

# Teacher's Guide for Cobblestone

September 2011: Early Explorers

*Teacher's guide written by Debbie Vilardi*

Goal: to become acquainted with early exploration of the New World (western hemisphere), its effects on native peoples and Europeans, and to learn about the geography of the areas that were explored.

\*Always have a parent or trusted adult help with web research

**"Age of Discoveries"** by Rosalie Baker and Andrew Matthews (Pages 2-3)

Vocabulary: exploration, discovery, adventurer, journey

Comprehension:

1. When did the Age of Discovery begin?
2. Why were prices of goods from the Far East so high? Did this make them more or less desirable?
3. Who sailed around the southern tip of Africa first? Why was this important to his nation?
4. Why was control of sea routes important?
5. Read the Did You Know? On page 2. How did Prince Henry help make further exploration possible?

Writing Activity: compare the map from the early 1600s to a recent map or globe. Be sure to note both similarities and differences.

Geography: Locate Istanbul, Portugal, Venice, Spain, India and the southern tip of Africa on a map. Trace routes from the European cities to India. What are the obstacles to land and sea travel?

Research Topics: Vasco de Gama, Christopher Columbus, Bartholomew Diaz, Life in the 1400s, Age of Discovery

**"Following the Food"** by Peter Roop (Pages 4-6)

Pre-reading: Study the illustrations on pages 4-6. What are the people doing? Why? When do you think this happened?

Vocabulary: migration, drifting, Paleo-Indian, Pleistocene Ice Age, mammoths, isthmus, Beringia, Folsom points

Comprehension:

1. When do archeologists believe humans crossed the land bridge from Asia to the Americas?

2. How long did the migration take?
3. Who were the Paleo-Indians?
4. What traits do many Native Americans share with the Mongoloid people of Asia? How does this support the migration theory?
5. Why did Paleo-Indians follow animal herds?
6. What natural event caused the isthmus to appear?
7. Why can't archeologists study Beringia?
8. What is the significance of Onion Portage, Alaska?
9. When did Bison become extinct?
10. What is the significance of the Folsom point found in a bison's rib?

Writing Activity: Imagine you are a Paleo-Indian. Use details from the article to describe your life.

Geography:

1. Locate the Bering Strait on a world map. Trace the route to estimate where Beringia might have been.
2. Locate other isthmuses and name the land areas they connect.

Research: Paleo-Indians, Beringia, Pleistocene Ice Age, mammoths, bison, Folsom points

### **"Viking Voyage"** by Craig E. Blohm (Pages 7-9)

Pre-reading: Study the picture on page 7. Read the caption. Where is the boat? Where is it going?

Vocabulary: Viking, navigator, sagas

Comprehension:

1. Why did Eric the Red sail to Iceland?
2. What did Leif Ericson learn as a child?
3. At what age were children considered old enough to participate in raids?
4. Which sagas told Leif Ericson's tale?
5. Who was Bjarni Herjolfsson?
6. How did Ericson hear of the unknown land?
7. What powered Viking vessels?
8. How did Leif Ericson select names for the places he landed?
9. Why do archeologists believe L'Anse aux Meadows is the sight of Leif's winter camp?

Writing Activity: Read the Fast Fact on page 9. Do you think Leif Ericson Day should replace Columbus Day as the major celebration of the discovery of America? Write your argument.

Geography: Trace Viking routes from Norway to Iceland and then Greenland. Continue by tracing Leif Ericson's possible routes to Baffin Island, Labrador and L'Anse aux Meadows.

Research: Vikings, including Leif Ericson, Eric the red, Viking ships, Viking settlements, Bjarni Herjolfsson

**"Columbus Sets Sail"** by Beth Weston (Pages 10-13)

Pre-reading: Discuss what you have learned about Christopher Columbus in the past.

Vocabulary: merchant, cartographer

Comprehension:

1. How did his early reading likely influence Columbus?
2. Consider "An Age of Discoveries" (Pages 2-3). Why might the leadership in Portugal and Spain have rejected Columbus's plan for exploration?
3. What signs of land did Columbus record?
4. Where did Columbus settle?
5. What was the relationship with the Tainos like at first?
6. What impact did Columbus's voyages to the New World have on Spain?
7. The article does not give a reason for Columbus's first voyage, but instead states possibilities (seeking fabled islands, a route to India or routes to other lands). Why do you think a clear reason is left out?

Writing Activities:

1. Pretend you are a reporter learning of Columbus's discoveries. Write an article for his hometown newspaper detailing his accomplishments.
2. Imagine you sailed with Columbus. Describe how you feel at the sight of land.

Math Skill: Columbus made four voyages. Read the Fast Fact on page 13. How many years apart were Columbus's first and last voyage?

Research: cartography, Marco Polo, Queen Isabela, Tainos

**"Cabot Heads West"** by Rosalie F. Baker (Page 14)

**"Claiming Florida"** by Stephen Currie (Page 15)

**"De Soto's Discoveries"** by Stephen Currie (Pages 26-27)

**"Hudson's Quest"** by Jerry Miller (Page 28)

**"To the Gulf"** by Craig T. Blohm (Page 31)

Pre-reading: Study the maps associated with each article.

Vocabulary: grant, expedition, conquistador, governorship, excursion

Comprehension: Answer as many questions as possible for each of the above articles.

1. What was the purpose of the exploration?
2. What area was explored?
3. What was contact with the native population like?

4. How did the discoveries affect the explorer's home country?
5. What happened to the explorer following these discoveries?
6. What were the effects of this exploration on the New World?

Writing Activity: Pretend you are one of the explorers and write a letter home. Write about what you've seen and experienced.

Art Activity: You are a cartographer. Draw a map of the area explored by one of these men.

Research: Henry Hudson, John Cabot, Juan Ponce de Leon, Bimini, the Hudson River, codfish, Bristol in England, Newfoundland, Hernando de Soto, New Netherland, Rene-Robert Cavellier, Sieur de La Salle, the Great Lakes, Louisiana

### **"An Unusual Conquistador"** by Gay Neale (Pages 16-18)

Pre-reading: Consider the title. What might make a conquistador unusual?

Vocabulary: conquistador, slave

Comprehension:

1. Why didn't Cabeza de Vaca want to go to the New World?
2. What led the Spanish to head north?
3. What happened to their rafts?
4. Who helped some of the Spanish survive? Why might they have done so?
5. How did Cabeza de Vaca become valuable to the native people?
6. What was his escape plan and why did it succeed?
7. How do we know about de Vaca's experiences today?

Writing Activity: Cabeza de Vaca was against slavery. Pretend to be him. Write an argument against slavery using his experiences.

Research: Alvar Nunez Cabeza de Vaca, Panfilo de Narvaez, Estebanico, faith healing

### **"Search for Golden Cities"** by Gay Neale (Pages 19-21)

Pre-reading: Look at the picture on page 19 and read the caption. Why did the Spanish believe there were cities of gold?

Vocabulary: viceroy

Comprehension:

1. Why did the Spanish hope to discover the Seven Cities of Cibola?
2. Why was Estebanico popular with the native people?
3. What city did the group discover?
4. What was Hawikuh constructed of?

5. Why might de Niza have said he found the city of gold?
6. What river did Coronado's men discover?
7. What did "the Turk" tell them about?
8. What area did Coronado's men explore?
9. According to Castenada, what did the Spanish really discover?

Writing Activities:

1. The Spanish discovered a lavish land instead of cities of gold? What might have happened if the cities of gold had been real? Pretend you are Castenada and write the history of the discovery of cities of gold.
2. Castenada argued that there was value in the land. Do you agree? Write your argument.
3. Write what you would do if you discovered a city of gold.

Research: "the Turk", Seven Cities of Cibola, Hawikuh, Mexico City, Fray Marcos de Niza

**"Chasing a River to the Sea"** by Marcia Amidon Lusted (Pages 29-31)

Vocabulary: canoe, portaging, marshes, Jesuit

Comprehension:

1. Why was Father Jacques Marquette sent to New France?
2. How do you think learning native languages helped him?
3. What led Louis Jolliet to join Marquette?
4. Why didn't the expedition proceed to the mouth of the Mississippi?
5. Why are so many places named after Marquette and Jolliet?

Geography: Trace the route Marquette and Jolliet took on their journey. Was the route back actually shorter?

Research: Father Jacques Marquette, Louis Jolliet, the Mississippi River and its tributaries, Jesuits

**"Gaining a Foothold"** by Stephen Currie and Andrew Matthews (Pages 32-33)

Comprehension:

1. Why did some native tribes assist the settlers?
2. What effect did European settlement have on native populations and why?

Social Studies Activity: Create a timeline of the settlements mentioned in the article.

Activities for the Issue as a Whole:

1. Create a timeline of exploration.

2. Color a map of North America to show which countries had explored and claimed the various regions. Compare their territories.