

TEACHER GUIDE

USI.4a,4b PART 1

Pre-Columbian Times to the 1770s
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Questions, Cues, Advance Organizers/Activate Prior Knowledge!

Think of a time when you explored something new. What *motivated* you to *want* to do that? What was an *obstacle* that got in your way? What did you *accomplish*? Make 3 boxes and write or draw your ideas on your *What I Know* page. Share with a partner. Let's find out what you and the European explorers have in common! *OR* . . . Read the book *Livingston Mouse* by Pamela Duncan Edwards. Use a *Comparison Matrix* to record Livingston's motivations, obstacles, and accomplishments. (Item: Livingston Mouse; Characteristics: motivations, obstacles, accomplishments) With a concept of those terms, reiterate the objective for the European explorers: I will describe the 3 motivations, 4 obstacles, and 3 accomplishments of the European explorers in North America. Let's find out how the explorers and Livingston's explorations compare!

Review the objective and what students already know!

European Exploration in North America

Preview page and discuss why words are in **bold print** or *italics*.

Show students how to define words in context. Show map.

Examples/Descriptions: A football game, a spelling bee, field day are examples of a *competition*. What is a *competition*? **Wait Time!** Have at least 3 students come up with a "kid" definition to connect with personal vocabularies and background.

Examples/Descriptions: Whose pencil is this? Please *claim* it! What does *claim* mean? **Wait Time!** Have at least 3 students come up with a "kid" definition to connect with personal vocabularies and background.

1 People have always explored the world around them and early Europeans were no different. By the 1400s, the European countries of **Spain, France, and England** were in competition to claim the newly discovered continent of North America. These countries were *motivated* to find **great riches, spread Christianity, and expand their empire and culture.**

Word Play: Show the relationship between the words *motivated* and the 3 *motivations*.

Examples/Descriptions: In America, we have Christianity, Judaism, Buddhism, Islam, Muslim . . . What are these? **Wait Time!** Have at least 3 students come up with a "kid" definition to connect with personal vocabularies and background. Write the symbol for *Christianity*.

Examples/Descriptions: I got to *expand my empire* when my sister moved out of my bedroom. Dollar Tree wanted to *expand their empire* when it opened another store down the street. **Wait Time!** Have at least 3 students come up with a "kid" definition to connect with personal vocabularies and background.

Activate prior knowledge: term introduced in 1st grade.

BUILD VOCABULARY!

Continue to give *examples* or *descriptions* of circled words and have students come up with a *kid definition*. Help students identify multiple-meaning words and context clues (synonym, antonym, series, example, and experience clues) to build a reading/speaking/writing vocabulary.

ASK QUESTIONS!

For each paragraph, students ask questions that are important (go back to objective) *and* the answers can be found in that paragraph. All students cite evidence for their answers by pointing to the answer on the page of text, checking with a partner, and underlining the answer to each question.

2 As the European explorers set out to claim North America as their own, they *faced many obstacles*. The first obstacle was **poor maps and poor navigational tools**. There were very few maps. The maps they had were individually drawn and were often *inaccurate*, or wrong. There were few navigational tools. Other than the compass which helped the explorers identify direction and the cross-staff that helped them locate *latitude*, early explorers had to *observe birds, schools of fish, winds, and cloud types* to help them navigate across the Atlantic Ocean.

Review from objective.

Multiple-meaning word.

Act it out!

Word Play: Show the relationship between the words *navigational/navigate*.

Show students how to define words in context. Show map.

3 **A lack of adequate supplies** was the second obstacle the explorers faced. *Rough seas and ferocious storms* sometimes slowed them down or blew them off *course*, adding weeks and even months to their journey. There were not enough supplies on board to last more than a few weeks.

Review!

4 The *lack of adequate supplies* created a third obstacle, **disease and starvation**. Sailors often became sick due to bad water supplies and a lack of fresh fruits and vegetables. When food supplies ran low, sailors were forced to eat rats or sawdust.

Word Play: Show the relationship between the words *starve/starvation*.

5 A fourth obstacle to exploration was a **fear of the unknown**. Many sailors were *convinced* that they would sail over the edge of the world or be eaten by giant sea-monsters. Others feared the *fierce storms* of the open ocean and the very real dangers of wrecking on rocky coastlines or running aground on underwater sand bars.

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Let's review! What do we know?

European Exploration in North America (cont'd)

Act it out

Review from objective.

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Although the obstacles were great, European explorers had many accomplishments. Exploration of North America brought an exchange of goods and ideas between the Europeans and the American Indians. It also resulted in improved navigational tools and ships. Most importantly, however, were the huge areas of land or territory claimed for the major European powers.

Review!

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Let's review! What do we know?

European Exploration in North America (cont'd)

Review!

1 As the European explorers reached North America, they explored and settled different areas of the vast continent. **Francisco Coronado** was a *Spanish explorer* who set out to find the seven cities that were said to be filled with gold and treasure. Although he never found them, he did succeed in claiming the southwest United States for Spain. As more and more land in North America was claimed for Spain, Spanish explorers began to conquer and enslave the American Indians already living there. They also brought Christianity to the New World and tried to convert the American Indians to their religion. In addition to religion, the Spanish explorers also brought European diseases, like smallpox, that killed many American Indian populations.

Show students how to define words in context (example clue).

Review!

2 **Samuel de Champlain** was a *French explorer* who helped colonize the continent of North America in what is present-day Canada. In an attempt to establish a fur trading post, he created the first permanent French settlement and named it Quebec. Another *French explorer* by the name of **Robert La Salle** claimed the entire Mississippi River Valley, from the Great Lakes to the Gulf of Mexico, for France. The French also interacted with the American Indians living on the lands they claimed for France. They established trading posts where American Indian hunters could trade animal furs such as beaver for metal hatchets, knives, blankets, and traps. The French, like the Spanish, also wanted to spread Christianity in North America.

Review!

3 **John Cabot** made the first voyage to the continent of *England.* His exploration of eastern Canada gave England a claim to lands in North America. The English quickly established settlements and claimed ownership to all they could see. They also learned farming techniques from the American Indians and began to add beans, pumpkins, squash, and corn to their diet. In addition, they also traded with the American Indians, exchanging metal weapons and tools for deerskins and furs.

Word Play: Show the relationship between the words *traded* and *exchanged* and *cooperated* and *conflict*.

4 European explorers and American Indians cooperated in the areas of trade, farming and farm tools and the sharing of weapons. Areas of conflict between the two groups involved competition for trade, differences in cultures and languages, the introduction of devastating diseases, and the issue of land ownership. While the early Europeans wanted to claim North America as their own, the American Indians believed that land was to be shared or used but not owned.

Review!