamka Anderson | Emily Mendoza |
| Raghav Arumugan | Marguerite Oerlemans |
| Dani Aviles | Lucas De Oliveira |
| Olioli Buika | Tara Pajouhesh |
| Sherry Choi | Jackie Pierson |
| Stuart Dalgo | Dominique Ramsey |
| Edel Ferri | Darby Raymond-Overstreet |
| Pedro Ferreira | Max Reinhardsen |
| Nicole Galuszka | Mia Saine |
| Parker-Nia Gordon | Nicole Stahl |
| Isabel Hetrick | Flore Thevoux |
| Ian Horst | Jeanne Thornton |
| Ashna Kapadia | Amy Xu |
| Jagriti Khirwar | Jules Zuckerberg |
| Julie Kim | |
| Lisa McGarry | |

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Illustration and Photo Credits

3.1: Staff; 3.3: Staff; 3.5: Staff; 4.3: Staff; PP4: Staff.



Grade 3 | Unit 9 | Activity Book

Travelers from Other Lands: Early Explorations of North America

ISBN 9781643837420

A standard barcode is located here, representing the ISBN 9781643837420.

9 781643 837420



Amplify.
TEXAS

ELEMENTARY LITERACY PROGRAM

ENGLISH



Grade 3

Unit 9 | Reader

The Age of Exploration

Grade 3

Unit 9

The Age of Exploration

Reader

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

ISBN 978-1-64383-731-4

This work is licensed under a
Creative Commons Attribution-NonCommercial-ShareAlike
4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—if you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

Table of Contents

The Age of Exploration

Unit 9 Reader

| | |
|---|-----|
| Introduction to <i>The Age of Exploration</i> | 2 |
| Chapter 1: The Lure of Spices | 6 |
| Chapter 2: Toscanelli's Map. | 12 |
| Chapter 3: Navigation in the Age of Exploration | 20 |
| Chapter 4: El Castillo de San Marcos | 26 |
| Chapter 5: Hernando de Soto | 34 |
| Chapter 6: Coronado Reports to the King | 46 |
| Chapter 7: Spanish Settlements. | 56 |
| Chapter 8: John Cabot | 64 |
| Chapter 9: Henry Hudson | 74 |
| Chapter 10: Samuel de Champlain | 84 |
| Chapter 11: The Fur Trade and Samuel de Champlain | 96 |
| Chapter 12: A History of People in North America. | 104 |

Pausing Point: Additional Chapter for Enrichment

Chapter 13: Caribbean Words 110

Glossary for *The Age of Exploration* 123



Introduction to *The Age of Exploration*

In 1491, most Europeans did not know that North and South America existed. The people of the Americas did not know that Europe existed. Although other **explorers** had visited the Americas before, Europeans did not know that.

In 1492, that changed. In that year, Christopher Columbus sailed across the Atlantic Ocean and accidentally landed on islands off the coast of the Americas. His **explorations** marked the start of the **Age of Exploration**.



An artist's illustration of Columbus landing in the Americas

As news spread about what Columbus had found, men from all over Spain raced to find treasure. Spanish **conquistadors**, such as Francisco Vasquez de Coronado, set out in search of silver and gold. They slashed their way through swamps. They marched across deserts. They **explored** and conquered many lands.

A few years later, other European countries got involved. John Cabot went **exploring** for England. Henry Hudson **explored** for England and for the Netherlands. Samuel de Champlain **explored** for France.

These **explorers** changed the world. They uncovered land that was new to Europeans. But they also impacted the Native populations in the Americas, who had been living there for thousands of years. You will read about some of their journeys here.

Some European Explorers

| Explorers | Name | Source of Funding |
|---|-------------------------------|--|
|  | Christopher Columbus | Spain |
|  | Francisco Vásquez de Coronado | Spain |
|  | John Cabot | England |
|  | Henry Hudson | Dutch East India Company (Netherlands) |
|  | Samuel de Champlain | France |

Chapter 1 The Lure of Spices

Many European **explorers** were hoping to find gold and other precious metals.

You can probably understand why **explorers** were eager to find gold. Gold is a valuable metal even today. However, you may be surprised to learn that many **explorers** were also excited about finding **spices**. You might be saying, “**Spices**? Really? Why were they so eager to find **spices**?”

Here’s the answer: Things that are scarce, or hard to find, tend to be expensive. That’s why gold is expensive today. That’s also why **spices** were expensive five hundred years ago. Back then, **spices** were scarce in Europe. They were hard to find. So they cost a lot. Some **spices** were almost worth their weight in gold.



Gold



Spices displayed in a spice market

The red balls in the center of this image are red peppercorns. A cook can add a few whole peppercorns to soup. They can use a spice grinder to grind the peppercorns into tiny bits. Either way, the pepper will add flavor to the soup. It will make the soup spicier and tastier.

To the left of the red peppercorns, you can see white peppercorns. These come from the same plants as red peppercorns but they are prepared in a different way. White peppercorns start out as red peppercorns but the outer hull of the red peppercorn is removed to reveal the inner kernel, which is white. They can be used in the same way as red peppercorns.

The black bowl in the upper right of this image is filled with cloves. Cloves are dried flower buds. They are used to add flavor to meats and stews, some teas, and pumpkin pie. Cloves are very strong. Cooks who use them must be careful because adding too many of them may **overwhelm** other flavors in the dish.

Peppercorns can't be grown in Europe. They can only be grown in warm, wet places, like India. The image shows unharvested peppercorns.

Today, we can get peppercorns from India pretty easily. An airplane or a ship can transport large amounts of them. You can go to a grocery store and get almost any **spice** you want. A little jar of cloves might cost a dollar or two. A can of peppercorns might cost five or six dollars.

Five hundred years ago, Europeans were not so lucky. The world was not as well connected as it is today. **Spices** were hard to get and transport. They cost a lot of money.

A Spaniard who wanted pepper would have to pay for a lot more



*Unharvested
peppercorns*

than just the pepper. He would have to pay the cost of shipping the pepper over land all the way from India, using donkeys, mules, and camels.

It was the same with cloves and cinnamon. These plants could not be grown in Europe. They had to be **imported**, or brought in, to Europe from faraway places, like the Indies.

Many of the **spices** we use are the flowers, the fruits, or the seeds of the plant. Cinnamon is different. In this case, the part of the plant we use is the bark. Strips of bark are cut off the tree. The outer bark is cut away. The inner bark is kept and rolled up like little scrolls. These are called cinnamon sticks. Cinnamon can also be ground up, like pepper.

Do you like the taste of cinnamon? Do you like cinnamon on toast? How much do you like it? Would you be willing to sail across an ocean to get some cinnamon for your toast? In a sense, that is what European **explorers** were trying to do.



Star anise, cinnamon, and cloves (clockwise from star anise)

Chapter

2

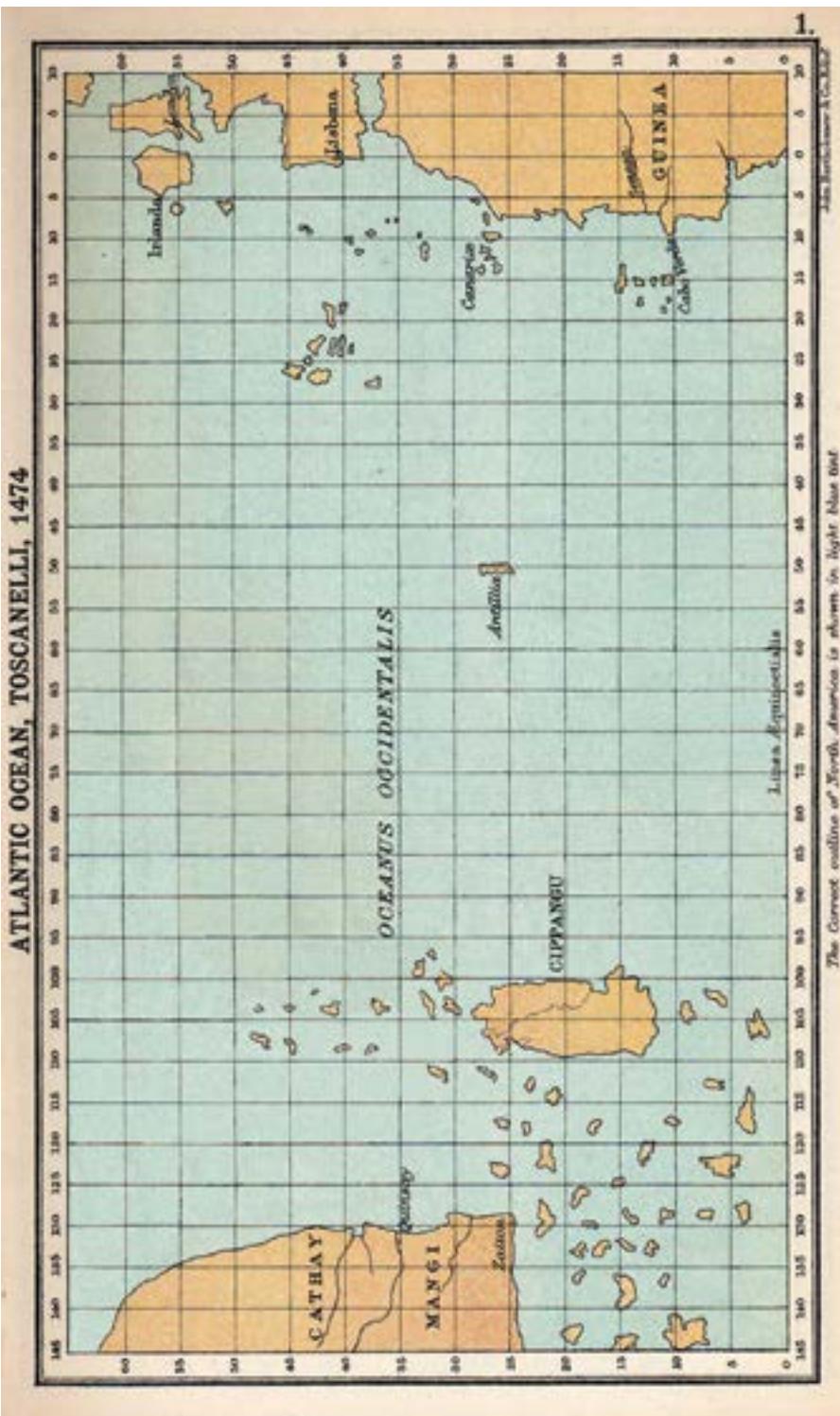
Toscanelli's Map

An Italian man named Paolo [pow-loe] Toscanelli [tos-kəh-nel-ee] may have been responsible for the Europeans landing in the Americas.

Toscanelli was a math **whiz**, an astronomer, and a mapmaker. In 1474, he made a map of the world, which he sent with a letter to the King of Portugal telling how to reach the Indies by sailing west. The King was very interested but Toscanelli was not correct.

On the right side of Toscanelli's map, you can see some parts of Europe in orange. You may know some of them: Ireland, labeled "Irlanda;" London, England; and Lisbon, Portugal, labeled "Lisbona."

To the south of Europe, you can see part of Africa. The part Europeans called Guinea is labeled. The Canary Islands, just off the coast of Africa, are labeled "Canariae."



The right side of this map is mostly correct.

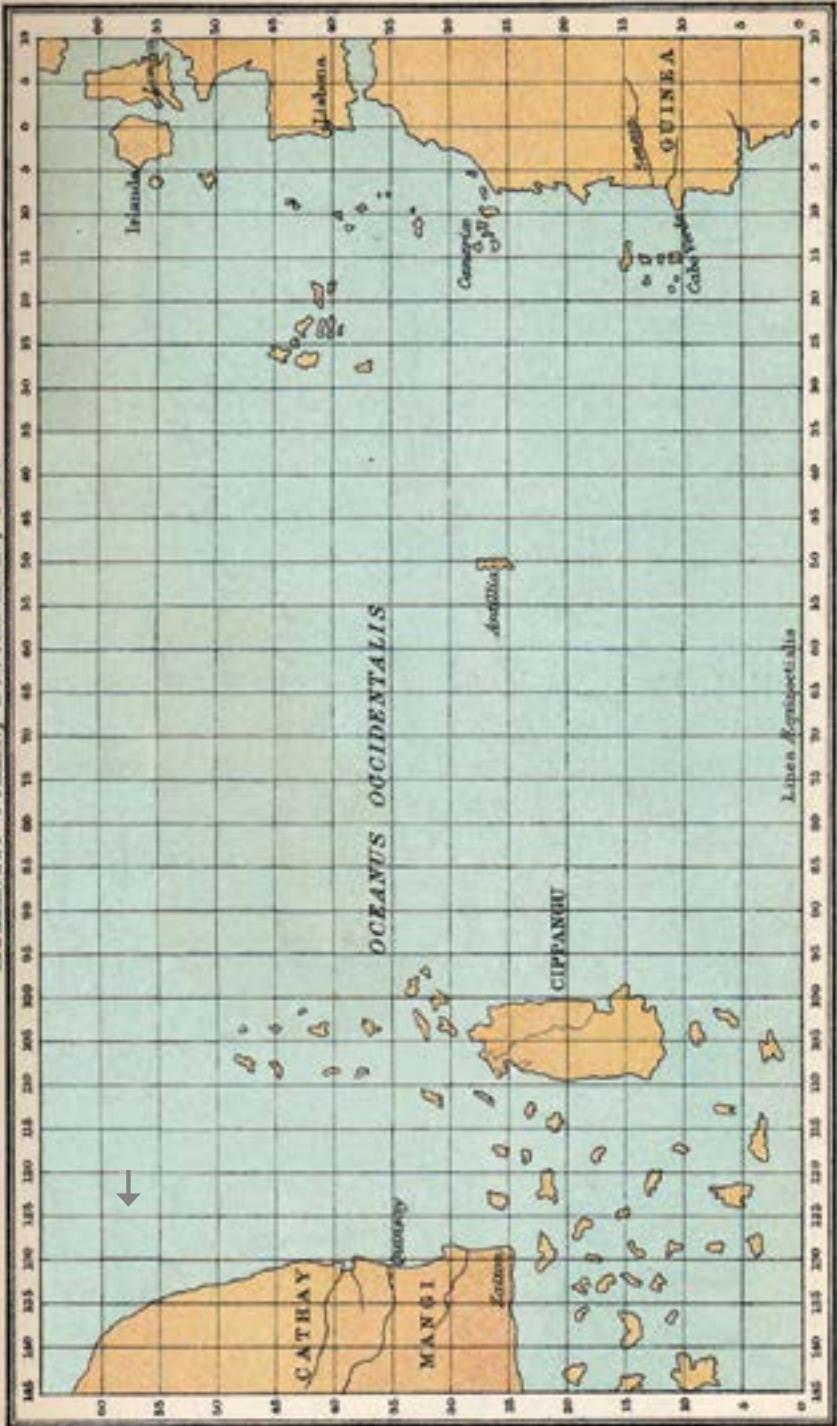
Look at the left side of the map. This side shows parts of Asia, or, rather, it shows parts of Asia where Toscanelli thought they might be.

Do you see the big island labeled “Cippangu”? That was what Toscanelli and other Europeans called Japan. They had heard about Japan. They knew it was somewhere in Asia. But they did not know exactly where. Toscanelli put it on his map where he thought it might be.

Do you see the land labeled “Cathay Mangi”? That was what Toscanelli and others of his day called China. They had read about China in a book called *The Travels of Marco Polo*. But they did not know exactly where it was. Again, the map shows where Toscanelli thought China was, not where it really is.

Do you see the islands just south of Cathay Mangi? Those are parts of the Indies. They are the “spice islands” that Europeans were so eager to reach.

ATLANTIC OCEAN, TOSCANELLI, 1474



The Correct situation of North America is shown in Right Side.

The left side of the map is what Toscanelli thought was there.

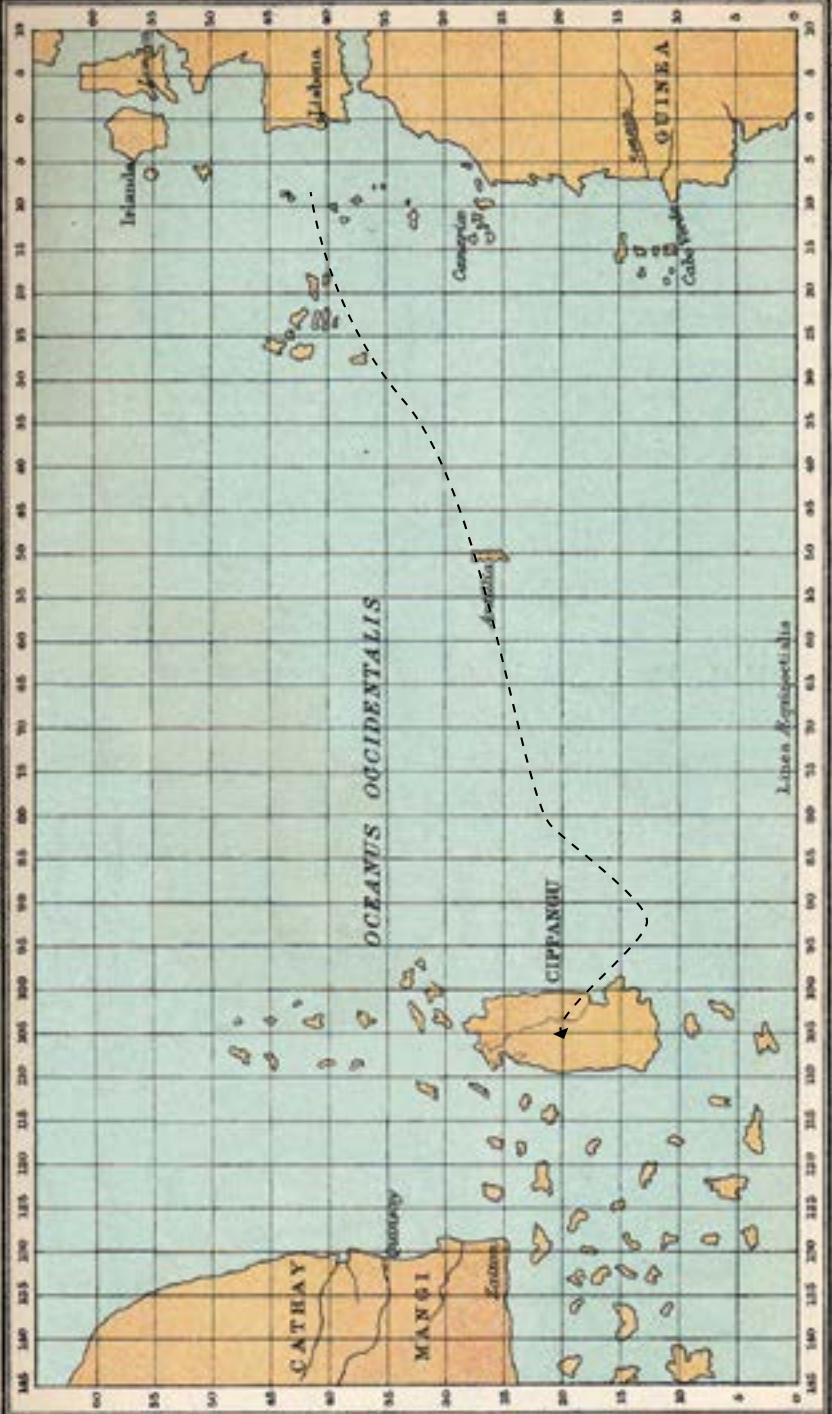
Notice that Asia does not seem to be too far from Europe. That was one of Toscanelli's big ideas. He thought Earth was not that big. He thought Asia was probably not too far from Europe. So that's how he drew it on his map.

Now, imagine you are Christopher Columbus. You want to find a way to get to the Indies. You look at Toscanelli's map.

"Wow!" you say. "Look at that! Asia is right there. It's not so far from Europe. There's nothing in between but a little water! It would not be hard to get to Asia! Why, I could get there in a few weeks. All I would need to do is sail west!"

We can never be sure what was in Christopher Columbus's mind when he first looked at Toscanelli's map. We do know he made a plan to travel to the Indies based on Toscanelli's map. Then, he set out to find someone who would pay for his **voyage**. In the end, he convinced King Ferdinand and Queen Isabella of Spain to pay for it.

ATLANTIC OCEAN, TOSCANELLI, 1474

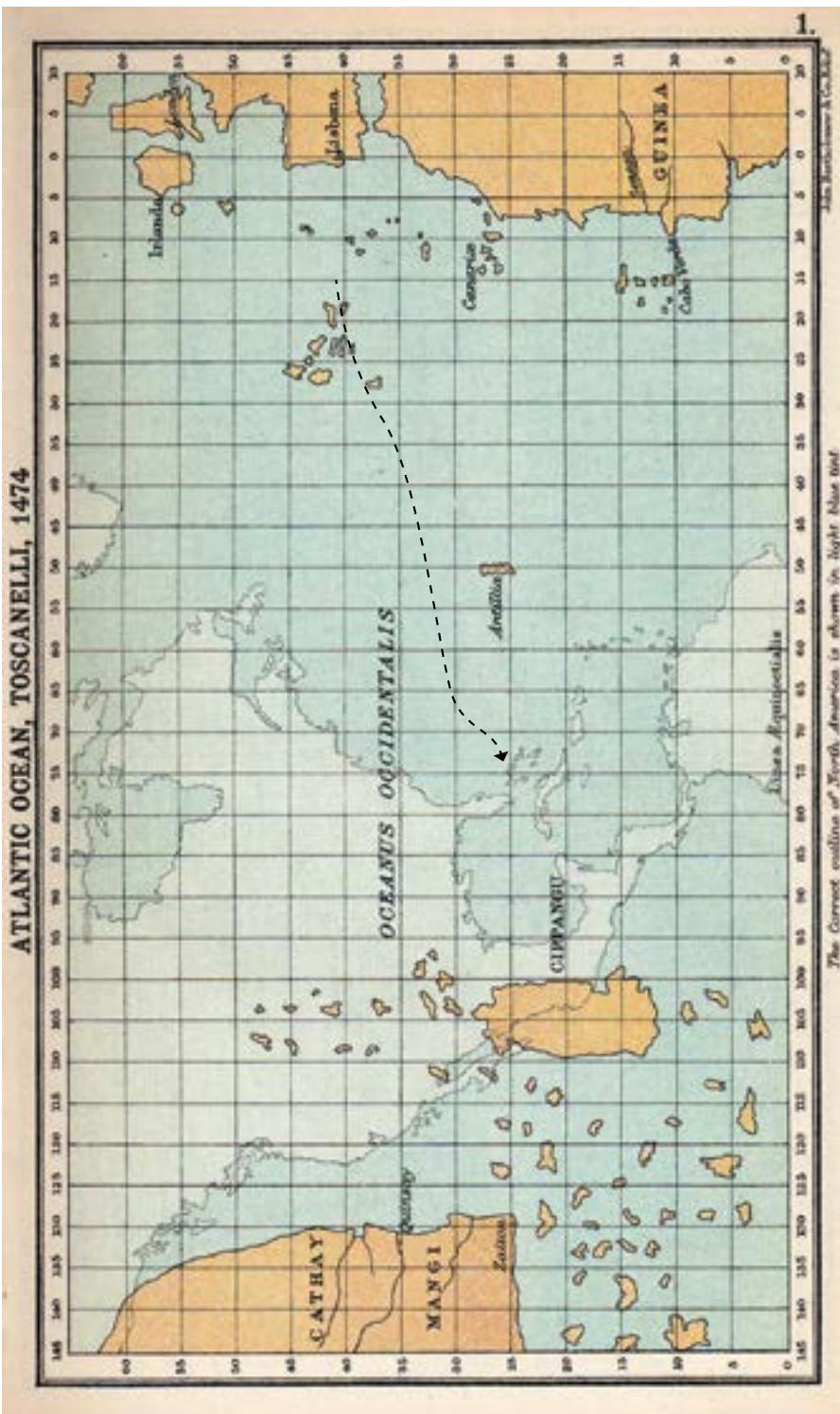


The route Columbus planned to take

Now, here is the same map with something added. The light blue shows what is really there, not what Toscanelli thought was there. You can see the outline of North America and part of South America.

The orange parts of the map show the Asian lands Columbus expected to reach. The light blue outline shows the lands where he actually accidentally landed.

Toscanelli's map explains a lot. It helps us see where Columbus got the idea of sailing west to reach the Indies. It also helps us see why he ran into the islands of the Caribbean and why he thought he was close to China.



The route Columbus actually took

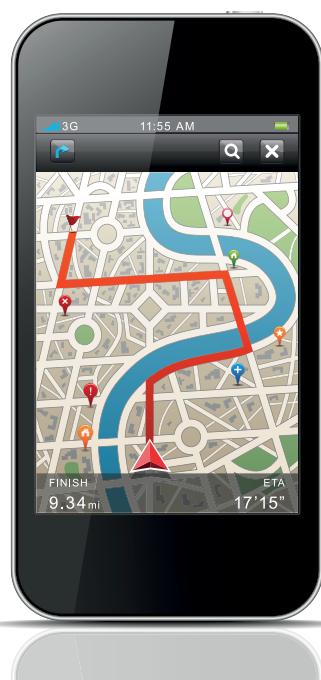
The correct coastline of North America is shown in light blue tint.

Chapter 3 Navigation in the Age of Exploration

Do you ever go on trips with your family? How do the adults in your family find the places they want to visit? Do they write down directions? Do they use maps? Do they look for **landmarks** along the way? Do they have an electronic device that tells them where to turn?

Early European **explorers** didn't have most of those things. Most sailors in those days stayed close to land and looked for familiar **landmarks**. However, this would not work for **explorers**. They could not look for familiar **landmarks** because they were sailing into unknown waters.

Early **explorers** did have some maps but they were not always accurate. So how did the **explorers** keep track of where they were?

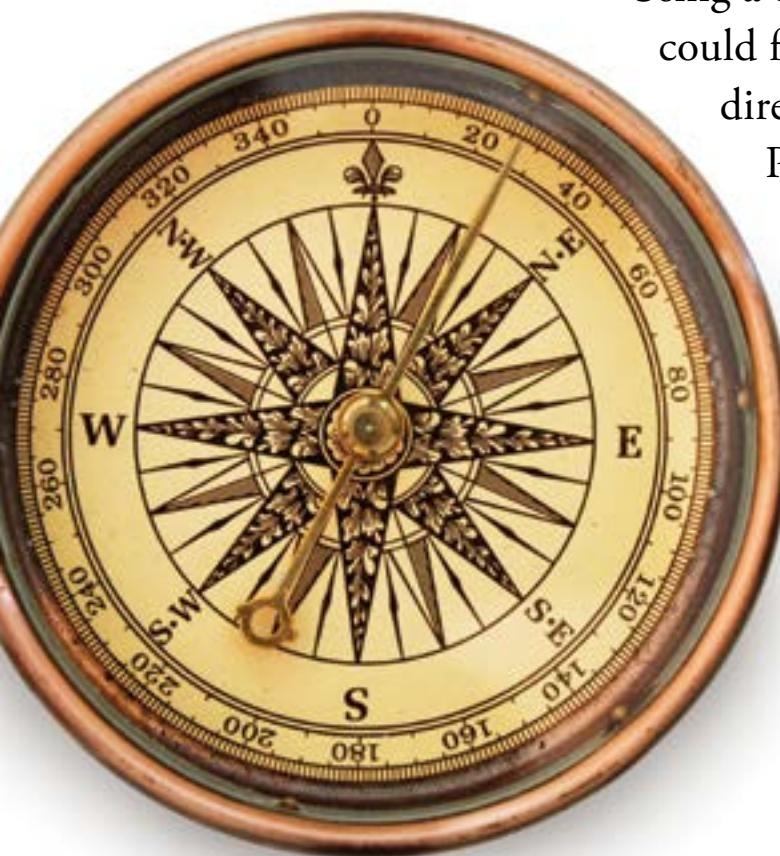


Things we use today to find places we want to visit

They had several tools that they might have used. One of them was a **compass**. A **compass** is a very simple device. It is just a little magnet that sits on a pin so it can spin. The pointer on the magnet points north. Back then, nobody knew why. Now, we know it's because Earth has a **magnetic field**, which is strongest at the poles. Magnets are attracted to the **magnetic field** of the North Pole.

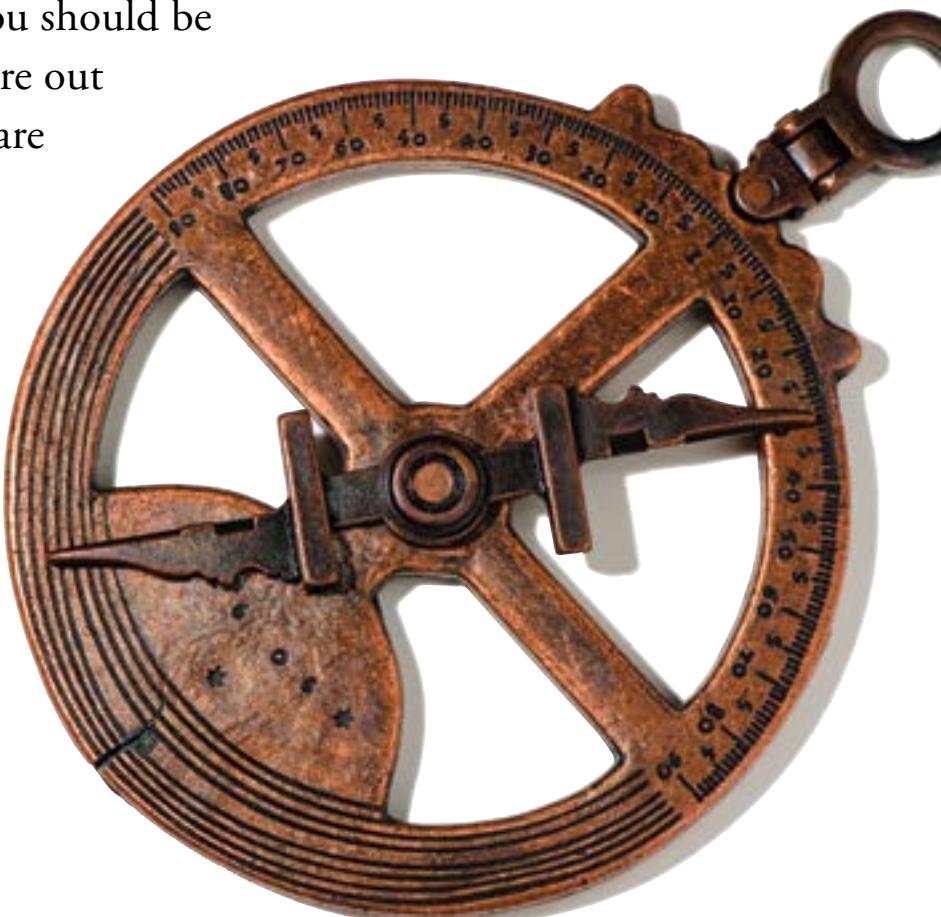
Using a **compass**, a sailor could figure out which direction was north.

Plus, if he knew which direction was north, he could figure out south, east, and west. That was a big help.



A compass

Explorers also used the stars to keep track of their position. Sailors in this day used two gadgets. One was called a quadrant. The other one was called an astrolabe. The details of how these gadgets work are complicated but the basic idea is not. The idea is that you can keep track of your position on Earth by keeping track of where certain stars appear to be in the night sky. If you can tell where the sun, the North Star and other key stars are, you should be able to figure out where you are on Earth.



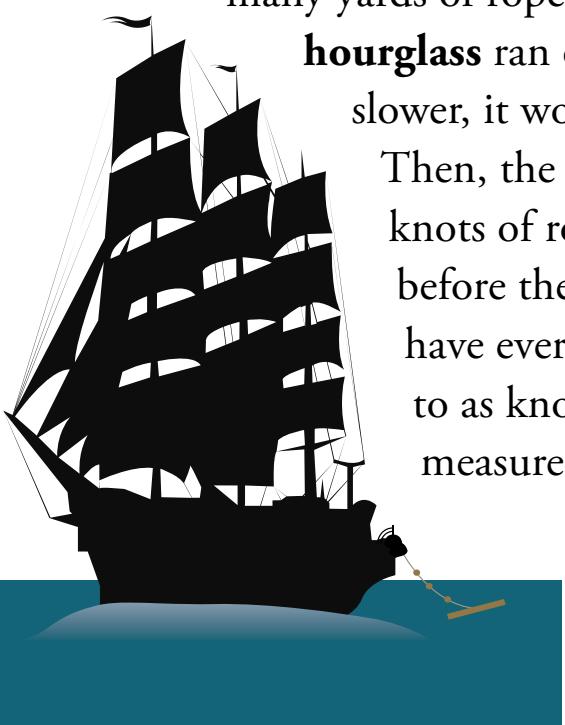
An astrolabe

Others may have kept track of how far they had traveled using a **method** called **dead reckoning**.

Here's how **dead reckoning** worked: a sailor had a piece of wood that was tied to a rope. The rope was knotted at regular intervals. There might be a knot every five feet. The sailor would toss the piece of wood overboard while the ship was sailing. When the wood hit the water, the sailor would turn over an **hourglass**.

The sailor or the captain of the ship would then **watch** to see how much rope was pulled out of the ship and into the sea. If the ship was going fast, it would quickly leave the piece of wood behind. It would pull many yards of rope out of the ship before the **hourglass** ran out. If the ship was going slower, it would not pull as much rope out.

Then, the person would count how many knots of rope got pulled out of the ship before the **hourglass** emptied out. If you have ever heard of a ship's speed referred to as knots, this is a **forerunner** of that measurement of speed.



Dead reckoning helped sailors keep track of how fast and how far they had traveled.



Explorers used many tools to help them navigate.

A ship's captain could use **dead reckoning** to make an **estimate** of how fast the ship was moving. Then, he could **estimate** how far the ship would travel in an hour or a day. He could use a **compass** to know which way he was heading. He could put all this together to make an **estimate** of where he was.

Chapter 4 El Castillo de San Marcos

The building on the right is a fort in St. Augustine, Florida, where the Spanish **established** a settlement in 1565. It is the oldest continuously **occupied** European settlement in the United States. You can visit there today and still see the old buildings standing.

This fort was built by the Spaniards in the 1600s. It is called El Castillo de San Marcos. That is its Spanish name. Its English name is the Castle (or Fort) of Saint Mark.



The inside of the fort is shaped like a square. On each corner, there is a **bastion** shaped like an arrow. A **bastion** is a raised gun platform. The **bastions** stick out from the fort. They let the Spaniards fire out of the fort in just about any direction.

El Castillo de San Marcos was not the first fort the Spaniards built in St. Augustine. They built seven or eight forts before they built this one. But these earlier forts were made of wood and were not very strong. Some of them were destroyed in wars. Others were wrecked by hurricanes. In 1672, the Spaniards decided to build a new fort. This time, they decided they would use stone to make it strong.



A bastion

Can you guess what the walls of El Castillo de San Marcos are made of? Believe it or not, they are made of seashells! The Spaniards used a kind of rock called coquina. Coquina is a mixture of fossils and seashells.

Look at the stone on the right. It is coquina. Can you see the seashells? Those shells are the remains of tiny animals that lived in the sea long, long ago.

The Spaniards found coquina along the Florida seashore. They used it to build the fort.

Coquina turned out to be a good stone for building forts. It is softer than other rocks. That means it does not crack or **shatter** when cannonballs hit it. A cannonball might make a dent in a coquina wall or it might be absorbed into the wall. But, in most cases, it would not crack the wall.



Coquina

The fort was surrounded by a moat. It is no longer filled with water. It is now a dry moat.

There was only one way into the fort. You had to enter a mini-fort that stood just in front of the main fort. This mini-fort was called the **ravelin**.

A bridge led from the **ravelin** across the moat and into the main fort. The last part of this bridge was a drawbridge. It could be lifted up to keep people from getting in.

It was not easy to open the drawbridge. It took five men fifteen minutes to open it.

In this image, you can see the bridge that leads into the fort. It is on the left.

El Castillo de San Marcos was a strong fortress. It was attacked many times but it was never captured.



*The drawbridge leading from the **ravelin** to the main fort*

Chapter 5 Hernando de Soto

On May 30, 1539, the veteran **conquistador** Hernando de Soto led a group of Spaniards ashore on the western coast of Florida. De Soto staked a flagpole into the sandy beach and claimed the land for the king of Spain on behalf of the Spanish King and Queen who had provided the resources for the journey.



De Soto's landing in Florida and map of prior Florida exploration.

De Soto was not the first Spaniard to explore Florida. Juan Ponce de León had **explored** the area in 1513 and again in 1521, but he had failed to **establish** a permanent Spanish colony in Florida. Another Spaniard, Pánfilo de Narváez [pahn-fee-lo de nar-vay-uz], also tried to **conquer** Florida but did not succeed. Many of his men died fighting with Natives; others died from dehydration, being lost at sea, or drowning when a hurricane hit and sank their boats. In the end, of the six hundred men who began the **voyage**, only four men managed to get back to Mexico to tell the tale.

Hernando de Soto knew about the **explorations** of Ponce de León and Narváez. He knew it would be dangerous to explore Florida, but he felt he could achieve more than the men who had **explored** before him. After all, de Soto had been in Peru with Francisco Pizarro, one of the most successful of all the **conquistadors**, when Pizarro captured and held for ransom the Inca Emperor, Atahualpa [ah-tah-wal-pa]. De Soto had helped collect the great ransom of silver and gold that made Pizarro very rich.

And de Soto, too, became a very wealthy man through his relationship with Pizarro. Hernando de Soto believed he could make even more money by **conquering** Florida and gathering up the gold that

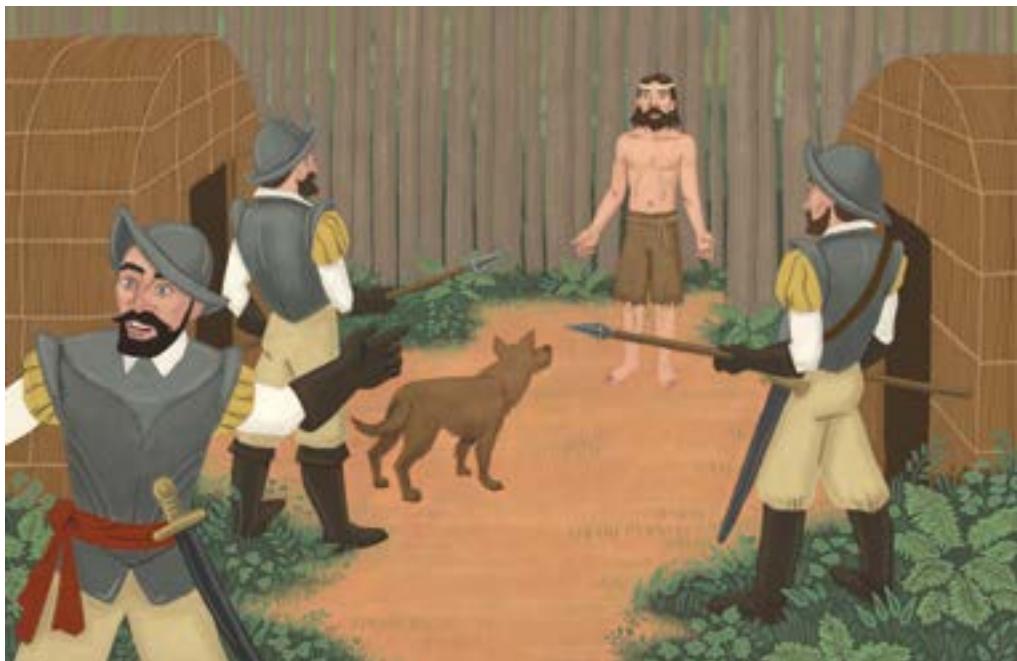


Hernando de Soto preparing for the expedition.

was rumored to be there. De Soto invested much of his own money in his Florida **expedition**, and he prepared for it carefully. De Soto signed up lots of other experts, including soldiers, sailors, tailors, shoemakers, engineers, and priests. Most of the seven hundred men on his **expedition** were Spaniards, but there were a number of recruits from other countries in Europe. The **expedition** sailed from Spain in April of 1538. After a year in Cuba, de Soto and his men sailed to Florida, arriving at the end of May in 1539.

De Soto sent a **scouting party** inland and discovered an **abandoned** Native village. Finding abandoned Native villages was not unusual. By this time, many Native people had learned that the arrival of Spaniards was usually not good news. Many chiefs decided that it would be best to avoid the Spaniards so they **abandoned** their villages. Sometimes, they would return to the village after the Spaniards moved away.

De Soto and his men **established** a base in the **abandoned** village and began to explore the surrounding land. They made a surprising discovery on their **exploration** when they found a Spaniard who had been



Hernando de Soto finding Ortiz at de Soto's base camp.

living among Natives and had learned a little of their language. His name was Juan Ortiz, and he had been a member of the **disastrous** Narváez **expedition**. Ortiz's life was spared by the Native Americans, and he was allowed to live amongst them. The Spaniards listened to his stories and decided to make Ortiz one of their **translators**.

De Soto left some men near the coast and took some other men to **explore** inland. He and his men made their way through swamps and forests. They found more

De Soto and his men marching inland.



deserted villages and helped themselves to whatever food and supplies were left behind. Some Native Americans fought the Spanish colonists in an attempt to defend their land. De Soto fought viciously, hoping that if the Natives heard how dangerous the Spaniards were, they wouldn't continue to fight.

By mid-September, de Soto and his men arrived at a village called Napituca [na-puh-tue-kah]. The local chief, Vitachuco [vee-ta-choo-ko], seemed friendly, but Juan Ortiz told de Soto that this friendliness might be an act. Ortiz had heard rumors that Vitachuco was plotting against de Soto.

De Soto decided to take no chances. He attacked the people of the village and took Vitachuco prisoner. Vitachuco wasn't treated as poorly as other prisoners. He was allowed to keep some of his servants and often ate with de Soto. De Soto thought that if he kept the chief happy, Vitachuco and his people would cooperate with him. This plan seemed to be working, until one night Vitachuco and his people attacked, in attempt to gain back control over their village. The Spaniards eventually won this battle and killed Vitachuco.

After that battle, the Spaniards went farther north into Florida claiming more land and resources. A Native de Soto took as a prisoner told them of a city to the north in what is now South Carolina called Cofitachequi, [co-fit-a-chehkwee] where the chief was a woman who had lots of gold and pearls.

De Soto and his men went through what is now Georgia and into what is now north-central South Carolina, in search of the these treasures. There they met

De Soto meeting with the Lady of Cofitachequi



la Señora de Cofitachequi, the Lady of Cofitachequi. At first, the Lady of Cofitachequi was friendly, allowing them to stay in her village. She had very little gold, but she did have some pearls that she gave to the Spaniards as gifts. Later, despite her generosity, de Soto arrested the Lady of Cofitachequi, held her hostage, and marched on.

No one is sure what happened to the Lady of Cofitachequi, but some historians say that she remained with de Soto and his men for a while until she had a chance to escape through the woods. The Spaniards could not track her down because they were **unfamiliar** with the land. They never saw her again.

De Soto and his men went on a trek north and west through what is now Georgia and South Carolina, to the edge of the Blue Ridge Mountains. They passed through territory controlled by the Mississippians. Everywhere they went they looked for gold but had very little success. The de Soto **expedition** eventually reached the area now known as Alabama, where de Soto and his men fought one of their biggest battles. In their attempt to claim more land and gold, they killed more than two thousand Native Mississippians. Only twenty-two of de Soto's men were killed, and two hundred were injured, including de Soto himself. By November of 1540, the de Soto **expedition** had entered into Mississippian territory



De Soto's route with Native territories marked

in northeastern Mississippi. They spent the winter in what they thought was an **abandoned** Native village. However, the Native Mississippians attacked De Soto's men by firing flaming arrows. The Spaniards managed to escape with the help of their stampeding horses, which scared off some of the Native people.

With all of the constant marching and fighting, De Soto's men grew very tired and were ready to go home. They no longer believed that there was much gold to be found in these parts of America. Some of them began to plan a **mutiny** against de Soto. De Soto,

however, did not want to give up and go home empty handed. He pushed his men on. They marched and fought their way west.

In May of 1541, they reached the mighty Mississippi River. De Soto and his men constructed flatboats to carry the men and horses, and crossed the river at night to hide from the Natives.

De Soto crossing the Mississippi



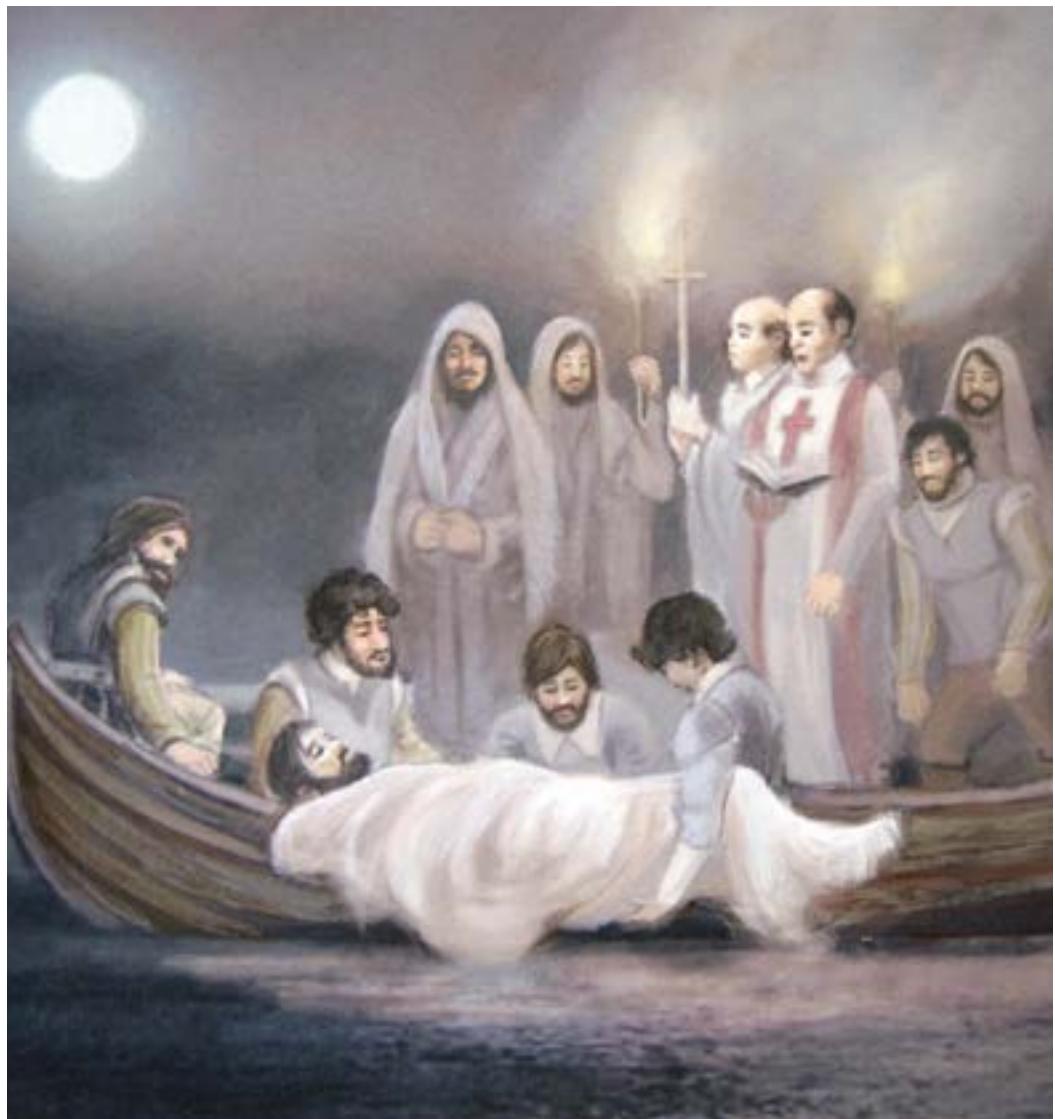
After De Soto and his men crossed the Mississippi River, they **explored** what is now Arkansas. They met Natives near what is now Camden, Arkansas, who lived in tipis and hunted bison. De Soto and his men spent the winter there.

By the spring of 1542, even de Soto was starting to lose faith and energy in his quest for riches. De Soto had found almost no gold. He had lost many of his men, and his horses could barely walk. His **translator**, Juan Ortiz, had died, and the other **translators** were having trouble understanding the local Natives.

In May of 1542, de Soto came down with a bad fever. He spent his days in bed, but the fever got worse. He finally died on May 21, 1542. According to legend, de Soto's men attached stones to his body and then sank it in the Mississippi River, so that the Native Americans would not find it and realize that De Soto had told them a lie about being immortal, or able to live forever.

The remaining men of the de Soto **expedition** made their way back to the Gulf of Mexico where they built seven boats. In July of 1543, they floated along the Gulf Coast, past Texas, and eventually made their way back to the Spanish **outposts** in Mexico. Throughout this

difficult journey, the men on the de Soto **expedition** were the first known Europeans to explore the southeastern United States north and west of present day Florida.



De Soto burial in the Mississippi

Coronado Reports to the King

Francisco Vasquez de Coronado was a Spanish **conquistador**. He **explored** what is now the American Southwest in search of the Seven Cities of Cibola [SEE-boe-lə], which were said to have streets paved with gold. During the trip, Coronado wrote letters to the King of Spain. In his second letter, written in October of 1541, he described his march across the Great **Plains** to Quivira [Kee-VEE-rə], in modern-day Kansas. He told the king about the Native people he and his men met. He also described the bison they saw, which he called “cows.” On the pages that follow is an edited version of Coronado’s letter.

Coronado



Your Majesty,

After I sent my last letter, I met some Native people from a distant land. They boasted of their land, which is called Quivira. They said the men there lived in large houses. They said their chiefs dined on dishes made of gold. I did not know whether to believe these reports. I made up my mind to go and see Quivira.

We set off last spring and reached the **plains**. These **plains** were vast—so vast that we could not see the end of them. They were flat and open with grasses that blow in the breeze. We traveled over them for more than 300 leagues. The **plains** were full of cows. There were too many of them to count. There was not a single day when we did not see some of them.



A bison, which Coronado called a “cow”

After 17 days, we met some Native people. They are called Querechos [Ker-AE-koez]. They do not plant crops. They travel around with the cows. They eat the flesh of the cows they kill. They **tan** the skins of the cows and make clothes from them. They have little tents made of cowhide. They live in these tents while they travel around with the cows. They have dogs that carry their tents and poles from place to place.

We traveled 42 days more. At times, it was hard to find the way. On the **plains**, there are few **landmarks**. There are no hills. There are no stones, trees, or shrubs. All we could see was a sea of grass.

We lived on the flesh of the cows we killed. We went many days without water. Sometimes, what we drank was more mud than water. There are no trees on the **plains** except by the rivers. So, we could rarely find firewood.



Tents made of “cowhide”

After 77 days, we arrived in Quivira.

This was the place our guides had described. They had told us of stone houses that were many stories tall. But we found only little grass huts. There were only a few people in the place and they were as **barbarous** as the others we have met. They swore to obey Your Majesty and placed themselves under your royal lordship.

The Natives gave me a piece of copper. I have sent this back to the viceroy of New Spain. I have not seen any other metal in these parts except this and some little copper bells.

We stayed in Quivira for 25 days. I searched the nearby lands to see if there is anything which could be of service to Your Majesty. Besides the land itself and people who live on it, I have not found or heard of anything. I am sure there is no gold here.



Copper

The land in Quivira is the best I have seen for producing crops. The soil is black. The land is well-watered by springs and rivers. I found some prunes like those in Spain. There are some nuts. There are also very good sweet grapes and mulberries.

I have treated the Natives as well as was possible, as Your Majesty commanded. They have received no harm in any way from me or from those who went in my company.

This is my report. I have done all that I possibly could to serve Your Majesty. I remain Your Majesty's **humble** servant and **vassal**,

Francisco Vasquez de Coronado



The plains with bison, called "cows" by Coronado

Chapter 7 Spanish Settlements

The expeditions of de Soto and Coronado showed that the age of the **conquistadors** was ending. Both men had hoped to find fabulous riches and outdo the achievements of Cortés and Pizarro that had been celebrated in Spain. Both the **expeditions** of de Soto and Coronado ended unsuccessfully. Both found little gold. De Soto didn't even make it home.



De Soto (left) and Coronado (right)

Coronado did, but he came home beaten down, discouraged and embarrassed because he lost the large **investment** he made in the **expedition** to find wealth. The Spaniards decided that there was no gold to be found in the parts of the North American **mainland** de Soto and Coronado had **explored**.

They began to focus their attention on the colonies they had already **established** farther south, in the Caribbean, Mexico, and South America. However, they did not forget about the rest of North America entirely. They **established** a few forts to protect their colonies and ships, and they sent some missionaries to **convert** the Native Americans to Christianity.

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

The Spaniards decided to build their own fort along the coast of Florida to protect their ships and to keep the French from competing in that part of North America. They sent a man named Pedro Menéndez de Avilés [mehnen- dez day ah-vee-lace] to set up the fort. He arrived in August of 1565 and found a safe harbor where a river flowed into the Atlantic Ocean to build the fort and named it St. Augustine, after a Christian saint.



Founding of St. Augustine

Soon after, the Spaniards attacked and captured the French fort, Fort Caroline, and renamed it San Mateo.

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

The Spaniards also sent missionaries who worked to **convert** the Native people to Christianity. The missionaries set up communities called **missions**.

Pedro Menéndez, the first Spanish colonial governor of Florida, was an important influence in having missionaries brought to North America. Menéndez

insisted that any ships coming from Spain must include a priest who could serve as a missionary. The Spaniards set up a number of **missions** in the 1570s in Florida and on the islands off the coast of what is today the state of Georgia. Spanish **missions** were also **established** in Mexico, near the border of what we now know as the United States.

In the 1590s, the Spaniards began establishing **missions** in what is known as the Southwest, including states we now call New Mexico, Arizona, and Texas. In the 1700s, the Spaniards built many **missions** along the Pacific Coast of California. The Spaniards did this not only to **convert** the Natives to Christianity, but also to develop allies among the converted people in North America.

Spanish missionary





Spanish mission

Many American cities in the Southwest began as **missions** named after Christian saints. Some examples include San Diego, San Francisco, San Jose, and Santa Barbara in California, and San Antonio in Texas. Every mission centered around a church. Missionaries would often live in one building, and the **converted** Native Americans would live within the mission in their own houses. Most **missions** also included farms and orchards, where they raised cattle, sheep, and other animals. Most missions also had bakeries, craft shops, and storerooms for the crops grown on the farms and orchards. The Native Americans that the Spaniards encountered already had many skills of their own, including for farming, hunting, weaving, pottery, and tracking weather. However, once

Native Americans lived in the **missions**, the Spanish taught them skills they thought were more “civilized”, such as wood working, and soap and candle making.

In the **missions**, the Native peoples attended a school where they received instruction from priests, who included religious teachings. They were taught about Christianity and the life, death, and resurrection of Jesus Christ. Adults and older siblings would also work in the mission’s farms or orchards, while young children were taught to read, write, and speak in Spanish—not their native language. This led to the loss of many Native languages that are no longer known or spoken in the Americas today.

Missionaries differed from **conquistadors**, in that their goal was to change the religious beliefs and customs

An old Spanish mission building



of the Natives, while **conquistadors** wanted to conquer the land, resources and people. Unlike **conquistadors**, most missionaries did not try to use force. They attempted to convert the Natives to Christianity and convince them to adopt European ways of living. This would **extinguish** some of the Natives' traditional religions, much of their culture, and languages. Both **conquistadors** and some missionaries enslaved Native Americans to work on their farms. When missionaries arrived in the Americas, many of them carried diseases for which they had immunity, but resulted in the deaths of many local Native populations, similar to the fate suffered by the Natives that encountered Christopher Columbus and his men.

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

In 1680, a Native American from the Tewa Pueblo tribe named Popé (Po-pay) successfully led a **rebellion** that evicted the Spaniards from their pueblos. Once they regained control, the tribe restored their own religion,



*Photo of a **mission** today*

culture, and traditions. It was only temporary, however, because about a decade after Popé's death, the Spaniards returned and reconquered the land.

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

Chapter

8

John Cabot

John Cabot (known as Giovanni Caboto [JEE-oe-VO-nee CA-bu-toe] in his native Italy) had the same dream as Columbus: to reach Asia by sailing west. However, unlike Columbus, Cabot thought the best chance of reaching Asia would be to sail around the northern part of Earth, where the distance around would be **substantially** shorter than the distance at the **equator**. Cabot, like other **explorers**, wanted to find the Northwest Passage, which was thought to be a shorter route west from Europe to Asia. Finding a shorter route to Asia meant finding a shorter route to **spices**.

Many details of Cabot's life and **voyages** are unknown. He did not keep records during his **voyages** nor was much written about his life. However, it is known that he was Italian and had support from King Henry VII of England for his **voyages**. King Henry VII gave Cabot a **charter** to explore and claim land for England.



John Cabot

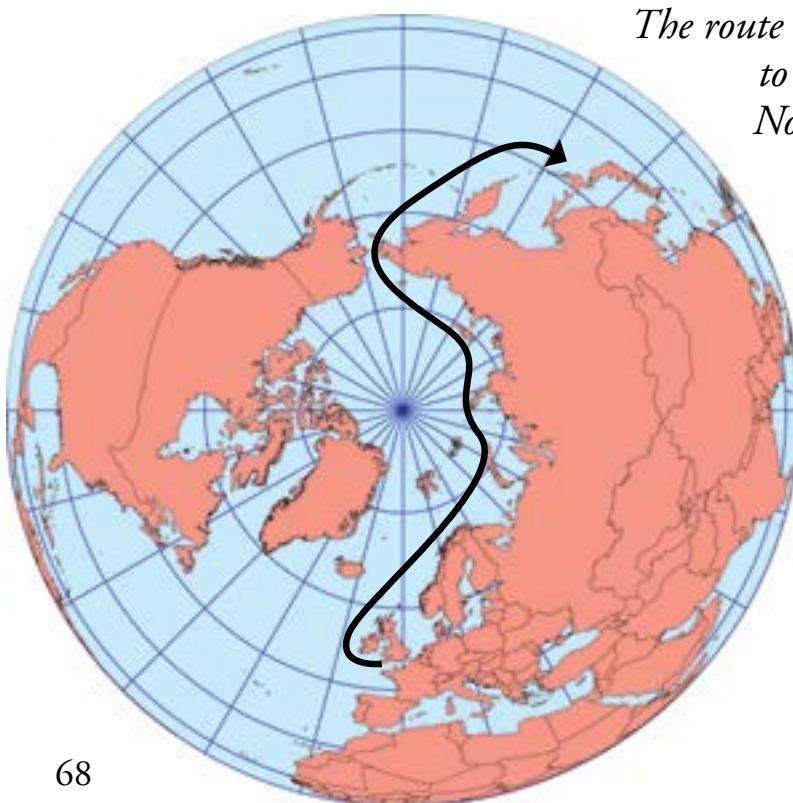
Cabot made his first attempt to find the Northwest Passage in 1496. This attempt was a failure. He had a disagreement with some members of his crew. There was also a shortage of food and he ran into bad weather. Cabot decided to turn back for England.

Cabot tried again in 1497, with a single ship and a crew of 18. This time, he reached land, which he thought was Asia. However, this land turned out to be the coast of North America. It is not known exactly where he first sighted land, though. It may have been the coast of Newfoundland. Cabot spent a short time **exploring** the coast and it is possible that he sailed as far south as the Chesapeake Bay. During this **voyage**, Cabot found a large area of shallow water that was abundant with fish. This area, known as the Grand Banks, is still one of the best fishing areas in the world today. At any rate, Cabot and his men became one of the first European **expeditions** to see the **landmass** now known as North America.



The circled area is the Grand Banks.

Cabot sailed back to England with his news. Certain that he had found a new, shorter route to Asia, Cabot gained support for another, much larger **expedition**. This **expedition** left England in 1498, but it never returned. Nobody knows for certain what happened to Cabot and his men. In time, it became clear that Cabot had not, in fact, located the Northwest Passage. However, England based its later claims to North American territory on Cabot's **explorations**. When Cabot had first sighted land, he had gone ashore and claimed it for England. Cabot's **exploration** began England's desire to **explore** and create settlements in North America.



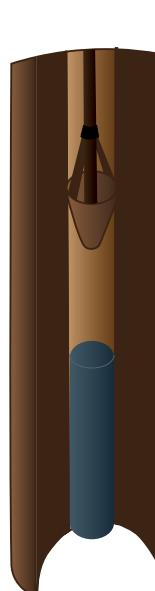
*The route Cabot intended
to take to find the
Northwest Passage*

Do you think you could be a sailor on Cabot's ship? Here is a description of what it might be like to be a young sailor.

On a ship, young boys served as **pages**. On land, a **page** worked for a knight. At sea, he worked for a captain. **Pages** did all sorts of odd jobs. They carried messages, mopped the deck, helped pass out food, and cleaned up after meals.

Older boys might be asked to work the **bilge pumps**. Even the best ships sometimes sprang a leak. If a ship leaked too much, it might sink. To keep that from happening, sailors had to **pump** water out of the ship using a **bilge pump**. This was a terrible job. The **bilge** water was disgusting. It smelled bad and it made the sailors sick.

After pumping **bilge** water all day, it would have been great to sit down to a nice, warm meal. Unfortunately, sailors did not get many warm meals. For most meals, they got **hardtack**.



*A **bilge pump** used in Cabot's time*

Hardtack was a kind of bread that was baked over and over. **Hardtack** was so hard, it was tough to eat. Sailors had to soak it in a drink to soften it up. The good thing about **hardtack**, though, was that it would not **spoil** on a long **voyage**. It was so hard, bugs had trouble getting into it—unless it got wet. Once it got wet, weevils and other bugs could and did get into it. But you could usually see them and brush them off with your fingers.

If a **voyage** was going well, sailors might get other kinds of food. They might get a little salted meat now and then. They might get some fish or a few beans. But if supplies were running low, they might get nothing but **hardtack**.

The diet on sailing ships was so bad that many sailors got sick. Lots of them got a disease called **scurvy**. Today, we know now that **scurvy** is caused by a lack of vitamin C, found in fresh fruits and vegetables. In the Age of **Exploration**, people did not know this. So many sailors died.



Hardtack

After a long day of work, sailors were ready to fall into bed and rest their aching bones. They were ready—but there were no beds for them to fall into. The captain had a bed to sleep in, but the sailors did not. They slept on the deck. As the ship rolled back and forth with the waves, the sailors rolled with it.

Most sailors had to stand **watch** for part of the night. When that was done, they could sleep for a few hours. In the morning, they would get up and do it all over again. A sailor's day started bright and early.

So, what do you think? Does a sailor's life sound good to you?



*Sailors stood **watch** on the platform high up on the mast.*

Chapter

9

Henry Hudson

John Cabot was not the only person who wanted to find a Northwest Passage to the Indies. English explorer Henry Hudson had the same goal. Very little is known about Henry Hudson's early life, but we do know he had an interest in **exploring** Arctic geography.

Hudson made his first attempt to find the Northwest Passage in 1607, more than a hundred years after Cabot made his **voyages**. Hudson's idea about how he might



Portrait of Henry Hudson and map showing his sailing idea
74



Hudson's boat stuck in pack ice

get to the Indies was similar to Cabot's. Hudson's idea was to sail north, right over the North Pole. He knew the polar region was cold and icy, but he also knew that the sun never set during the summer months. He thought the summer sun might melt a lot of the ice, making it possible to sail over the top of the earth and come out on the other side of the world in Asia.

In May of 1607, Hudson **embarked** from England with a single ship called the *Hopewell*. Six weeks later his men sighted the eastern coast of Greenland. Hudson sailed along the eastern coast of Greenland and then turned and sailed northeast because there was so much ice. During their **voyage**, he and his men saw many **unfamiliar** creatures, including whales, seals, and walruses.

In mid-July they reached the Spitsbergen **archipelago** [ahr-kuh-pel-uh-goh] which is a chain of islands that has an arctic climate. When Hudson tried to **navigate** this region, it was surrounded by pack ice, or frozen seawater. On May 16, Hudson's ship almost got stuck in the ice. For a while, it was "touch and go." A few days later, Hudson decided he could not reach the North Pole because of all the ice. He turned around and sailed back to England.

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

In 1609, Hudson made a third attempt to find the Northwest Passage. This time he sailed for the Dutch under the Dutch East India Company. The Dutch East India Company was a **trading company** that formed to protect their **trade** in what was called the East Indies. The company hired Hudson and told him to follow a similar route he had attempted on his previous **voyage**, sailing north of Scandinavia and Russia. The hope was that he would be able to sail over the top of the



Map showing Hudson's three *voyages*

earth and land in Asia. Hudson left Amsterdam, the Netherlands, in April of 1609, onboard the Dutch ship, the *Half Moon*. As he made his way north, he saw more and more ice. Eventually, there was so much ice that Hudson decided to give up and turn around in mid-May.

Instead of sailing back to Amsterdam, as he had been told to do, Hudson decided to sail west. Hudson sailed across the Atlantic and sighted Newfoundland on July 12. He sailed along the coast of North America, **exploring** much of what is now the east coast of United States. He and his men sailed as far south as Virginia, where the Jamestown settlement had recently been **established**. Then they turned north.



Hudson sailing upriver

On September 3, they came upon a large river that emptied into the Atlantic. Hudson and his men **explored** the river, sailing upstream. When Hudson saw the river widening out, he thought the river he was **exploring** might be the Northwest Passage that he and **explorers** before him had been seeking for years. Farther upstream, the river **narrowed**, and Hudson began to think maybe it would not lead him through the continent. Nevertheless, it was an interesting discovery. Hudson claimed the area for the Netherlands and the Dutch.

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

“I sailed to the shore in one of their canoes, with an old man who was the chief of a tribe consisting of forty men and seventeen women. These I saw there, in a house well-constructed of oak bark, and circular in shape, so

Hudson eating with Native Americans



that it had the appearance of being built with an arched roof. It contained a great quantity of maize or Indian corn, and beans of the last year's growth; and there lay near the house, for the purpose of drying, enough to load three ships, besides what was growing in the fields. On our coming into the house, two mats were spread out to sit upon, and some food was immediately served in well-made red wooden bowls.

Two men . . . brought in a pair of pigeons, which they had shot. . . They supposed that I would remain with them for the night; but I returned, after a short time, on board the ship. The land is the finest for **cultivation** that I ever in my life set foot upon, and it also **abounds** in trees of every description. These Natives are a very good people; for when they saw that I would not remain, they supposed that I was afraid of their bows; and, taking their arrows, they broke them in pieces and threw them into the fire."

In late September, Hudson decided to sail back to Europe. He himself wanted to stay in the Americas for the winter, but his men were tired of **exploring** and were threatening to **mutiny**.

The river Hudson discovered on his third **voyage** was later named after him. Even today it is known as



Hudson River today

the Hudson River. Other Dutchmen came to this part of the world after Hudson. They built a city at the mouth of the Hudson River, on an island the Natives called Mannahatta. The Dutch called this city New Amsterdam. Later its name was changed to New York. Today, Manhattan is the name of one of the parts of New York City and New York City is the most populous city in the United States.

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



Map of fourth voyage

Hudson sailed west, but he stayed far to the north. He reached Greenland in early June. A few weeks later he and his men found a large **strait** that led into the center of North America. Hudson hoped it might lead all the way through to Asia.

On August 2, Hudson sailed out of the **strait** and into a large bay. Today this bay is known as the Hudson Bay, and the **strait** is known as the Hudson **Strait**. Hudson spent the next few months **exploring** the coast of the bay.

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

When spring came, Hudson wanted to **explore** some more. Most of the men on the ship wanted to sail back to England. A big fight broke out.

In the end, the sailors **mutinied**. They put Hudson, his son, and some others they did not like in a small, open boat and sailed away. Henry Hudson, the great **explorer**, was never heard from again.

Hudson abandoned by his crew



Chapter 10 Samuel de Champlain



The French **explorer** Samuel de Champlain made his first **voyages** to North America around the time Henry Hudson was trying to find the Northwest Passage. Champlain earned a **reputation** for being a talented **navigator** by leading



Samuel de Champlain and map of New France

a two-year **expedition** to the West Indies and Central America. The son of a sea captain, he was not born into high social **status** in France, but his accomplishments as a **navigator** and talented mapmaker earned him an **honorary** title of “royal geographer” from King Henry IV in his court.

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

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



Champlain on fur trading expedition

Great Lakes and empties into the Atlantic Ocean. When he returned home to France, Champlain published a report on his **expedition**.

By 1604, Champlain took part in an attempt to start a French colony in “New France” with a small group of colonists. They suffered a difficult winter in their original settlement near the mouth of the St. Croix River, during which almost half of the colonists died. After Champlain and a few men **scouted** the surrounding area, the surviving colonists moved to the area presently known as Nova Scotia. This colonization

attempt was not a success, but Champlain took this time to explore and map areas along the Atlantic coast, eventually sailing as far south as Cape Cod.

After **exploring** several possible locations along the northeastern Atlantic coast, Champlain decided that the best place for a French colony was along the St. Lawrence River. Champlain **envisioned** this colony becoming a control center for the fur **trade**. This was a sign of an important change in the way Europeans thought about North America. John Cabot and Henry Hudson had been trying to find a way to go around America, or a

French colonists leaving the settlement in winter





Map of St. Lawrence River colony with maps of routes around America

way to go through it. They were not especially interested in America and its resources. They were interested in goods from Asia and what was called the East Indies, such as **spices** and silk. They thought of America as something that was blocking their way. With Champlain, there was a new way of thinking.

Champlain was still interested in finding a Northwest Passage. He went on several **expeditions** where that was an important goal. But he and many of the men who came after him began to think of North America not just

as an obstacle on the path to more **profitable** places, but as a place that was **profitable** in its own right—and a place that might be worth settling.

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

Settling Quebec City



Champlain set up a fur-**trading** station in Quebec City. Native Americans could bring animal furs to the city, and French **traders** would buy the furs and ship them back to France.

To ensure protection for the settlement in Quebec City, Champlain made an agreement with some of the tribes who lived along the St. Lawrence, including the Huron and the **Algonquin** people. He supported these tribes in a war against the Iroquois, a large group of tribes who lived to the south in what is now New York State. Champlain led **expeditions** against the Iroquois and in 1609, he became the first European to visit the

Champlain trading with Native allies



lake that is now named for him, Lake Champlain. In 1615, he became the first known European to arrive at the Great Lakes. There was more than just a military alliance between Champlain and the tribes, however; they learned things from each other as well. Even the name of the new city, Quebec, was borrowed from the **Algonquian** language spoken by many Native Americans throughout North America. The word Quebec comes from the **Algonquian** word “**kebek**” meaning “where the river **narrows**.” Both the Algonquian and Iroquois tribes still have thriving cultures, with many of their people still living in these regions today.

Champlain made several trips to France to **recruit** new settlers and secure French government support of his colony. He eventually married and brought his new wife to settle with him in Quebec City. He also brought missionaries to “New France” to teach the Native people about Christianity. The missionaries worked with the fur **traders** and the settlers to extend French settlements farther inland. In the end, Champlain was successful. The colony of Quebec did not just survive; it prospered. It became the first permanent French settlement on the continent of North America. The areas that made up “New France” remained part of the French empire for



French missionaries

more than a hundred years and in time became part of a larger country now known as Canada.

Over the last couple of weeks, you have learned about many European **explorers** and their **expeditions**. You have learned that they were all so intrigued by stories of wealth, **spices**, and gold that they decided to **explore unfamiliar** lands and seas. These **explorers embarked** on investigative travels to find answers to their questions.

Now it's our turn to ask a question: Who was the first known European to explore America?



European explorers

As you have heard, Christopher Columbus is the European often credited with “discovering” the Americas. While searching for a route to the East Indies, he accidentally bumped into islands in the Caribbean, now known as the West Indies.

However, Viking **explorer** Leif Eriksson, another European, had also traveled to the Americas. Eriksson landed in Vinland, which is in present day Canada and is now called Newfoundland.

Historians believe that the Vikings landed in North America about five hundred years before Christopher Columbus and John Cabot. John Cabot landed in the same area as the Vikings. Though Newfoundland was

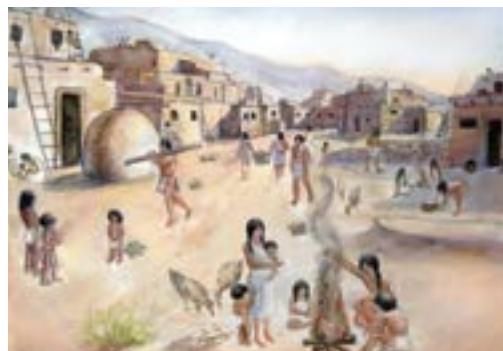
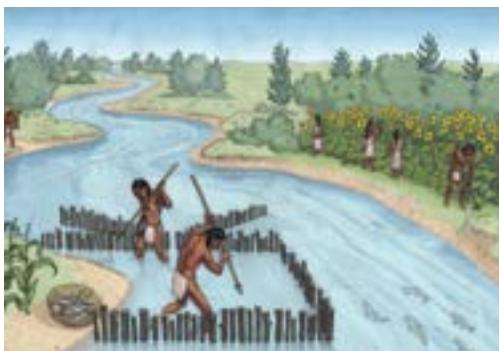
not continuously inhabited, it had certainly been by the time Columbus landed in the Caribbean.

All of the European **explorers** we've learned about—Columbus, Ponce de León, de Soto, Coronado, Cabot, Hudson, and Champlain—landed in many different parts of the Americas, claiming their discoveries in honor of their countries. But it's important to remember that when these **explorers** made **landfall**, they learned there were already people living in North America. Who were these people?

What do you remember about the Native Americans? These people had already been in the Americas for many, many years. Though archaeologists debate exactly when and how they arrived here, most agree that they came from Asia between fifteen thousand and fifty thousand years ago.

Evidence suggests that there were at least 2 million and possibly as many as 18 million Native people in North America when the European **explorers** first arrived. That means for every one of Columbus' men who **scouted** out North America, there were thousands of Native Americans already living there!

The Native peoples lived according to their own customs and cultures, had developed their own farming,



Native Americans

trade and economic systems, and built great civilizations in the Americas. Europeans **exploring** and later settling in the Americas brought with them their own cultures and curiosity, as well as diseases, which resulted in the deaths of millions of Natives Americans. Even today, Native American communities are still living with all of the impacts.

Although we cannot know for sure who were the first people living in the Americas and when or how they arrived, what we can say for certain is that the history, culture, and legacy of both the Native Americans and the European **explorers** are still evident today.

The Fur Trade and Samuel de Champlain

Many of the Frenchmen who came to North America in the 1600s and 1700s were fur **traders**. These **traders traded** with the Native people. They gave them European goods **in exchange** for animal skins and furs.

The **traders** collected many kinds of fur but they were most interested in beaver **pelts**. Beaver hats were **popular** in Europe. You could sell beaver hats in England, France, Germany, and Russia.

Why were beaver hats so **popular**? For one thing, beaver fur is thick. It is thick enough to keep your head warm in a cold Russian winter and it is waterproof. Rain runs off a beaver hat. Your head stays dry.



A beaver hat

Some hat makers used the beaver fur as it was. They made soft, puffy hats. Others processed the beaver fur to make **felt**. The smooth, waterproof **felt** was

then formed into hats. **Felt** hats did not look like they were made of beaver fur. But, they were. In many parts of Europe, there were no beavers left. Hunters had killed too many of them. The beaver had almost gone extinct. Europeans could not get beaver **pelts** at home. So,

they were willing to pay for beaver **pelts imported** from North America.

Samuel de Champlain and other Frenchmen took the lead in the fur **trade**. They set up **trading posts** in North America. There were **trading posts** along the Atlantic Coast. There were **trading posts** in Quebec and along the St. Lawrence River. There were even **trading posts** farther west, along the shores of the Great Lakes.

On the page that follows is an adaptation of Champlain's journey down the River of the Iroquois to the lake that came to bear his name: Lake Champlain.



A trading post

July, 1609

We continued on our journey until we came to an island. The island was about three leagues long and had the **finest** pine trees that I had ever seen. We went hunting here and captured some wild animals.

The next day, we started out again, floating down the river as far as the entrance to a large lake. There were many pretty islands there. They all contained many **fine** forests and **lush** meadows. There were too many birds to count. Also, we saw all kinds of wild animals such as deer with their young fawns, bears, and many animals that move from the **mainland** over to the islands and back again. We captured many of these animals as well. There were many rivers that emptied into the lake as well as dense forests of **fine** trees. I found chestnut trees on the border of the lake. I had never seen trees like this before. There were great numbers of fish in the lake.

I noticed that many of the mountains in the distance to the north had snow on top of them. I was told that the Iroquois lived there and that there were many beautiful valleys with fruit and grain there.



Lake Champlain in the fall

Many different Native groups lived in these lands. The French made **treaties** with some of them, including the **Algonquin** [al-GON-kwin] people and the Huron [HYER-on] people. The French agreed to **trade** with these people and not fight with them.

Native people would bring beaver **pelts** to **trade**. In some cases, they would bring **pelts** they had gathered themselves. In other cases, they would bring **pelts** they had obtained by **trading** with other Native people.

The French traders would **barter** with Native people. They would give them things they wanted **in exchange** for the beaver **pelts**.



A beaver has thick fur that was used to make hats.

Many of the things the Native people wanted were made of metal. Most Native people did not make their own metal products. They had to **trade** for these items. Many Native people **traded** furs for knives and ax blades. Others **traded** for kettles and fish hooks. Still others **traded** for glass beads from Europe, which were highly desirable.

The French merchants would gather up lots of beaver **pelts**. Then, they would ship the **pelts** back to France and sell them. They made a lot of money doing this, so they did it again and again.

As time went on, the French traders learned what the Native people liked. They learned that many Native

people would **trade** beaver **pelts** for wool blankets. Some would **trade** for tobacco. Others would **trade** for guns and gunpowder.



*Items like tobacco, kettles, and fish hooks were **traded** for **pelts**.*



A beaver

In 2011, the people of Canada put an image of a beaver on the back of their nickel. They did not put the beaver on their nickel because he is cute. They put the beaver there because the fur **trade** is an important part of the history of Canada. For two hundred years, the fur **trade** was a source of income for French and Native people alike.

Chapter 12 A History of People in North America

Lots of people think that Columbus was the first to arrive in America. But that's not right. There are at least two other groups of people who settled in North America and both of them got there many years before Christopher Columbus.



*Map of
North America*



This image shows some of the places the Vikings explored and some of the Vikings who explored.

One group was the Vikings.

The Vikings lived in Northern Europe, in Scandinavia. They sailed around a lot, **raiding** and robbing as they went. The image above shows you some of the places they **explored** and some of the Vikings who were **explorers**.

In 982, some Vikings left Iceland and settled in Greenland, which is part of North America. They arrived there about 500 years before Columbus sailed. The Viking settlements on Greenland grew for a while. Archaeologists **estimate** there were probably 3,000 to 5,000 Viking settlers there at one point.

Eventually, however, the Vikings left. Viking settlements in Greenland seem to have been **abandoned** in the 1400s, not long before the **voyage** of Columbus.

The Vikings also **explored** lands west of Greenland. Around the year 1000, the famous Viking explorer Leif Eriksson visited a land he and other Vikings called Vinland. Most experts believe Vinland was somewhere along the coast of Newfoundland, in modern-day Canada. There is **evidence** that some Vikings settled in Newfoundland. In 1960, the ruins of a Viking village were found there. This village may have been part of Vinland.

The Vikings definitely got to America before Columbus. So maybe we should say the Vikings were the first Europeans to settle in North America. But before we decide, we need to look at another group that settled in North America.



*A reconstructed Viking structure at L'Anse aux Meadows
in Canada*

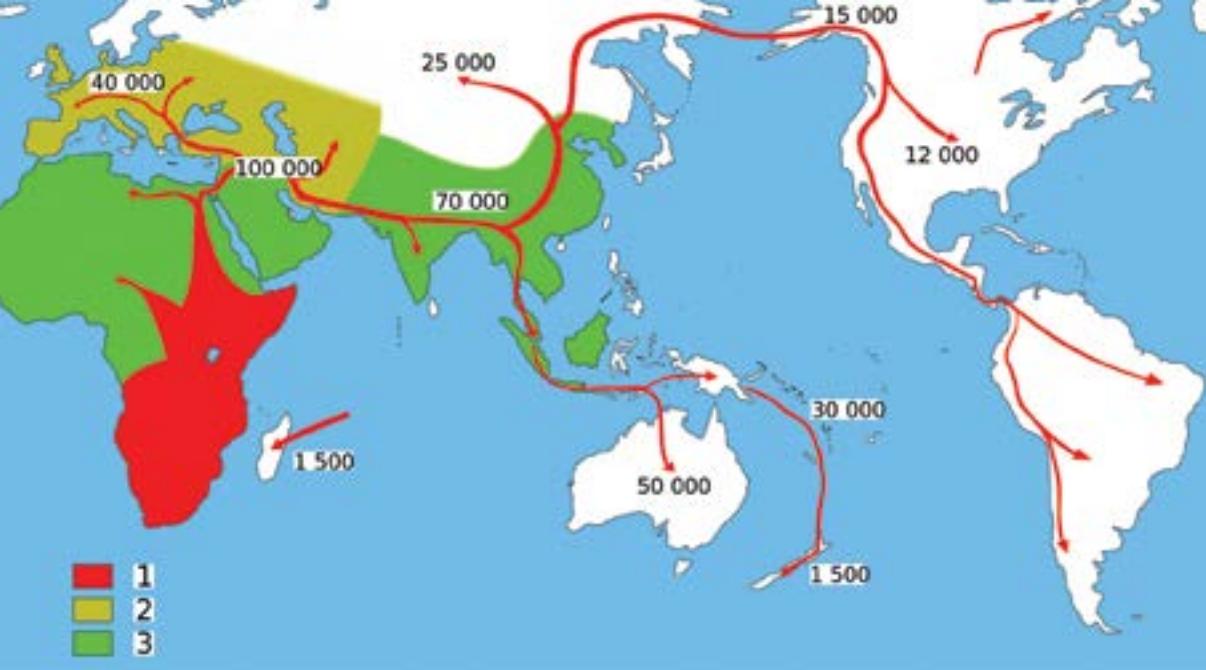
Another group to settle in North America was the Native Americans.

Although we call these people “Native” Americans, they did not always live in the Americas. They came to America from Asia. When and how this happened are subjects of much debate.

Some historians think the first settlers made their way to North America a little more than 15,000 years ago. Others think the first people came to America many years earlier—perhaps even 40,000 years ago. Some experts think these people came by land, at a time when Alaska and Asia were connected by land. Others think they may have traveled along the coast in boats.



When the first settlers came to North America is a subject of much debate.



This map shows how people today think human beings spread around the earth. The numbers represent “years ago.”

The map above shows how we think human beings spread around the earth. Experts think the first humans lived in Africa. About 100,000 years ago, some humans moved out of Africa and into the Middle East. About 70,000 years ago, a group of humans moved into southeast Asia. About 15,000 years ago—or possibly earlier—some of these people crossed from Asia to the Americas. It is believed that many people also came to North America by various ship routes.

New archeological discoveries continue to be made every day about early settlers in North America. These discoveries change our understanding of who lived in North America in the past.

Chapter

13 Caribbean Words

Did you know that some words we use every day come from the Caribbean, an area of islands between North and South America? These are words that were used by Native people before Columbus and the **conquistadors** came. Later, they were picked up by Europeans who came to the Americas, including English speakers.

For each of the following words, there are clues that will help you try to guess it.



The area inside the gray line on the map is part of the Caribbean.

Clues for Word #1

- This word describes a big storm.
- The winds in this storm swirl around in a big circle. This kind of storm is sort of like a tornado but it's much bigger. However, unlike a tornado, this kind of storm usually travels over water. It gets weaker when it travels over land.
- People who live on the east coast of the U.S. have to worry about this kind of storm. The winds it brings can damage houses near the beach and can even knock houses to the ground.
- The name of this storm sort of rhymes with window pane.

What is the word? (Turn the **page** to see the answer.)



A tornado

Answer to last riddle: *hurricane*

The word, hurricane, comes from the Carib language. The people of the Caribbean know all about hurricanes because several of these big storms sweep through the Caribbean every year. Most of the storms occur in the summer and the fall.

Clues for Word #2

- This word is a kind of boat.
- This is a small boat that seats two or three people.
- The people in the boat face forward and use paddles to make it go. The person in front usually pulls straight back using a paddle. The person in back uses a paddle to **steer**.
- It's best not to stand up in this kind of boat. If you do, it might tip over.
- This word sort of rhymes with bamboo.



The effects of a hurricane

Answer to last riddle: *canoe*

The people of the Caribbean used canoes to paddle from island to island. They cut down a tree. Using tools and fire, they dug out a canoe from the tree trunk. People in other places also used this kind of boat. But the word, canoe, comes from the Caribbean.

Clues for Word #3

- This word names a kind of food and also a kind of cooking.
- If your dad cooks outside over a smoky fire, he probably likes this kind of cooking.
- Some people like to cook pork this way. Other people like to cook beef or chicken.
- Another way to say this word is BBQ.



A dugout canoe

Answer to last riddle: *barbecue*

The people of the Caribbean cooked food over an open fire and called it barbricot. This is where the word, barbecue, sometimes spelled as barbeque, came from.

Clues for Word #4

- This is a vegetable that was unknown in Europe before the Spaniards arrived in the Americas, but then it quickly spread around the world.
- Some people like to eat this vegetable baked. They might put butter on top or maybe sour cream.
- Other people like to thinly slice this vegetable and cook it in hot oil. This makes chips that crunch in your mouth.
- Still other people like to cut this vegetable into long, skinny rectangles and fry it. If you've ever had french fries, you have tasted this vegetable.



Barbecue cooking on a grill

Answer to last riddle: *potato*

The potato is a root vegetable that was grown in what is now Peru, in South America. It was also grown elsewhere in the Americas. The people of Peru called it the papa. The Caribbean people called it the batata. The Spanish called it the patata. We call it the potato.

The potato was eventually carried back to Europe. People discovered that it was **cheap** and grew well in many countries. By the late 1700s, lots of farmers in Europe were growing potatoes. The potato became an important crop.

French fries seem to have been invented a little later, probably in France. Thomas Jefferson mentioned fried potatoes around 1805, probably learning about them from a French cook.

Today, french fries are very **popular**. You can order them in tons of restaurants all around the world.



Potatoes and french fries

Glossary for *The Age of Exploration*

A

abandon—to leave somewhere, never to return (**abandoned**)

abounds—occurs in great quantities

accurate—correct

achievements—special accomplishments that come from great effort or hard work

Algonquian—a member of the Native American people who lived in what is now Canada

archipelago—a chain of islands

ashore—on land

attempt—an act of trying

B

barbarous—wild, sometimes violent

barter—to trade by exchanging goods and services instead of paying or accepting money for them

bastion—a raised gun platform in a fort

bilge pump—a device used to remove water from the bottom part of a ship

boast—to brag (**boasted**)

C

charter—a formal document that gives rights to a person or group of people; kings often issued charters to explorers so explorers would search for land and treasure on behalf of the king

cheap—does not cost much

claim—to say something belongs to you (**claims, claimed**)

compass—a tool used for finding directions with a magnetic pointer that always points north

conquistador—a former warrior, usually from Spain, who took control of something by force (**conquistadors**)

continuously—without stopping

convert—to change from one form to another; to change from one religion to another (**converted**)

convince—to talk someone into something by giving good reasons (**convinced**)

copper—a reddish-brown mineral found in the earth

cultivation—the growing of crops; the caring for crops

D

dead reckoning—a way to measure speed when traveling through water by throwing a knotted rope with a piece of wood on the end overboard and observing how much of and how fast the rope is pulled into the water

destroy—to completely ruin so that it no longer exists (**destroyed**)

disastrous—refers to something that causes great suffering or loss

device—a piece of equipment that does a specific job

distant—far away

E

embarked—left for a trip or journey

envisioned—imagined what something would look like or be like

equator—an imaginary line around the middle of the earth that is equally far from both the North Pole and South Pole

establish—to start something that is meant to last a long time (**established**)

estate—everything a person owns

estimate—to make a guess based on information you have; a guess made based on information you have

evidence—information that helps show if something is either true or not true

expanse—a large, open area

expect—to think something will probably happen (**expected**)

expedition—a long trip made for a specific purpose (**expeditions**)

expensive—costs a lot of money

explorer—a person who sets out to find new things
(exploration, explorations, explorers, explored, exploring)
extinguish—to cause the end of something; to put out a fire

F

felt—thick cloth made from wool, fur, or other fibers

fine—excellent (**finest**)

flavor—taste (**flavors**)

forerunner—something that came before

fort—a large building constructed to survive enemy attacks

fortress—a strong fort

fossil—a bone, shell, or other remains of a plant or animal from millions of years ago that has formed rock (**fossils**)

funding—money provided for a special purpose

G

gadget—a small tool (**gadgets**)

grind—to crush something into small pieces or powder (**ground**)

H

hardtack—hard bread that has been baked many times

honorary—relating to a position or title awarded to a person who is honored, or greatly respected, as a sign of achievement or rank

hourglass—a tool for measuring time; it is a glass container with an upper part and lower part connected in the middle by a narrow tube and sand falls from the upper part into the lower part in a fixed amount of time, usually an hour

hull—the outer covering of a seed or fruit

humble—respectful, not thinking you are better than others

I

iceberg—a large mass of ice floating in the ocean (**icebergs**)

import—to bring in from somewhere else (**imported**)

impressive—deserving attention or respect

in exchange—the act of giving something and receiving something of similar value in return

income—money earned, mostly from working

investment—money used to earn more money

K

keep track—to continue to be aware of (**keeping track, kept track**)

kernel—seed

L

landfall—the very first land a person sees or reaches after a flight or voyage by sea

landmark—an object on land that is easy to see and recognize (**landmarks**)

landmass—a large, continuous area of land, such as a continent

league—a distance between 2.4 and 4.6 miles

lordship—authority and power of a lord or high-ranking person

lush—covered with healthy, green plants

M

magnet—a piece of metal that attracts iron or steel and has a north and south pole; Earth is a magnet (**magnets**)

magnetic field—the area around each pole of a magnet that has the power to attract other metals

mainland—a large area of land, not including islands, that makes up the main part of a country or region

maize—corn

method—a way of doing things

missions—communities set up to convert groups of people from one religion to another

moat—a deep ditch, usually filled with water, dug around a fort or castle to prevent enemy attacks

mulberry—a dark purple berry (**mulberries**)

mutiny—a refusal by followers to obey the rules and orders of the person in charge; rebellion

N

narrowed—became narrower, or not as wide (**narrows**)

navigator—a person who decides which direction to go or which route to take, especially on a ship or airplane (**navigate**)

noble—a person from a family of high social rank, similar to patricians in ancient Rome (**nobles**)

O

obtain—to get (**obtained**)

occupied—lived and worked in

outposts—military stations some distance away from the main base

overrun—to exist in large numbers

overwhelm—to take over completely

P

page—a boy servant (**pages**)

party—a group of people brought together for a specific purpose; a specific person

pelt—an animal skin with fur still on it (**pelts**)

peppercorn—a dried berry from a plant that is used to make pepper (**peppercorns**)

plain—a large, flat area of land with no trees (**plains**)

popular—liked by many people

precious—very valuable

profitable—makes money

property—buildings, land, and livestock that someone owns

prune—a dried plum (**prunes**)

R

raid—to attack by surprise (**raiding**)

ravelin—a small building you must pass through first in order to enter a fort or castle

rebel—to fight against the person or people in charge
(**rebelled, rebellion**)

reputation the public opinion by which someone or something is perceived

royal—relating to a king or queen

S

scarce—hard to find

scouting—exploring or searching for something (**scouted**)

scroll—a paper rolled up into a tube (**scrolls**)

scurvy—a disease caused by not eating enough fruits or vegetables with vitamin C, leading to spongy gums, loose teeth, skin spots, and sometimes death

shallow—not deep

shatter—to suddenly break into many small pieces

shortage—when there is not enough

slash—to make a path by cutting plants (**slashed**)

solid—firm and hard

spice—a substance from a plant that has a specific smell or taste and is used to add flavor to food (**spices**)

spoil—to become rotten and not able to be eaten

status—the position of someone compared to others in that group

steer—to control the direction of

strait—a narrow passage of water connecting two larger bodies of water

substantially—great in size, value, or importance

T

tan—to turn animal skin into leather using a specific process

territory—a large area of land with defined boundaries

throne—the power and authority of a king or queen

trade—to exchange something you have for something someone else has; the act of exchanging goods (**traders**, **traded**, **trading**)

trading company—a group formed and hired to explore, find resources, trade, buy, and sell goods for a profit

trading post—a place far away from towns where people buy, sell, and trade things (**trading posts**)

translator—a person who can communicate by changing the words of one language to another

treaty—a formal agreement between groups of people, often to stop fighting (**treaties**)

U

unfamiliar—not known, not experienced

V

vassal—a person who is loyal and serves a lord or king

vast—very great in size or amount

viceroy—a person sent by the king to rule a colony

voyage—a long journey, usually by water

W

watch—the time that someone is on duty to guard or protect something

weevil—a small beetle (**weevils**)

whiz—a person who is extremely skilled at something

wreck—to destroy, ruin (**wrecked**)

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director,
Elementary ELA Instruction

Baria Jennings, EdD, Senior Content Developer

Maria Martinez, Associate Director, Spanish
Language Arts

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager,
Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects,
K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

| | |
|-----------------------------|-------------------|
| Sarah Cloos | Michelle Koral |
| Laia Cortes | Sean McBride |
| Jayana Desai | Jacqueline Ovalle |
| Angela Donnelly | Sofía Pereson |
| Claire Dorfman | Lilia Perez |
| Ana Mercedes Falcón | Sheri Pineault |
| Rebecca Figueroa | Megan Reasor |
| Nick Garcia | Marisol Rodriguez |
| Sandra de Gennaro | Jessica Roodvoets |
| Patricia Infanzón-Rodríguez | Lyna Ward |
| Seamus Kirst | |

Product and Project Management

Stephanie Koleda
Tamara Morris

Art, Design, and Production

| | |
|-------------------|--------------------------|
| Nanyamka Anderson | Emily Mendoza |
| Raghav Arumugan | Marguerite Oerlemans |
| Dani Aviles | Lucas De Oliveira |
| Olioli Buika | Tara Pajouhesh |
| Sherry Choi | Jackie Pierson |
| Stuart Dalgo | Dominique Ramsey |
| Edel Ferri | Darby Raymond-Overstreet |
| Pedro Ferreira | Max Reinhardsen |
| Nicole Galuszka | Mia Saine |
| Parker-Nia Gordon | Nicole Stahl |
| Isabel Hetrick | Flore Thevoux |
| Ian Horst | Jeanne Thornton |
| Ashna Kapadia | Amy Xu |
| Jagriti Khirwar | Jules Zuckerberg |
| Julie Kim | |
| Lisa McGarry | |

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewer

J. Chris Arndt, Jeffrey L. Hantman

Writers

Matt Davis

Illustrators and Image Sources

3 (Columbus): Library of Congress, Prints & Photographs Division, LC-DIG-pga-02388; 5 (Columbus): Library of Congress, Prints & Photographs Division, LC-DIG-pga-02388; 5 (Coronado): Angela Padron; 5 (Cabot): public domain; 5 (Hudson): public domain; 5 (Champlain): public domain; 7 (Gold): Shutterstock; 8 (Spices): Shutterstock; 9 (Peppercorns): Shutterstock; 11 (Star anise, cinnamon, cloves): Shutterstock; 13 (Right map): public domain; 15 (Left map): public domain; 17 (Planned route): public domain; 19 (Actual route): public domain; 21 (Things today): Shutterstock; 22 (Compass): Shutterstock; 23 (Astrolabe): Shutterstock; 24 (Dead reckoning): Shutterstock; 25 (Explorer tools): Shutterstock; 27 (Fort): Shutterstock; 29 (Bastion): Shutterstock; 31 (Coquina): Shutterstock; 33 (Ravelin): Shutterstock; 34 (Florida): Shari Griffiths; 36 (Hernando de Soto): Shari Griffiths; 37 (Ortiz): Shutterstock; 38 (Marching inland): Shutterstock; 40 (Lady of Cofitachequi): Shari Griffiths; 42 (Indian territories): Shari Griffiths; 43 (Mississippi): Shutterstock; 45 (Burial): Shari Griffiths; 47 (Coronado): Angela Padron; 49 (Buffalo): Shutterstock; 51 (Tents): Shutterstock; 53 (Copper): Shutterstock; 55 (Plains): Shutterstock; 56 (left): public domain, (right): Angela Padron; 58 (St. Augustine): Angela Padron; 59 (Spanish missionary): James Johnson; 60 (Spanish mission): Shutterstock; 61 (Old Spanish mission building): Shutterstock; 63 (Mission today): Shutterstock; 65 (John Cabot): public domain; 67 (Grand Banks): Shutterstock; 68 (Northwest Passage): Shutterstock; 69 (Bilge pump): Staff; 71 (Hardtack): DryPot via CC by 2.5; 73 (Mast): Shutterstock; 74 (Henry Hudson, map): Daniel Hughes; 75 (Pack ice): Daniel Hughes; 77 (Hudson's voyages): Michelle Weaver; 78 (Hudson sailing): Scott Hammond; 79 (Hudson eating): Michelle Weaver; 81 (Hudson River): Daniel Hughes; 82 (Fourth voyage): Michelle Weaver; 83 (Hudson abandoned): Scott Hammond; 84 (Champlain, New France map): Erika Baird; 86 (Fur trading): Scott Hammond; 87 (French colonists): Daniel Hughes; 88 (St.Lawrence River colony): Daniel Hughes; 89 (Quebec City): Daniel Hughes; 90 (Champlain trading): Daniel Hughes; 92 (French missionaries): Daniel Hughes; 93 (European explorers): Daniel Hughes; 95 (Native Americans, top left): Tyler Pack, (top right): Tyler Pack, (bottom left): Becca Scholes, (bottom right): Shari Griffiths; 96 (Beaver hat): Shutterstock; 97 (Trading post): Shutterstock; 99 (Lake Champlain in the fall): Shutterstock; 101 (Beaver fur): Shutterstock; 102 (Traded items): Shutterstock; 103 (Beaver): Shutterstock; 104 (Map of North America): Shutterstock; 105 (Vikings): Jacob Wyatt; 107 (Viking structure): Shutterstock; 108 (First settlers): Shutterstock; 109 (Spread): Shutterstock; 111 (Caribbean): Shutterstock; 113 (Tornado): Shutterstock; 115 (Hurricane): Shutterstock; 117 (Canoe): Shutterstock; 119 (Barbecue): Shutterstock; 121 (Potatoes, fries): Shutterstock



Grade 3 | Unit 9 | Reader
The Age of Exploration
680L

ISBN 9781643837314

9 781643 837314



Grade 3

Unit 9 | Digital Flip Book

Travelers from Other Lands: Early Explorations of North America

Grade 3

Unit 9

Travelers from Other Lands: Early Explorations of North America

Digital Flip Book



U9.L2.1



U9.L2.2

A detailed illustration of a group of medieval figures gathered around a large, open map spread out on a table. In the center, a man wearing a golden crown with red jewels and a dark blue robe with a white belt points at the map with his right hand. To his left, another figure in a blue robe and a tall, conical hat also points at the map. To the right, a figure in a red robe and a white turban holds a scroll. The background features a red wall with a coat of arms featuring a grey bird. The scene is lit with warm, dramatic lighting.

U9.L2.3





U9.L2.5



U9.L2.6



U9.L2.7



U9.L3.1



U9.L3.2



U9.L3.3



U9.L3.4



U9.L3.5



U9.L3.6

SPANISH EXPLORATION



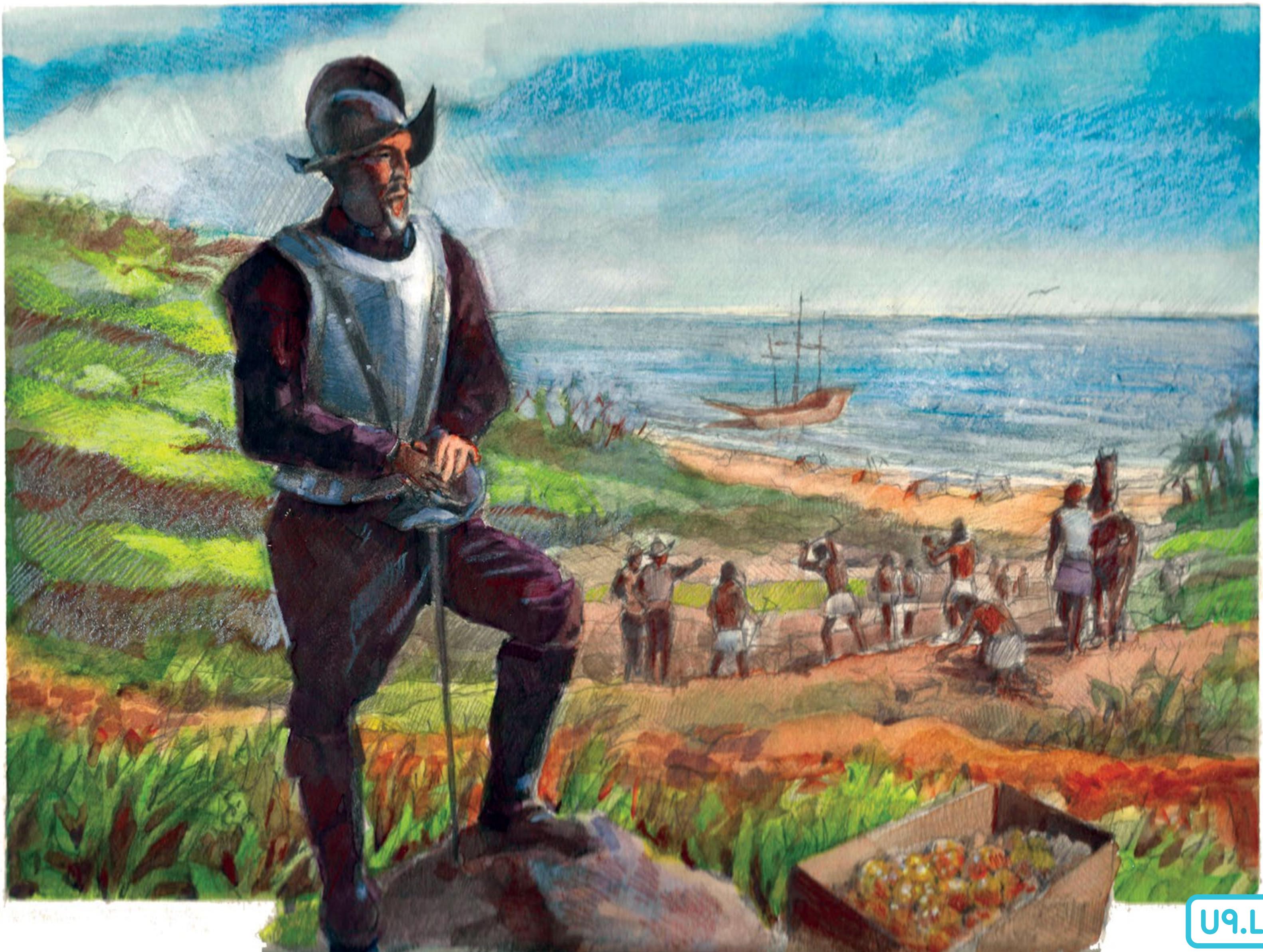
U9.L3.7



U9.L4.1



U9.L4.2



U9.L4.3



U9.L4.4

Ponce de León Expedition

Gulf Stream

Gulf
of
Mexico

Florida

Charlotte
Harbor

Dry
Tortugas

Atlantic
Ocean

★ = battles with
native americans

Hispaniola

U9.L4.5



U9.L4.6



U9.L6.1



U9.L6.2



U9.L6.3



U9.L6.4



U9.L6.5



U9.L6.6



U9.L6.7



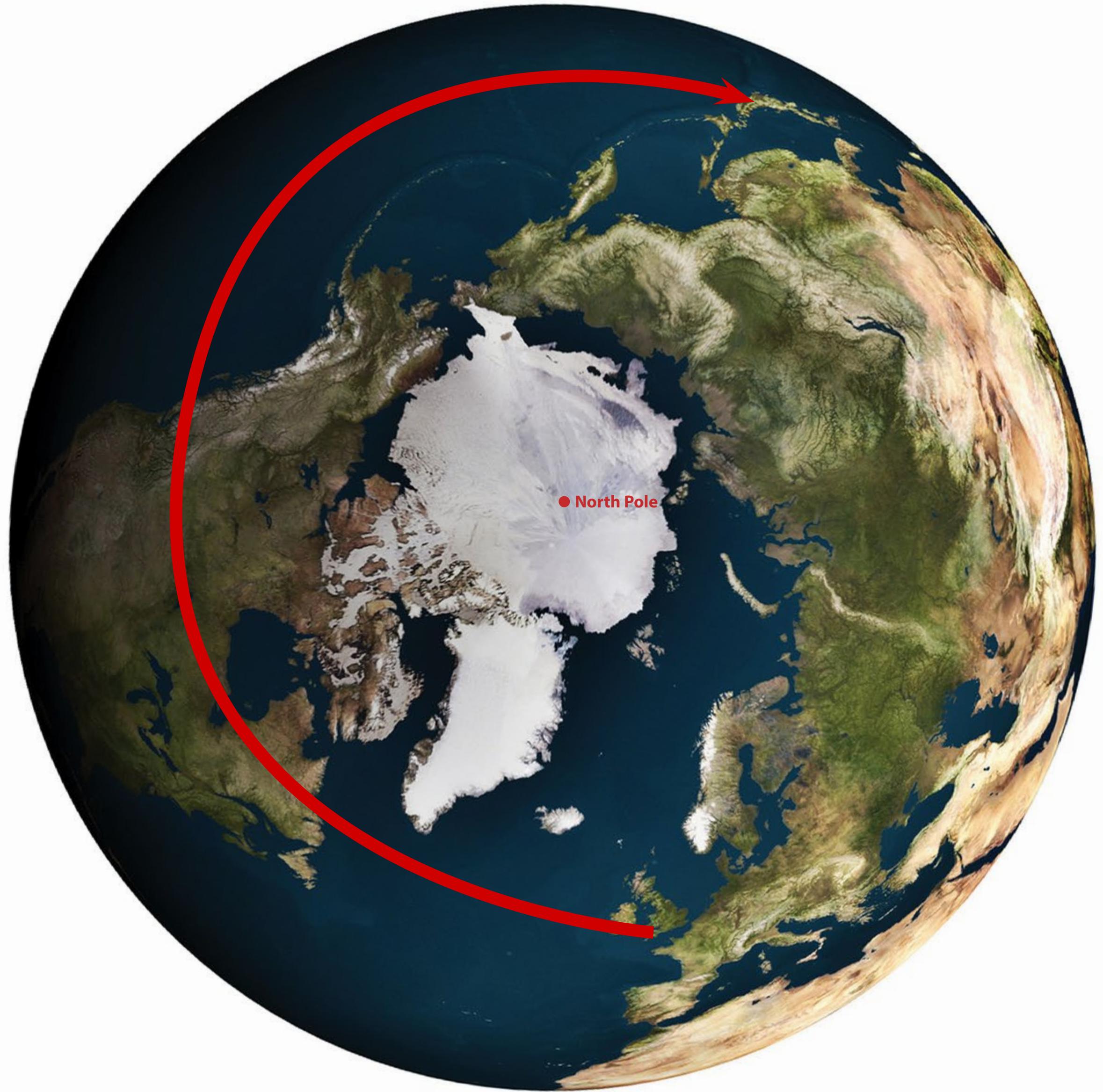
U9.L6.8



U9.L6.9



U9.L8.1

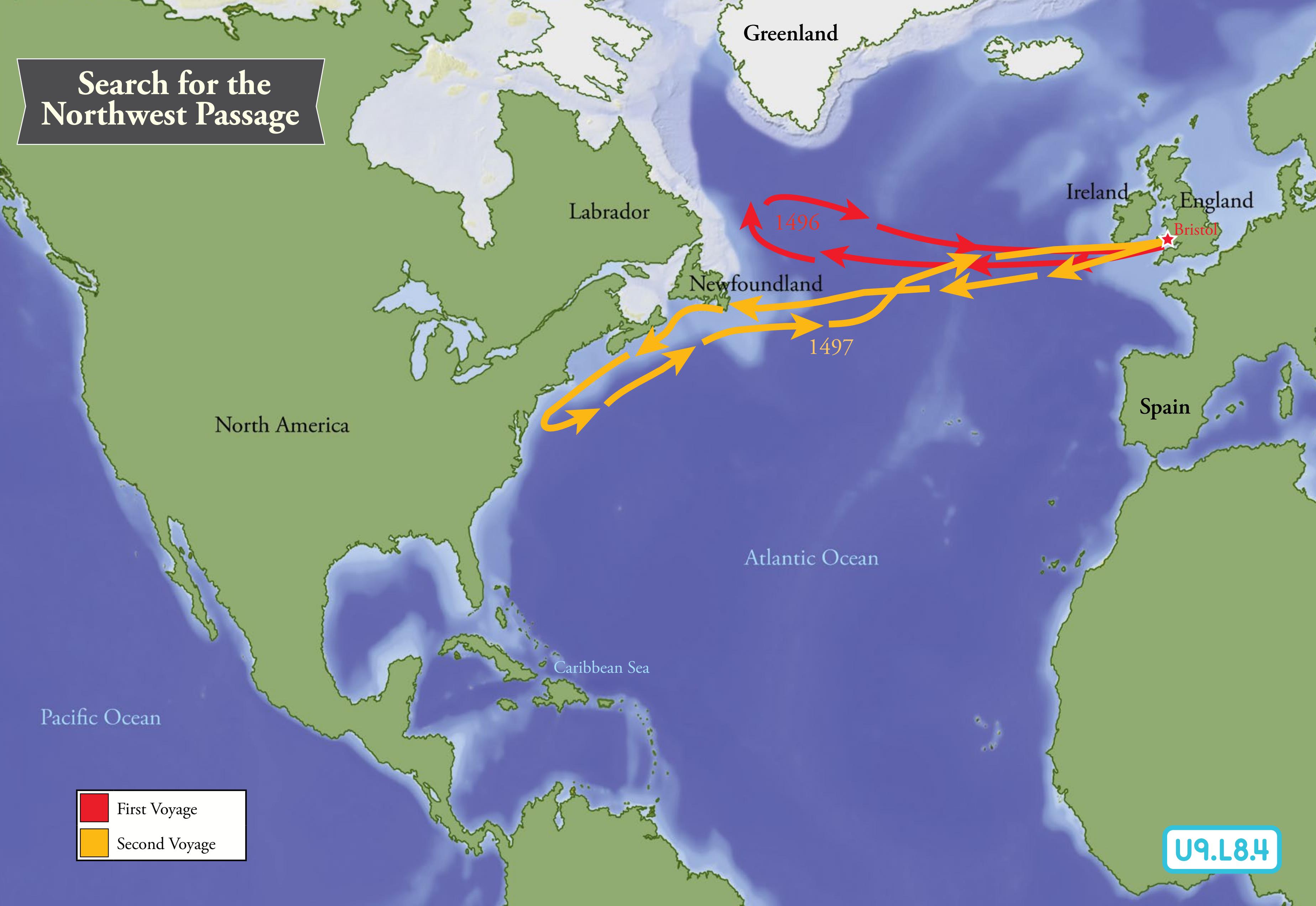


U9.L8.2



U9.L8.3

Search for the Northwest Passage





U9.L8.5



U9.L8.6

Search for the Northwest Passage





General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content
Patricia Erno, Associate Director, Elementary ELA Instruction
Baria Jennings, EdD, Senior Content Developer
Maria Martinez, Associate Director, Spanish Language Arts
Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts
Amber McWilliams, Senior Product Manager
Elisabeth Hartman, Associate Product Manager
Catherine Alexander, Senior Project Manager, Spanish Language Arts
LaShon Ormond, SVP, Strategic Initiatives
Leslie Johnson, Associate Director, K-8 Language Arts
Thea Aguiar, Director of Strategic Projects, K-5 Language Arts
Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director
Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors**Content and Editorial**

Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst
Michelle Koral

Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodriguez
Jessica Roodvoets
Lyna Ward

Product and Project Management

Stephanie Koleda
Tamara Morris

Art, Design, and Production

Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khrwar
Julie Kim
Lisa McGarry

Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—if you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewer

J. Chris Arndt

Jeffrey L. Hantman

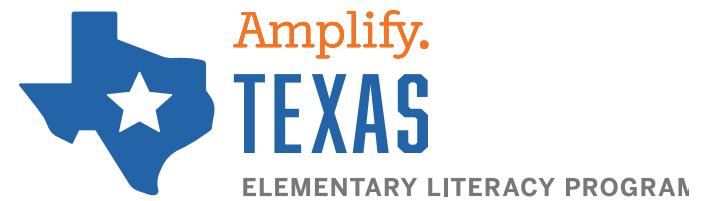
Writers

Matt Davis

Illustrators and Image Sources

U9.L2.1: Dustin Mackay; U9.L2.2: Dustin Mackay; U9.L2.3: Dustin Mackay; U9.L2.4: Core Knowledge Staff; U9.L2.5: Shutterstock; U9.L2.6: Library of Congress, Prints & Photographs Division, LC-DIG-pga-02388; U9.L2.7: Dustin Mackay; U9.L3.1: Brittany Tingey; U9.L3.2: Library of Congress, Prints and Photographs, LC-USZC4-2029; U9.L3.3: Dustin Mackay; U9.L3.4: Shari Griffiths; U9.L3.5: Dustin Mackay; U9.L3.6: Jacob Wyatt; U9.L3.7: Jacob Wyatt; U9.L4.1: Tyler Pack; U9.L4.2: Shari Griffiths; U9.L4.3: Tyler Pack; U9.L4.4: Shari Griffiths; U9.L4.5: Brittany Tingey; U9.L4.6: Tyler Pack; U9.L6.1: Shari Griffiths; U9.L6.2: Shari Griffiths; U9.L6.3: Shari Griffiths; U9.L6.4: Shari Griffiths; U9.L6.5: Shari Griffiths; U9.L6.6: Shari Griffiths; U9.L6.7: Shari Griffiths; U9.L6.8: Shari Griffiths; U9.L6.9: Shari Griffiths; U9.L8.1: Marti Major; U9.L8.2: Shutterstock; U9.L8.3: Angela Padron; U9.L8.4: Core Knowledge Staff; U9.L8.5: Marti Major; U9.L8.6: Angela Padron; U9.L8.7: Core Knowledge Staff; U9.L8.8: public domain

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



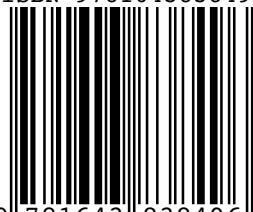
Grade 3 | Unit 9 | Digital Flip Book
Travelers from Other Lands: Early Explorations of North America



Grade 3

Unit 9 | Image Cards

**Travelers from Other Lands:
Early Explorations of North America**

ISBN 9781643838496

9 781643 838496

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:
to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—if you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021





top

Travelers from Other Lands: Early Explorations of North America C.U9.L3.1 World Map or Globe





top

Travelers from Other Lands: Early Explorations of North America

C.U9.L3.2 Routes of Exploration

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content
 Patricia Erno, Associate Director, Elementary ELA Instruction
 Maria Martinez, Associate Director, Spanish Language Arts
 Baria Jennings, EdD, Senior Content Developer
 Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts
 Amber McWilliams, Senior Product Manager
 Elisabeth Hartman, Associate Product Manager
 Catherine Alexander, Senior Project Manager, Spanish Language Arts
 LaShon Ormond, SVP, Strategic Initiatives
 Leslie Johnson, Associate Director, K-8 Language Arts
 Thea Aguiar, Director of Strategic Projects, K-5 Language Arts
 Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director
 Erin O'Donnell, Product Design Manager

Texas Contributors

Content and Editorial

| | | |
|---------------------|-----------------------------|-------------------|
| Sarah Cloos | Nick García | Sofía Pereson |
| Laia Cortes | Sandra de Gennaro | Lilia Perez |
| Jayana Desai | Patricia Infanzón-Rodríguez | Sheri Pineault |
| Angela Donnelly | Seamus Kirst | Megan Reasonor |
| Claire Dorfman | Michelle Koral | Marisol Rodriguez |
| Ana Mercedes Falcón | Sean McBride | Jessica Roodvoets |
| Rebecca Figueroa | Jacqueline Ovalle | Lyna Ward |

Product and Project Management

Stephanie Koleda
 Tamara Morris

Art, Design, and Production

| | | |
|-------------------|----------------------|--------------------------|
| Nanyamka Anderson | Isabel Hetrick | Jackie Pierson |
| Raghav Arumugan | Ian Horst | Dominique Ramsey |
| Dani Aviles | Ashna Kapadia | Darby Raymond-Overstreet |
| Olioli Buika | Jagriti Khirwar | Max Reinhardsen |
| Sherry Choi | Julie Kim | Mia Saine |
| Stuart Dalgo | Lisa McGarry | Nicole Stahl |
| Edel Ferri | Emily Mendoza | Flore Thevoux |
| Pedro Ferreira | Marguerite Oerlemans | Jeanne Thornton |
| Nicole Galuszka | Lucas De Oliveira | Amy Xu |
| Parker-Nia Gordon | Tara Pajouhesh | Jules Zuckerberg |

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Series Editor-in-Chief

E. D. Hirsch, Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of these Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.

Grade 3

Unit 9: Travelers from Other Lands: Early Explorations of North America



Unit-level Essential Question

What did explorations of North America reveal?

Lessons 1–5

Guiding Question: How did the Spaniards begin colonizing North America?

Writing Prompt: What peninsula did Juan Ponce de León think was an island? What did he name it, and what reasons did he have for this choice?

Lessons 6–10

Guiding Question: How did explorers learn from one another?

Writing Prompt: What did John Cabot think was Columbus's mistake when he sailed for the East Indies? What was Cabot's plan instead?

Lessons 11–14

Guiding Question: Who explored and inhabited North America before Columbus, and what impact did they have on the continent?

Writing Prompt: How were the Vikings and Native Americans' experiences and impact in North America similar to and different from Columbus's?

Unit 9 Culminating Activity

Imagine you are an explorer who has just arrived on a piece of land that you and no one in your country was familiar with, and you noticed that there were already people inhabiting the land. What would you do there? How would you interact with the people you encountered there?



Grade 3

Unit 9 | Digital Projections

Travelers from Other Lands: Early Explorations of North America

Grade 3

Unit 9

Travelers from Other Lands: Early Explorations of North America

Digital Projections

Contents

Travelers from Other Lands: Early Explorations of North America

Digital Projections

| | | | |
|----------------------------|-------------|---|----|
| Lesson 1 | DP.U9.L1.1 | Spelling Table..... | 1 |
| Lesson 1 | DP.U9.L1.2 | Spelling Words..... | 2 |
| Lesson 6 | DP.U9.L6.1 | Spelling Table..... | 3 |
| Lesson 6 | DP.U9.L6.2 | Spelling Words..... | 4 |
| Lesson 8 | DP.U9.L8.1 | Purpose for Listening..... | 5 |
| Lesson 8 | DP.U9.L8.2 | Comparison of Christopher Columbus
and John Cabot..... | 6 |
| Lesson 8 | DP.U9.L8.3 | Sentence Frames..... | 7 |
| Lesson 8 | DP.U9.L8.4 | Exit Card..... | 8 |
| Lesson 8 | DP.U9.L8.5 | Comparative and Superlative Adjectives..... | 9 |
| Lesson 9 | DP.U9.L9.1 | Guidelines for Conferencing and Peer Editing..... | 10 |
| Lesson 9 | DP.U9.L9.2 | Rotation and Group Chart..... | 11 |
| Lesson 10 | DP.U9.L10.1 | Purpose for Listening..... | 12 |
| Lesson 10 | DP.U9.L10.2 | Comparing the Encounters with Native Americans... | 13 |
| Lesson 10 | DP.U9.L10.3 | Exit Card..... | 14 |
| Lesson 10 | DP.U9.L10.4 | Spelling Chart..... | 15 |
| Lesson 11 | DP.U9.L11.1 | Explorer: Reason for His Expedition..... | 16 |
| Lesson 11 | DP.U9.L11.2 | Purpose for Listening..... | 17 |
| Lesson 11 | DP.U9.L11.3 | Exit Card..... | 18 |
| Lesson 11 | DP.U9.L11.4 | Exit Card..... | 19 |
| Lesson 12 | DP.U9.L12.1 | English and French Explorers Chart..... | 20 |
| Lesson 12 | DP.U9.L12.2 | Purpose for Reading..... | 21 |
| Lesson 12 | DP.U9.L12.3 | Final Writing Assignment..... | 22 |
| Lesson 12 | DP.U9.L12.4 | The Most Impactful Explorer..... | 23 |
| Pausing
Point 2 | DP.U9.PP2.1 | Irregular Comparative and Superlative Adjectives... | 24 |
| Pausing
Point 2 | DP.U9.PP2.2 | Comparative and Superlative Sentences..... | 25 |

Spelling Table

| ‘u’ > /ue/ | ‘u_e’ > /ue/ | ‘ue’ > /ue/ |
|------------|--------------|-------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Spelling Words

| | |
|-------------|--|
| 1. hue | 11. amusement |
| 2. cubical | 12. accuse |
| 3. perfume | 13. uniform |
| 4. useful | 14. mute |
| 5. unify | 15. confuse |
| 6. utensils | 16. rescue |
| 7. continue | 17. fuming |
| 8. bugle | 18. issue |
| 9. argue | Challenge Word: <i>impossible</i> |
| 10. occupy | Challenge Word: <i>journal</i> |
| | Content Word: <i>explorer</i> |

Spelling Table

| ‘oo’ > / <u>oo</u> / | ‘ew’ > / <u>oo</u> / | ‘o’ > / <u>oo</u> / | ‘o_e’ > / <u>oo</u> / |
|----------------------|----------------------|---------------------|-----------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Spelling Words

| | |
|---------------|---------------------------------------|
| 1. remove | 12. kangaroo |
| 2. whoever | 13. balloon |
| 3. dewdrop | 14. toothache |
| 4. strewn | 15. newborn |
| 5. groove | 16. improve |
| 6. disapprove | 17. chewing |
| 7. shrewd | Challenge Word: <i>country</i> |
| 8. undo | Challenge Word: <i>through</i> |
| 9. booth | Challenge Word: <i>threw</i> |
| 10. lose | Content Word: <i>discovery</i> |
| 11. movement | |

Purpose for Listening

1. How did knowledge of lines of latitude and longitude shape John Cabot's ideas on how to navigate westward across the Atlantic Ocean?

2. What are the similarities and differences between John Cabot and Christopher Columbus and the journeys they took?

Comparison of Christopher Columbus and John Cabot

| Christopher
Columbus | Both | John Cabot |
|---------------------------------|-------------|-------------------|
| | | |

Sentence Frames

1. I predict _____ because _____.

2. I made a prediction that we would read about _____ in this chapter. I was correct because _____.

3. I made a prediction that we would read about _____ in this chapter. We did not read about that. Instead we read about _____.

Exit Card

How did knowledge of lines of latitude and longitude shape John Cabot's ideas on how to navigate westward across the Atlantic Ocean?

Comparative and Superlative Adjectives

| Adjectives Ending in Double Consonants | Adjectives Ending in 'e' | One-Syllable Adjectives Ending in Single Consonants | Two-Syllable Adjectives Ending in 'y' |
|--|---|---|--|
| Tall | Wide | Fat | Pretty |
| My brother is ____. | The creek is ____. | The piglet is ____. | The flower is ____. |
| My mother is ____ than my brother. | The river is ____ than the creek. | The mother pig is ____ than the piglet. | The bunch of flowers is ____ than a single flower. |
| My father is the ____ one in the family. | The ocean is the ____ of all three bodies of water. | The father pig is the ____ of the whole pig family. | The whole field of flowers is the ____ of all. |

Guidelines for Conferencing and Peer Editing

| DON'T... | DO... |
|--|---|
| DON'T... Talk in your normal speaking voice. | DO... Whisper so that only your partner can hear. |
| DON'T... Say rude or unhelpful things, such as, “This is not good.” | DO... Give compliments. |
| DON'T... Say simply, “Your paper is good.” | DO... Give helpful suggestions such as, “Your paper is good because _____.” |
| DON'T... Say simply, “Fix your spelling.” | DO... Give specific advice such as, “You spelled the word _____ incorrectly. This is how it is actually spelled: _____.” |
| DON'T... Say simply, “Make your paper better.” | DO... Give specific advice such as: <ul style="list-style-type: none">• Make sure you are following the directions.• Write in complete sentences.• Use strong adjectives.• Capitalize the word “I”. |

Rotation and Group Chart

| Rotation | Group 1 | Group 2 | Group 3 |
|-------------------------|--|--|--|
| Rotation 1
(20 min.) | Close reading
with the teacher | Writing opinion
paragraph | Writing opinion
paragraph |
| Rotation 2
(20 min.) | Writing opinion
paragraph | Close reading
with the teacher | Conferencing and
peer editing with
partner |
| Rotation 3
(20 min.) | Conferencing and
peer editing with
partner | Conferencing and
peer editing with
partner | Close reading
with the teacher |

Purpose for Listening

1. Were Henry Hudson's voyages a success for the countries that sent him to explore?

2. How did Henry Hudson's experience with Native Americans compare to the conquistadors' experiences with Native Americans?

Comparing the Encounters with Native Americans

| Henry Hudson | Both | Conquistadors |
|---------------------|-------------|----------------------|
| | | |

Exit Card

Although Hudson failed in his attempt to find a Northwest Passage after four voyages, do you think he was an important explorer of North America? Why or why not?

Spelling Chart

| 'f' > /f/ | 'ff' > /f/ | 'ph' > /f/ | 'gh' > /f/ |
|-----------|------------|------------|------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Explorer: Reason for His Expedition

| Explorer | Reason for His Expedition |
|-------------------------------|----------------------------------|
| Christopher Columbus | |
| Ponce de Leon | |
| Hernando de Soto | |
| Francisco Vasquez de Coronado | |
| John Cabot | |
| Henry Hudson | |
| Samuel de Champlain | |

Purpose for Listening

1. How did Samuel de Champlain change the way Europeans thought about North America?
2. Think about the motivations and outcomes of European explorers in America. Which outcomes were most closely aligned with the explorers' motivations? Why?
3. Who were the first people in North America?

Exit Card

1. How did Samuel de Champlain change the way Europeans thought about North America?

2. Think about the motivations and outcomes of European explorers in America. Which outcomes were most closely aligned with the explorers' motivations?

3. Who were the first people in North America?

Exit Card

1. I think that my sister is the _____ person in the world. (funny)

2. I believe that my brother is _____ than my dad. (fast)

3. In my opinion, daisies are _____ than roses. (beautiful)

4. I imagine that the Statue of Liberty is the _____ statue in New York. (famous)

English and French Explorers Chart

| Explorers | Motivation
Why did they explore?
What were they looking for? | Interactions
How did they treat the natives?
How did they treat their crew? | Outcomes
What were the outcomes of their exploration (achievements and/or negative impacts)? |
|---------------------|--|---|---|
| John Cabot | | | |
| Henry Hudson | | | |
| Samuel de Champlain | | | |

Purpose for Reading

How were trading posts important to the success of French colonies in Canada?

Final Writing Assignment

1. Which explorer do you think had the biggest impact in North America?

2. Why do you think this? Explain the explorers' motivations and outcomes of their explorations to support your response. Use examples from the unit to write a paragraph stating your opinion to answer these questions.

The Most Impactful Explorer

| | |
|--------------------|-----------|
| Opening: Who? Why? | Example 1 |
| Example 2 | Example 3 |
| Closing | |

Irregular Comparative and Superlative Adjectives

| Word | Comparative | Superlative |
|--------|-------------|-------------|
| good | better | best |
| bad | worse | worst |
| much | more | most |
| little | less | least |
| far | farther | farthest |
| many | more | most |

Comparative and Superlative Sentences

| | |
|--------|--|
| good | My sister makes _____ spaghetti. My mom makes _____ spaghetti than my sister.
My grandmother makes the _____ spaghetti of all. |
| bad | Wendy had a _____ day at school that got _____ when she began to feel sick.
The _____ thing that happened that day was that she had to go home early and miss the class party. |
| much | How _____ soup would you like? I have finished my first bowl of soup and would like _____, please. My big brother ate the _____ soup of all. |
| little | How _____ water can you drink in a day? I bet I can drink even _____ than that.
Our friend drinks the _____ amount of water of anyone I know. |
| far | How _____ away is your school from your house? My school is _____ away than that.
The _____ distance we drive is to my cousin's school, which is in a different city. |
| many | How _____ pieces of candy did you get in your bag? My bag is bigger, so I think I got _____ pieces of candy than you did. Look at my brother's huge bag! He must have gotten the _____ candy of all. |



General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Baria Jennings, EdD, Senior Content Developer

Maria Martinez, Associate Director, Spanish Language Arts

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos Sean McBride
Laia Cortes Jacqueline Ovalle
Jayana Desai Sofía Pereson
Angela Donnelly Lilia Perez
Claire Dorfman Sheri Pineault
Ana Mercedes Falcón Megan Reasor
Rebecca Figueroa Marisol Rodriguez
Nick García Jessica Roodvoets
Sandra de Gennaro Lynda Ward
Patricia Infanzón-Rodríguez
Seamus Kirst Michelle Koral

Product and Project Management

Stephanie Koleda
Tamara Morris

Art, Design, and Production

Nanyamka Anderson Emily Mendoza
Raghav Arumugan Marguerite Oerlemans
Dani Aviles Lucas De Oliveira
Olioli Buika Tara Pajouhesh
Sherry Choi Jackie Pierson
Stuart Dalgo Dominique Ramsey
Edel Ferri Darby Raymond-
Overstreet
Pedro Ferreira Max Reinhardsen
Nicole Galuszka Mia Saine
Parker-Nia Gordon Nicole Stahl
Isabel Hetrick Flore Thevoux
Ian Horst Jeanne Thornton
Ashna Kapadia Amy Xu
Jagriti Khirwar Jules Zuckerberg
Julie Kim
Lisa McGarry

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—if you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Welcome!

Grade 3, Unit 9

Travelers from Other Lands: Early Explorations of North America

In this unit, students will learn more in-depth information about the motivations behind the European exploration.

What's the story?

Students will learn about how those **motivations changed** over time and how the European explorers and settlers **interacted** with the Native Americans who were already inhabiting the continent.

What will my student learn?

Students will learn details about the **voyages of Christopher Columbus**, the **conquistadors** Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado, and the **explorers** John Cabot, Henry Hudson, and Samuel de Champlain.

Students will work on their **writing** over the course of the unit. They will start with **short opinion** writing selections and will end with a **formal opinion** writing selection.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What were European explorers looking for?
Follow up: Why were they so eager to find spices? What makes cinnamon a unique spice?
2. You have been learning about many explorers from Spain. Which one did you think was the most interesting?
Follow up: Why do you think that? What was he known for? What were the outcomes, both achievements and negative consequences, of his explorations?
3. Describe or draw a settlement created by the Spaniards based on what you have been reading.
Follow up: What things would you expect to see or hear on a settlement? What are missionaries? What are conquistadors?
4. What are some of the things that Christopher Columbus and John Cabot had in common?
Follow up: What are some things that were different about them?

5. What were some of the outcomes of Samuel de Champlain's explorations?
Follow up: How did he change the way Europeans thought about North America?
6. Which explorers had the greatest success in America from the perspective of the Europeans? Why? How did this impact Native American communities who already inhabited this land?

Name: _____ Date: _____



Grade 3

Unit 9, Lesson 1 - Why were the European explorers so eager to find spices?

Name: _____ Date: _____



Grade 3

Unit 9, Lesson 2 - How did explorers keep track of where they were? Select one of those tools or methods and explain how the explorers used it. Include evidence from the text to support your response.

Name: _____ Date: _____



Grade 3

Unit 9, Lesson 3 - What were some of the challenges of traveling that early explorers faced? How does keeping track of the stars help in travel?

Name: _____ Date: _____



Grade 3

Unit 9, Lesson 4 - What were the walls of El Castillo de San Marcos made of? Do you think this was a good material for the Spaniards to use? Why? Explain your response using evidence from the text.

Name: _____ Date: _____



Grade 3

Unit 9, Lesson 5 - Hernando de Soto ventured to the Americas despite knowing of the disastrous attempts made by Juan Ponce de León to conquer Florida. Was de Soto any more successful than Ponce de León? Explain your thoughts.

Name: _____ Date: _____



Grade 3

Unit 9, Lesson 6 - What observations did Francisco Vasquez de Coronado share with the king about the land in Quivira? Why do you think Coronado shared that information with the king?

Name: _____ Date: _____



Grade 3

Unit 9, Lesson 7 - What was the purpose of the Spanish missions in North America from the late 1500s to the 1700s? Use evidence from the text to support your response.

Name: _____ Date: _____



Grade 3

Unit 9, Lesson 8 - Today you made a prediction before reading about John Cabot in Chapter 8. Describe your prediction and explain whether it was correct. Use evidence from the chapter to support your thoughts.

Name: _____ Date: _____



Grade 3

Unit 9, Lesson 9 - Why did John Cabot decide to turn back for England after his first attempt to find the Northwest Passage? Use evidence from the text to support your response.

Name: _____ Date: _____



Grade 3

Unit 9, Lesson 10 - What caused Henry Hudson to sail back to Europe even though he wanted to continue his third voyage in the Americas? Use evidence from the text to support your answer.

Name: _____ Date: _____



Grade 3

Unit 9, Lesson 11 - Today you read about Samuel de Champlain. Which character traits describing him are the most important for a leader to possess? Explain your thoughts using evidence from the text.

Name: _____ Date: _____



Grade 3

Unit 9, Lesson 12 - Today you made a prediction before reading "The Fur Trade and Samuel de Champlain" in the Reader. Describe your prediction and explain whether it was correct. Support your thoughts using evidence from the chapter.

Name: _____

Date: _____



Grade 3

Unit 9, Lesson 13 - Why do you think that different groups of professionals have different opinions about the people who first came to North America and how and when they did it?



Vocabulary

Grade 3 Unit 9: Travelers from Other Lands:
Early Explorations of North America



Compound Words

Introduction: Compound Words



Compound words are words that are made up of two separate words. Since compound words are made up of two words that already exist, we can use them to predict their meaning.

In the *Early Explorations of North America* unit we learn about explorers and their tools and supplies. Cabot and his men were some of the first Europeans to see the **landmass** now known as North America.

Why is **landmass** a compound word?

Landmass is a compound word because it is made up of two separate words. Let's break it down.

landmass = land + mass

Based on the meaning of land (an area of ground) and mass (large) we can predict that the word means *a large area of land.*

Let's Try It Together!



Look at the compound word below and try to predict its meaning:

outpost

First, let's identify which words make up **outpost**.

outpost = out + post

Turn to a partner and discuss the meaning of the words *out* and *post*.

Using what you and your partner discussed, predict what the word **outpost** means.

What is an **outpost**?

It is a military station (post) away (out) from the main base.

Remember, we are not always able to figure out the meaning of the words right away. That is why we use the words we do know to form a prediction!

Look at the compound word below and try to predict its meaning:

hardtack

First, let's identify which words make up **hardtack**.

hardtack = hard + tack

Raise one finger if you think you can predict the meaning of **hardtack**.

Share out predictions.

Hardtack is hard bread that has been baked many times.

You may have only recognized one of the two words that make up the compound word hardtack, but that helped make a prediction.



Now Try One by Yourself!

Predict the meaning of the following compound word:

hourglass

Write down the word **hourglass** and circle the two words that make up the compound word.

Have volunteers share out their predictions on what the compound word means.

Answer



Hourglass means a tool for measuring time; it is a glass container with an upper part and lower part connected in the middle by a narrow tube, and sand falls from the upper part into the lower part in a fixed amount of time, usually an hour.