Early Exploration of North America

Grade Level: Third Grade
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Length of Unit: Ten lessons (twenty-six days; approximately forty-five minutes each day)

I. ABSTRACT
Take a trip back in time to pirates, gold, and adventure! Our journey will begin around the 9th or 10th century when fierce Vikings ruled the seas. We will travel from Europe to the New World with Columbus and his contemporaries as we study the first “gold rush” to hit North America. We’ll learn about the native “storytellers” and witness the demise of many of their believers as we watch the Europeans make slow and steady progress toward making the Native’s land their own. Bon voyage and welcome aboard! The world will never look the same again!

II. OVERVIEW
A. Concept Objectives
1. Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado Model Content Standards for History, Standard 1)
2. Develop an awareness of the process and resources of historical inquiry. (Colorado Model Content Standards for History, Standard 2)
3. Recognize how various societies were affected by contacts and exchanges among diverse peoples. (Adapted from Colorado Model Content Standards for History, Standard 3)
4. Appreciate how science, technology, and economic factors have developed, changed and affected societies throughout history. (Colorado Model Content Standards for History, Standard 4)
5. Develop an awareness of how religious and philosophical ideas have been powerful forces throughout history. (Colorado Model Content Standards for History, Standard 6)
6. Understand the significance of the relative location of a place.

B. Content from the Core Knowledge Sequence
1. The Vikings (p. 70)
   a. From area now called Scandinavia (Sweden, Denmark, Norway)
   b. Also called Norsemen, they were skilled sailors and shipbuilders.
   c. Traders, and sometimes raiders of the European coast
   d. Eric the Red and Leif Ericson (Leif “the Lucky”)
   e. Earliest Europeans (long before Columbus) we know of to come to North America
   f. Locate: Greenland, Canada, Newfoundland

2. Fiction (p. 67)
   a. Myths and Mythical Characters (p. 67)
      i. Norse Mythology
         a) Asgard (home of the gods)
         b) Valhalla
         c) Hel (underworld)
         d) Odin
         e) Thor
         f) Trolls
g) Norse gods and English names for days of the week:
   Tyr, Odin (Wodin), Thor, Frigg (Core Knowledge Sequence lists Freya)

3. Early Spanish Exploration and Settlement (p. 71)
   a. Settlement of Florida
   b. Ponce de Leon, legend of the Fountain of Youth
   c. Hernando de Soto
   d. Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.)
   e. Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River

4. Exploration and Settlement of the American Southwest (p. 71)
   a. Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California
   b. Coronado and the legend of the “Seven Cities of Cibola” (of Gold)
   c. Geography: Grand Canyon and Rio Grande
   d. Conflicts with Pueblo Indians

5. The Search for the Northwest Passage (p. 72)
   a. Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including: John Cabot: Newfoundland, Champlain: “New France” and Quebec, Henry Hudson: the Hudson River
   b. Geography: “New France” and Quebec, Canada, St. Lawrence River, The Great Lakes: Superior, Michigan, Huron, Erie, Ontario

6. Writing (p. 65)
   a. Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature.
   b. Organize material in paragraphs and understand how to use a topic sentence and how to develop a paragraph with examples and details.
   c. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.

C. Skill Objectives
   1. Student will create a mini-booklet listing the seven main reasons for exploration.
   2. Student will assemble a timeline to be used throughout this unit.
   3. Student will learn the first stanza of The Viking Song, by Kyle Hall.
   4. Student will learn second stanza of The Viking Song, by Kyle Hall.
   5. Student will label and color a map of Europe with countries and waters relative to Viking study.
   6. Student will recall and write the three reasons the Vikings left their homelands to explore.
   7. Student will take 2-column notes while listening to teacher read.
   8. Student will use 2-column notes to write an informative paragraph about Viking life.
   9. Student will play trading game to learn about the concept of trading.
   10. Student will make armor, jewelry, or pinafores to represent actual Viking garb.
   11. Student will write a first person informative/narrative to explain raiding and trading in Viking life.
   12. Student will cut and paste or trace and paste a Viking ship into copybook.
13. Student will label the diagram of the Viking ship.
14. Student will copy a paragraph about Viking seamen and shipbuilding.
15. Student will listen to reading about Eric the Red and Leif Ericson.
16. Student will complete two pages of their timeline by writing in information and writing two paragraphs about Eric the Red and Leif Ericson.
17. Student will draw and label a representation of the Viking universe.
18. Student will make a flip-book with information about Viking gods.
19. Student will learn how some of our names for the days of the week come from Viking mythology.
20. Student will learn The Spanish Explorers Song, by Kyle Hall.
21. Student will label and color Caribbean Island Map.
22. Student will complete time line for Columbus, Ponce de Leon, and de Soto, copying or writing their own summaries.
23. Student will design and create a poster advertising the Fountain of Youth.
24. Student will locate and label the Mississippi River on a map of the U.S.
25. Student will complete quiz covering the map of the Caribbean Islands.
26. Student will receive assignment and directions to construct St. Augustine travel brochure.
27. Student will explore Internet resources related to St. Augustine.
28. Student will complete pages for timeline for Coronado, de Soto (2nd time), and Aviles.
29. Student will locate and label the Grand Canyon, Arizona, Hopi, Zuni, New Mexico, Rio Grande, Gulf of Mexico, Mexico, Arkansas River, and Quivira.
30. Student will learn the three main reasons for the Spanish Missions.
31. Student will locate and label the Spanish Missions in California and Texas.
32. Student will complete travel brochure project.
33. Student will locate and label Canada, the Atlantic Ocean, Florida, Colorado, California, and the Pacific Ocean.
34. Student will complete timeline for John Cabot and Henry Hudson.
35. Student will learn The Northwest Passage Explorers Song, by Kyle Hall.
36. Student will write a friendly letter describing the voyage of John Cabot.
37. Student will complete timeline for Champlain. Student will complete timeline for Champlain.
38. Student will locate and label the Great Lakes, Lake Champlain, the St. Lawrence River, Quebec, Hudson Bay, Hudson River, Newfoundland, Canada, the U.S., Mexico, the Atlantic Ocean, the Pacific Ocean, and the Gulf of Mexico.
39. Student will generate principles learned from the study of exploration.
40. Student will write five to six principles learned in unit in copybook.

III. BACKGROUND KNOWLEDGE
A. For Teachers

B. For Students
1. Students need knowledge of where the continent of Europe is located relative to the location of North America.
2. Students should be familiar with the geography of North America.
3. Students should have a basic knowledge of the discoveries of Columbus and the exploration and conquests of Pizarro and Cortes.
4. Students should be able to take brief notes from listening to the teacher read.
5. Students should be able to write a short, informative paragraph using a graphic organizer or notes taken from reading.
6. Students should be able to write an informative/narrative paragraph.
7. Students should be competent in the format for writing a friendly letter.

IV. RESOURCES
A. Explorers of the World: A History of Exploration, by Schlessinger Media (Lesson One)
B. What Your First Grader Needs to Know: Fundamentals of a Good First-Grade Education, by E.D. Hirsch, Jr. (Lesson One)
C. A New True Book: Explorers, by Dennis B. Fradin (Lesson One)
D. Growing Up in Viking Times, by Dominic Tweddle (Lessons One, Three, and Four)
E. Pearson Learning Core Knowledge History & Geography, Level Three, by Pearson Learning, Inc., E. D. Hirsch, Jr., editor. (Lessons Three through Ten)
F. Viking Activity Book, by Mary Jo Keller (Lessons Three and Four)
G. The Age of Leif Eriksson: Exploration through the Ages, by Richard Humble (Lesson Five)
H. The Viking World: The Usborne Illustrated World History, by Philippa Wingate & Dr. Anne Millard (Lesson Six)
I. Explorers of the World: The Vikings, by Schlessinger Media (Lesson Seven – optional)
J. Ponce De Leon: Junior World Explorers, by Wyatt. Blassingame (Lesson Seven)
K. We the People: DeSoto, by Dan Zdra (Lesson Seven)
L. Coronado’s Golden Quest, by Barbara Weisberg (Lesson Eight – optional)
M. Explorers of the World: Spanish Explorers, by Schlessinger Media (Lesson Eight – optional)
N. Explorers of the World: English Explorers, by Schlessinger Media (Lesson Nine – very optional)
O. Beyond the Sea of Ice: The Voyages of Henry Hudson, by Joan Elizabeth Goodman (Lesson Nine)
P. Explorers of the World: Henry Hudson, by Schlessinger Media (Lesson Nine – optional, but highly recommended)
Q. Discover the Life of an Explorer: Samuel de Champlain, by Trish Kline (Lesson Ten)
R. Explorers of the World: French Explorers, by Schlessinger Media (Lesson Ten – optional)

V. LESSONS
Lesson One: The Why and When of Exploration (two days – 45 minutes each day)
A. Daily Objectives
1. Concept Objective(s)
   a. Recognize how various societies were affected by contacts and exchanges among diverse peoples.
   b. Appreciate how science, technology, and economic factors have developed, changed and affected societies throughout history.
   c. Develop an awareness of how religious and philosophical ideas have been powerful forces throughout history.
2. Lesson Content
   a. Lesson One will provide background knowledge for students prior to covering content described in the Core Knowledge Sequence.

3. Skill Objective(s)
   a. Student will create a mini-booklet listing the seven main reasons for exploration.
   b. Student will assemble a timeline to be used throughout this unit.
   c. Student will learn the first stanza of The Viking Song, by Kyle Hall.

B. Materials
2. History notebook (copybook) for each student (see Appendix A)
3. Chart paper and marker for KWL chart (see Appendix A)
5. A New True Book: Explorers, by Dennis B. Fradin
6. Blank white 8½” x 11” paper for each child
7. Colored pencils
8. Scissors for each child
9. Glue stick for each child
10. Copy of Appendix B – Rubric for Grading Explorer Mini-Booklet for each child
11. Butcher paper to make timeline (see Day Two Lesson Ten)
12. Copy of Appendix C – Student Timeline Cover for each student
13. ½ sheet of blank white paper for each child (8 ½”x 5 ½”)
14. Transparent tape
15. Growing Up in Viking Times, by Dominic Tweddle
16. Student copies of The Viking Song, by Kyle Hall – Appendix P - page 1

C. Key Vocabulary
1. Explorer – a person who studies and visits unknown lands
2. Exploration – the process of exploring
3. Timeline – a number line marked in years, centuries, etc. used as a visual to help students understand the chronological organization of history and the relationship of one era to another

D. Procedures/Activities
   **Day One**
1. Prior to this lesson, preview the video, Explorers of the World: A History of Exploration, by Schlessinger Media, if it is available to you. You may want to show the beginning of this video as an introduction to this unit. The first segment sets this lesson up very well, and will give students some reasons why exploration of the New World began. You will not want to show the entire video, as the middle goes into great detail about ancient exploration that should be saved for Fifth Grade. The end of the video will serve as a good springboard for step three, if you have students who will not be familiar with Columbus, Pizarro, or Cortes.
2. Introduce the new unit by putting the word “explorer” on the board and asking students to define it. Lead them to understand what an explorer is and that exploration is the process of exploring.
3. Using a KWL Chart, (see Appendix A) ask students what they already know about people who explored. Tell them that people left their homelands in Europe and other parts of the world to explore other lands far away. Your students
should be familiar with Columbus and probably Pizarro and Cortes from First Grade.

4. If students recall the explorations of Pizarro or Cortes, use this as a springboard to introduce the reasons for exploration. The driving force behind the explorations of Pizarro and Cortes was the desire to get rich. If they do not recall this information, read p. 146 from *What Your First Grader Needs to Know*, by E.D. Hirsch, Jr., to give them a little background.

5. Read pages 5-11 of *A New True Book: Explorers*, by Dennis B. Fradin. Have students tell from these pages several reasons why people explore. Your students should recall that people left in search of food, to expand their empires, and to look for new homes. They also were seeking gold and other treasures. Religion inspired many, as well as trade. Curiosity drove many to go elsewhere just to see what was around them.

6. Tell students that they are now going to create a mini-booklet showing the reasons that people began exploring outside of their native lands. Hand out a blank sheet of white paper to every child, and instruct the class in the process of making the mini-booklet (see Appendix A).

7. Ask students again why people long ago left their homelands to go explore distant lands that they knew nothing about. As students respond, write answers on the board or overhead. You would like them to come up with the following reasons: gold and riches (wealth), religion, trade (foreign goods), curiosity, better land (food, homes), expand their empire (national pride). You might also tell them, which was not pointed out in the reading, that some people went just to make a name for themselves back in their country. They were seeking fame. They wanted to go down as a great name in history. Some also were looking for better trade routes. They will remember that Columbus was looking for a shorter way to the East. He wanted to find a better way to get to Eastern Asia to seek the riches of the orient, and thought he could find it by going west instead of east.

8. After you have listed these on the board, have students make one page for each of the seven major reasons (wealth, religion, foreign goods, curiosity, more land, fame, and better trade routes). They should use colored pencil to write the topic at the top of each page. Have them do this artistically in large letters to title each page. At the bottom of each page, have students write a short description of each topic. For example, for Curiosity, they could write: “People wondered what other places were out there in the world and about people from other places.” Make up descriptions with your class and write them on the board to be copied into the booklets.

9. In the center of each page, have students draw a picture or symbol to represent that particular topic. You could have them draw a bunch of question marks for curiosity, moneybags for wealth, etc. They can come up with their own or you could decide as a group what to draw on each page. Have students decorate their booklets as desired. Have students glue them into their copybooks (History notebook) titling the page “Why Explore? The Seven Reasons for Exploration.”

10. At the end of the lesson, review with students orally again the seven basic reasons that people explored outside of their native homelands. Add this information to the KWL chart that you began today.

**Day Two**

11. Prior to beginning this part of the lesson, prepare a timeline for display in your classroom. Using butcher paper, make a 24-foot strip. Draw a timeline and label it with markings two feet apart for each century from 900-2000 AD. Hang in a prominent area of your classroom to be used throughout this unit.
12. Introduce today’s lesson to students by pointing out the timeline you have displayed. Talk about what a timeline is and that it is useful to help give us a better idea of when events in history took place. Tell students that they will be creating timelines of their own for this unit that they will complete throughout the study of explorers.

13. Hand out copies of Appendix C. Tell students that this will be the cover and first page of their timeline. Have students fold the paper in half width-wise (hamburger way) with the printed material facing out on the back side. They should have a blank page for the front of their timeline with the fold on the right and the printed material on the back. More pages will be added to this as they are needed in future lessons.

14. Using a colored pencil, have students title their timeline on the top half of the cover. They can use fancy writing and title it “Timeline of Exploration” or something similar. On the bottom half of the cover, have students illustrate their cover with something such as a ship, etc. that will be related in some way to exploration.

15. When students have completed the title and drawing, have them make a pocket using a half sheet of white paper and tape on the next blank page of their copybook. They should tape the paper, on the sides and bottom, to the lower half of the page. Their timeline will slip into this pocket for storage.

16. While students are finishing up with their drawings, read to them from Growing Up in Viking Times, by Dominic Tweddle, page 4.

17. Using a wall map, have a student point out the continent of Europe. Ask if anyone knows where Scandinavia is. Explain that the region called Scandinavia is made up of several countries including Norway, Sweden, and Denmark. Explain to students that the Vikings were originally of Scandinavian descent, from the countries of Norway, Sweden and Denmark.

18. Ask students if they know what type of climate exists in the Scandinavian countries (cold and wet). Ask if they would like to live in this type of climate all year long. Explain that the climate may have been one reason that the Vikings set out to explore other lands as places to live. Remind them, from the reading, that they also may have had the desire to move because their land was too crowded to support farming any more and they needed to find more suitable land to farm. Ask if they know another reason that they might have left? Explain that they were probably seeking riches and, because they were adventurous and had good seamen skills, they used this to their advantage and took many lands and people by force through raiding.

19. Review, using KWL chart the new information learned today about the Vikings. Ask students if they remember when the Vikings lived and when they began invading Europe (800 A.D.). Write this information on your classroom timeline.

20. Assign “Making Furs Homework Project” (Appendix A). Students must bring these to school to use in Lesson Three – Day Two.

21. Hand out student copies of The Viking Song, by Kyle Hall and teach students the first stanza and the chorus today. Have students cut and paste the song onto the next page in their copybook.

E. Assessment/Evaluation
1. Using rubric (Appendix B), evaluate students’ completion of the Exploration Mini-booklet.
Lesson Two: Where Did They Come From? Where Did They Go? (45 minutes)

A. Daily Objectives
   1. Concept Objective(s)
      a. Understand the significance of the relative location of a place.
      b. Appreciate how science, technology, and economic factors have developed, changed and affected societies throughout history.
   2. Lesson Content
      a. The Vikings: From area now called Scandinavia (Sweden, Denmark, Norway)
      b. Locate: Greenland
   3. Skill Objective(s)
      a. Student will learn second stanza of *The Viking Song*, by Kyle Hall.
      b. Student will label and color a map of Europe with countries and waters relative to Viking study.
      c. Student will recall and write the three reasons the Vikings left their homelands to explore.

B. Materials
   1. KWL Chart from Lesson One (this will be used throughout the unit and will not be listed or made reference to again)
   2. Transparency and student copy of Appendix E – Map of Europe
   3. Colored Pencils
   4. Glue Sticks
   5. Scissors

C. Key Vocabulary
   1. Scandinavia – the northwestern European countries of Norway, Sweden, and Denmark

D. Procedures/Activities
   1. Have students take out *The Viking Song*, by Kyle Hall, and sing the first part again today and teach stanza two. Repeat this process daily until the end of the Viking portion of this unit. You will not be prompted to do so in each lesson, just make it a part of your daily routine until students have it memorized.
   2. Using KWL chart, review the seven reasons for exploration. Ask students if they remember when the Viking era was most active (800-1100 A.D.). Refer to timeline, asking what the timeline is and showing where you marked it in the last lesson to show the time of the Vikings.
   3. Tell students that today they will be working to label a map of the European area, concentrating on the countries and waters that are notable in our study of Viking history and exploration.
   4. Hand out student copies of Appendix E – Map of Europe. Guiding students with your transparency, have students use colored pencils to color countries #1-8 the colors of your choice. (Do not use blue for a country, it will be used for water.) Then point out the areas that are water, and color the waters blue. This will include areas #9-13.
   5. After students have completed coloring map, have them cut the map out and glue it on the next blank page of their copybook. They should glue it one line down from the top, leaving room for a title. Have students write a title like “Where the Vikings Lived and Roamed” above the map.
   6. Below the map, have students use the lines on their paper to label the areas numbered on the map as follows. It is easiest to make three columns of five places, which should fit well under the map.
5. Iceland 10. North Sea 15. Turkey

7. At the end of this lesson, collect copybooks to be graded according to Appendix E – Rubric for Scoring Europe Map. Review locations using transparency or world map and have students name places chorally once or twice.

8. Using KWL chart, review again with students the possible reasons that the Viking people left their homelands in Scandinavia to explore other parts of the world and to raid and trade with others (see #17 of Lesson One – Day Two). On the next page in their copybooks, have students title the page something like “Three Reasons the Vikings left their Homelands and Explored.” Ask the students to list the three reasons that you have discussed together neatly in their copybooks. You should have them check with a partner to be sure that they have the right answers. When all students have successfully completed this task, collect copybooks to grade maps and this page.

E. Assessment/Evaluation
1. Student maps will be graded according to Appendix E – Rubric for Scoring Europe Map and Three Reasons Vikings left their Homelands.
2. Student response to three reasons why Vikings left their homelands will be graded for accuracy using Appendix E – Rubric – Three Reasons and corrected by students as necessary.

Lesson Three: “A-Viking” We Will Go (four days – 45 minutes each day)

A. Daily Objectives
1. Concept Objective(s)
   a. Recognize how various societies were affected by contacts and exchanges among diverse peoples.
   b. Appreciate how science, technology, and economic factors have developed, changed and affected societies throughout history.
   c. Develop an awareness of how religious and philosophical ideas have been powerful forces throughout history.
2. Lesson Content
   a. Earliest Europeans (long before Columbus) we know of to come to North America
   b. Traders, and sometimes raiders of the European coast
   c. Organize material in paragraphs and understand how to use a topic sentence and how to develop a paragraph with examples and details.
   d. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
3. Skill Objective(s)
   a. Student will take 2-column notes while listening to teacher read.
   b. Student will use 2-column notes to write an informative paragraph about Viking life.
   c. Student will play trading game to learn about the concept of trading.
   d. Student will make armor, jewelry, or pinafores to represent actual Viking garb.
   e. Student will write a first person informative/narrative to explain raiding and trading in Viking life.
B. Materials
1. Pearson Learning Core Knowledge History & Geography, Level Three, by Pearson Education, Inc.
2. Growing Up in Viking Times, by Dominic Tweddle
3. Materials for Trade Game (see Viking Activity Book, by Mary Jo Keller, p. 30) prepared ahead of time
4. ½ sheet of white paper for each child
5. Materials to make Viking helmets, shields, broaches, and pinafores on day three (see Viking Activity Book, by Mary Jo Keller, pgs. 39-41 and 15-18)

C. Key Vocabulary
1. Trade – the business of buying and selling goods; to exchange one thing for another
2. Raid – a sudden, surprise attack on a place
3. “Going berserk” – to become violent, upset, or out of control

D. Procedures/Activities

Day One
You will need parent volunteer help for Day Three of this lesson.

1. Using KWL chart and student copybooks, have students briefly review for you who the Vikings were, where they originally lived, and why they left the homes of their birth to go off exploring other lands. Remind students that one of the reasons the Vikings left Scandinavia was to find more farmland and room for their families to live.

2. Ask students if they can figure out what the main occupation of Viking people was in their native lands. Farming was the main occupation of most Viking people. It provided for most of their needs through raising animals and some of the grain that they needed to survive.

3. Hand out a sheet of notebook paper to each student. Have them fold the left edge of the paper (the side with the holes) over to meet the red line margin on the right side and crease and unfold the paper. Tell students that you are going to read to them about Viking Life and that you want them to take short notes on the reading while they listen to be used to write a paragraph at the end of the lesson.

4. Have students number their paper #1-6, skipping three lines between each number, in the left margin. Tell them that you are going to read about six major topics, and they should write these down next to their numbers on their paper to prepare for taking “two-column notes” (see Appendix A – Step Up to Writing - Cross Curricula Idea). Write the six topics on the board for them to copy as follows: Farm Life, Homes, Clothing, Sports and Games, Education, and Marriage.

5. Instruct students to jot down brief ideas to the right of the crease in their paper, for each topic as you read to them, opposite the appropriate topic words. They should not write entire sentences or try to write what you are reading, but should just jot down words to remind them of things about each topic. They will use these notes to write an informative paragraph at the end of the lesson.

6. Read pages 6-17 and 21 of Growing Up in Viking Times, by Dominic Tweddle to give students a brief idea of what life was like as a Viking. As you finish reading each section, you might want to orally review each topic and ask several students to read what they wrote down for notes to better assist students who have not mastered this skill yet.

7. Hand out notebook paper to each student. Instruct students to write an informative paragraph describing life as a Viking. They should use their notes to assist them and should include information in their paragraph about each of the
six topics covered in the reading material. Follow your established procedures for editing and revising written work. Students should write a final copy of their Viking Life paragraphs on the next page of their copybook. Collect copybooks for grading when students complete their paragraphs.

8. You may need more than one class period to complete this portion of the lesson. If it is possible to incorporate some of this writing and editing process into your writing curriculum time, that will allow you more time to continue on with your study of the Vikings while students complete the assignment. You might also choose to make the rewrite a part of your student’s homework for today.

9. Remind students that they need to bring their “furs” to school tomorrow if they have not done so already to play a game with them.

Day Two

10. Review previous day’s material briefly with students. Explain to them that there is another very important aspect of Viking life that you will be talking about today and to introduce that to them, you will be reading them a story about a boy named Ivar, who is the son of a Viking Jarl, or chief.

11. Read pages 90-93 of Pearson Learning Core Knowledge History & Geography, Level Three, by Pearson Education, Inc. Discuss with students the meaning of trading and raiding. Talk with them about what it would be like to have been Tor’s son or daughter and how their lives are the same or different.

12. Discuss with students that during the Viking era, viking was an action, not a person. People went “a-viking.” That meant that they sailed away on a raiding voyage. The Vikings did not call themselves Vikings and not every person who lived in Scandinavia went raiding. Many stayed behind and farmed or were craft workers. Historians began calling them Vikings in the 19th century. Another name used for the Vikings is Norsemen, or Norse, which means “people of the north.” We will read some Norse Mythology later on in this unit, when we study the religion of the Viking people.

13. Read page 24 from Growing Up in Viking Times, by Dominic Tweddle. This will give the students just a little more information about what the raiding and trading that the Vikings participated in was all about. Tell students that they will now play a game that will give them a better understanding of what trading is all about. Most students will have a good concept of what it means to trade. What you need to help them understand is that this was a vital necessity for the Vikings. Unlike children trading just because they want something that someone else had, the Vikings traded out of necessity, for whatever they could not produce on their own farms, they had to trade for in order to make their lives easier or more pleasant. Just like we shop at department stores and “trade” our money for the things that we want or need, the Vikings traded what they had, furs, woolen cloth, or walrus ivory, for example.

14. Have children get “furs” that they made at home and bring them to their desks. Tell students that they are now going to play the game and put them into four or five teams, depending upon the size of your class. You only want four-five children on each team. Play Trading Game according to directions in Viking Activity Book, by Mary Jo Keller, p. 30.

15. At the end of the game, debrief with students, talking about how it felt to give up something that they had made to get something else that they needed. Discuss also that some Vikings raided just to gain more wealth. Many of the Vikings were very vicious and were only seeking gold and land. Many took people as slaves as well. Help students understand that Vikings saw a big difference
between raiding and stealing. Stealing was illegal in Viking society, but raiding after winning a battle was acceptable. It increased the raiders’ wealth and status.

16. In the next lesson, tell students that they will be making armor (boys) like the Vikings wore when they went on raiding trips and the girls will be making broaches, which were the jewelry that the Viking women wore at the shoulders of their aprons or pinafores.

Day Three
17. Put desks into two long tables for today’s lesson. Parent volunteers should be divided to work with each group. The boys will work at one “table” and the girls at the other. Boys will be making helmets and shields today (see Viking Activity Book, by Mary Jo Keller, pgs. 39-41). Girls will be making pinafores and broaches (see Viking Activity Book, by Mary Jo Keller, pgs. 15-18).

18. When children are finished with their projects, they may wear them or save them to wear on Explorer Day at the end of this unit if you choose to do so.

Day Four
19. Hand out a half sheet of white paper to each student. Tell them that you would like them to pretend that they are a Viking child, like Ivar, and that their father is a Viking raider/trader. Have them position the paper horizontally on their desk and have them draw a picture of themselves helping their father get ready for his raiding/trading trip. When students are finished with their picture, they should color it and glue it to the top half of the next page in their copybook.

20. Next, give each child a piece of notebook paper. Ask them to write their own story, telling about their life as a Viking child who is the son or daughter of a Viking raider/trader. Tell them that they need to include information in their story about what raiding and trading were for the Vikings, why they did it, what they gained from it, and what the good and bad parts of it were for them. They may use their own name or change it to a name that sounds more like a Viking name.

21. When students are finished writing, follow your own procedures once again for proofreading and writing final drafts. Students will write their final draft in their copybook, underneath the picture they drew in step 19.

22. Send home review sheet telling students they will have a test over Viking material in five days. They should begin reviewing material even if not covered yet.

E. Assessment/Evaluation
1. Viking Life Informative Paragraphs will be graded according to your standard for grading writing that you have already established for your classroom (sample rubric given in Appendix H).
2. Informative/Narratives about raiding and trading will be graded according to your standard for grading writing that you have already established for your classroom (sample rubric given in Appendix H).

Lesson Four: “A-hoy Matey!” - Viking Seamen and Shipbuilders (45 minutes)
A. Daily Objectives
1. Concept Objective(s)
   a. Appreciate how science, technology, and economic factors have developed, changed and affected societies throughout history.

2. Lesson Content
   a. Also called Norsemen, they were skilled sailors and shipbuilders.
3. Skill Objective(s)
   a. Student will cut and paste or trace and paste a Viking ship into copybook.
   b. Student will label the diagram of the Viking ship.
   c. Student will copy a paragraph about Viking seamen and shipbuilding.

B. Materials
   1. KWL Chart from previous lessons
   3. *Growing Up in Viking Times*, by Dominic Tweddle
   4. Collection of photos and pictures of Viking ships and boats on bulletin board or laminated to pass around in class.
   5. Student copies of *Viking Activity Book*, by Mary Jo Keller, p. 33
   6. Plain white paper (if tracing)
   7. Scissors
   8. Glue Sticks

C. Key Vocabulary
   1. Fjord – a long, narrow inlet of the ocean between high cliffs
   2. Mast – a tall wooden pole on a boat that the sail is attached to
   3. Keel – a single, narrow piece of wood that runs along the entire length of the bottom of a ship. Keels keep the boat from rolling in the water and make it easier to steer.
   4. Prow – the front of a ship
   5. Stern – the back of a ship
   6. Hull – the main body of a boat or ship
   7. Steering oar – an oar attached to one side at the stern of the ship to steer the ship
   8. Figurehead – a carved statue, usually of a dragon or other fierce beast, found on the prow of a ship

D. Procedures/Activities
   1. Review with students, via use of the KWL chart from previous lessons, that the Vikings did a lot of traveling while they were trading and raiding around Europe and elsewhere. Many Vikings left their homelands to go to faraway lands to live where they could find more suitable farmland, etc. Ask if anyone knows how the Vikings traveled. They traveled on land by foot, but because the terrain they lived in was harsh with rugged mountains and deep fjords, travel was easier by boat or ship.

   2. Explain to students that the Vikings were excellent shipbuilders. Read pages 94-95 from *Pearson Learning Core Knowledge History & Geography, Level Three*, by Pearson Education, Inc. Discuss the reading with students and ask them if they have ever seen any pictures of what Viking ships looked like. They are similar to ships of our day, but very distinctly different in many ways. Show students the various pictures of Vikings ships from your collection. Read pages 26-27 from *Growing Up in Viking Times*, by Dominic Tweddle. It gives some good comparisons between modern and Viking ships. Show students the picture to give them an understanding of the four different styles of boats used; warships, cargo ships, fishing boats, and rowboats. Point out the similarities and differences of each one.

   3. Hand out student copies of *Viking Activity Book*, by Mary Jo Keller, p. 33. Have students either cut and paste these onto the next blank page of their copybook, or give them white paper to trace the ship first, and then cut and paste it into the book. They will enjoy tracing it and have more ownership of the work if they
do! Use the opportunity while they are tracing to point out the various features of the Viking Longship on your overhead transparency and students can label their ship when they have finished tracing and pasting.

4. Have students turn to the next blank page in their copybook and copy the following paragraph as a review of today’s lesson.

   **Good seamen skills were important to the Vikings. Water travel was easier than land travel because they lived in mountainous countries with few roads. Most of their travel was by water. The Vikings were excellent shipbuilders who built four types of ships to meet their needs; warships, cargo ships, fishing boats, and rowboats. Vikings navigated their ships using the sun and stars, or they followed birds because they flew toward land. Vikings carved large dragons on the front of their warships to frighten enemies or keep evil spirits away.**

5. Collect student’s copybooks to grade diagram of Viking Longship and accuracy of copying paragraph.

E. **Assessment/Evaluation**

   1. Copybooks will be graded for accuracy of labeling Viking Longship and copying paragraph using rubric (Appendix H).

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**Lesson Five: Father and Son Explorers: Eric the Red and Leif Ericson** (45-60 minutes)

A. **Daily Objectives**

1. **Concept Objective(s)**
   a. Develop an awareness of the process and resources of historical inquiry.
   b. Develop an awareness of how religious and philosophical ideas have been powerful forces throughout history.

2. **Lesson Content**
   a. Eric the Red and Leif Ericson (Leif “the Lucky”)
   b. Earliest Europeans (long before Columbus) we know of to come to North America
   c. Organize material in paragraphs and understand how to use a topic sentence and how to develop a paragraph with examples and details.
   d. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.

3. **Skill Objective(s)**
   a. Student will listen to reading about Eric the Red and Leif Ericson.
   b. Student will complete two pages of their timeline by writing in information and writing two paragraphs about Eric the Red and Leif Ericson.

B. **Materials**

   2. *The Age of Leif Eriksson: Exploration through the Ages*, by Richard Humble
   3. Student copies of Appendix D
   4. Transparent tape

C. **Key Vocabulary**

   1. Saga – exciting tales or stories about the adventures of the Viking gods and the heroic deeds of Viking warriors and seafarers; they were recited by storytellers for hundreds of years before they were finally written down in the 13th century
D. Procedures/Activities

1. Ask students who discovered America. They will probably tell you Columbus. Ask if anyone knows when Columbus discovered America (1492). Tell students that there were some European explorers who had probably been to and even might have settled in North America long before Columbus and the other Europeans arrived in the 1400’s.

2. Read pages 96-97 from Pearson Learning Core Knowledge History & Geography, Level Three, by Pearson Education, Inc. You might also want to read pages 12-17 from The Age of Leif Eriksson: Exploration through the Ages, by Richard Humble. Discuss the material related to Eric the Red to help students understand that even though he was exiled for murder, his leaving was beneficial to the Viking people. Eric the Red’s explorations provided another place for many of the Vikings to settle later on. Ask students if they think Eric would have found Greenland if it had not been for this unfortunate turn of events.

3. Tell students that there was another important Viking man that they will hear of often. He was the son of Eric the Red. His name is Leif Ericson. Read pages 98-99 from Pearson Learning Core Knowledge History & Geography, Level Three, by Pearson Education, Inc. and also pages 18-25 from The Age of Leif Eriksson: Exploration through the Ages, by Richard Humble. Discuss with students that Leif Ericson was probably the first European to set foot on the coast of North America. A settlement was attempted in Vinland after several attempts, but was unsuccessful probably because of warrior Indians who lived there.

4. Have students take out the Timeline for Exploration that they began in Lesson One. Instruct students to turn to the back of their timeline. Ask students who the first explorer you talked about today was? (Eric the Red) Instruct them to write his name very neatly on the line above where it says “Explorer’s Name.” Tell students that it was around 986 A.D. that Eric the Red left Iceland and traveled to explore Greenland. Have them write 986 A.D. in the box over the place where they wrote his name. Ask if anyone knows what country Eric the Red was from. Tell them that he was originally from Norway and have them find that on the map. He then lived in Iceland after being banished from Norway for killing another man. He was banished from Iceland as well for killing someone. He then moved to and settled Greenland. On the line for country, have students write Norway, Iceland, Greenland for the places Eric lived and explored.

5. Hand out student copies of Appendix D and have students fold in half the hamburger way to make the next two pages of the timeline. The printed pages should be on the outside with the fold on the right. With the fold to the right, have students make a page for Leif Ericson, just as they did for Eric the Red. Tell them that Leif explored around the year 1000 A.D. and have them put that date in the box at the top. Have them write Greenland, North America, and Vinland for the countries that he lived in and explored.

6. Using transparent tape, students should tape the Eric the Red and Leif Ericson pages together so that their timeline is folded in accordion style. The back page will not be written on yet.

7. Give students the remaining time to write two short paragraphs telling as much as they can remember from the reading about who Eric the Red and Leif Ericson were. You may wish to allow students to work in pairs to write.

E. Assessment/Evaluation

1. Student paragraphs about Leif Ericson and Eric the Red will be graded for content and accuracy of information.
Lesson Six: Viking Gods and Myths (two days – 45 minutes each day)

A. Daily Objectives
   1. Concept Objective(s)
      a. Develop an awareness of how religious and philosophical ideas have been powerful forces throughout history.
   2. Lesson Content
      a. Myths and Mythical Characters (p. 67)
         i. Asgard (home of the gods), Valhalla, Hel (underworld), Odin, Thor, trolls, Norse gods and English names for days of the week: Tyr, Odin (Wodin), Thor, Frigg (Core Knowledge Sequence says Freya)
   3. Skill Objective(s)
      a. Student will draw and label a representation of the Viking universe.
      b. Student will make a flip-book with information about Viking gods.
      c. Student will learn how some of our names for the days of the week come from Viking mythology.

B. Materials
   1. Pearson Learning Core Knowledge History & Geography, Level Three, by Pearson Education, Inc.
   2. The Viking World: The Usborne Illustrated World History, by Philippa Wingate and Dr. Anne Millard
   3. Half sheets of plain white paper for each student.
   4. Colored pencils
   5. Glue stick
   6. Overhead transparency of Appendix I – The Viking Universe
   7. 4”x 6” index cards in the following colors – one set for each child: two white, one each of purple, yellow, green, pink, and blue
   8. Transparent tape

C. Key Vocabulary
   1. Asgard – the home of the gods; Odin, the chief god, was here
   2. Valhalla – Odin’s palace; Warriors who died in battle were taken here
   3. Odin – the chief god of the Vikings; ruler of all things; also called Wodin; “Wednesday” is named after him
   4. Thor – the son of Odin; the god of law and order; had a magic hammer called Mjollnir; “Thursday” was named after Thor
   5. Tyr – god of war and justice; one-handed god after the wolf Fenrir bit off his hand; “Tuesday” was named after him
   6. Frigg – wife of Odin; goddess of the heavens; “Friday” was named for her

D. Procedures/Activities
   Day One
   1. Tell students that today and tomorrow they will be finishing up their study of the Vikings by learning about one more very important aspect of Viking life, that being their religion. Explain to the children that unlike many cultures of today, the Vikings did not believe in just one god, but in many gods. They told many stories about their gods and goddesses. These stories, called myths, explained things about their world that they could not understand. These seem strange to us today, but to the Norsemen, they were true.
   2. Hand out a half sheet of plain white paper to each student. Ask students to place the paper vertically on their desk. Today they will be drawing a picture of the way that the Vikings “looked” at the world. Using the diagram on page 24 of The Viking World: The Usborne Illustrated World History, by Philippa Wingate
and Dr. Anne Millard, guide students to draw “The Norse universe” as they believed it existed. There is also a drawing on page 100 of *Pearson Learning Core Knowledge History & Geography, Level Three*, by Pearson Education, Inc., but it is not as easy to visualize from that illustration. Have students label Yggdrasil, Asgard, Midgard, Niflheim, Muspellheim, Bifrost, Jormungand, and Nidhogg. You can instruct them to color these after they are finished drawing their representation of the world. When they are finished, they should paste these to the next blank page in their copybook and title the page “The Viking Universe.” Make sure that they paste it on the “back” of a page, or on the left hand side of a two page spread. They will be writing some information on the right hand page to go along with it.

3. Read pages 100-102 of *Pearson Learning Core Knowledge History & Geography, Level Three*, by Pearson Education, Inc. to students while they complete their coloring and pasting.

4. On the page to the right of their drawing, have students copy the information from the overhead transparency (Appendix I) about the Viking Universe.

**Day Two**

5. **The night before** organize each set of index cards for each student and tape them together. You might choose to have your students do this, but it is tough and takes a good deal of time. Put the cards in this order from top to bottom: white, purple, yellow, green, pink, blue, white. Make sure that the lines are facing the top of the stack on all except the top white card. Place the top card lines down. Also make sure that the red line is toward the bottom of each card. You want the big space that is supposed to be at the top of the card to be at the bottom this time. Fan the cards, or place them so that they are layered, like a flip-book, using the red line as the guide for where you put the bottom of the card on top of it. You should have about a ½ inch space of color for each card showing out from under the one above it. The white card with the lines on the back at the top will be the book cover. Tape the cards into position on the back so that they stay in this position.

6. Hand out flip-book to each child. Tell them that today they will be making a booklet about the Viking gods. Using colored pencil, any color you choose, instruct students to title their booklet with fancy writing. You could have them title it something like “Viking Gods and Goddesses.” They can draw a decorative border around the edges of the cover if desired.

7. Next, instruct students to write the following names, one on the edge of each colored card going down: Odin, Thor, Loki, Frey, Frigg, Valkyries.

8. Ask students what they remember from yesterday’s reading about Odin. Write answers on the board and work with students to compose a paragraph with all of the details about Odin. Continue this process for each of the gods that you listed. You may need to re-read the passage on pages 100-102 of *Pearson Learning Core Knowledge History & Geography, Level Three*, by Pearson Education, Inc. You can also read pages 24-25, 50-51 of *The Viking World: The Usborne Illustrated World History*, by Philippa Wingate and Dr. Anne Millard to expand upon the information in the Pearson book. Examples of sample paragraphs are given in Appendix J – Viking Gods Flip-book for your information.

9. After students have completed writing or copying paragraphs on each of the gods, they will have space on the back of each card to draw pictures to illustrate each god in some way. For example, they could draw Thor’s hammer for Thor.

10. When students have completed their writing and illustration, have students tape these onto the next blank page in their copybook. (Gluing them will not be
successful. They are heavy!) It will be difficult to turn the pages once taped into the booklet, but they can be lifted to read.

11. Remind students that they will have a test covering the material in this portion of the unit in the next lesson.

E. Assessment/Evaluation

1. Drawings and labeling of “The Viking Universe” will be graded according to rubric in Appendix K.
2. Flip-books will be evaluated according to Rubric – Appendix K.

Lesson Seven: Early Spanish Exploration and Settlement (five days – 45 minutes each day)

A. Daily Objectives

1. Concept Objective(s)
   a. Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   b. Develop an awareness of the process and resources of historical inquiry.
   c. Recognize how various societies were affected by contacts and exchanges among diverse peoples.
   d. Understand the significance of the relative location of a place.

2. Lesson Content
   a. Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River
   b. Settlement of Florida
   c. Ponce de Leon, legend of the Fountain of Youth
   d. Hernando de Soto
   e. Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.)
   f. Organize material in paragraphs and understand how to use a topic sentence and how to develop a paragraph with examples and details.

3. Skill Objective(s)
   a. Student will learn The Spanish Explorers Song, by Kyle Hall.
   b. Student will label and color Caribbean Island Map.
   c. Student will complete time line for Columbus, Ponce de Leon, and DeSoto, copying or writing their own summaries.
   d. Student will design and create a poster advertising the Fountain of Youth.
   e. Student will locate and label the Mississippi River on a map of the U.S.
   f. Student will complete quiz covering the map of the Caribbean Islands.
   g. Student will receive assignment and directions to construct St. Augustine travel brochure.
   h. Student will explore internet resources related to St. Augustine.

B. Materials

1. Student copies of Appendix L – Vikings Test
2. Explorers of the World: The Vikings, by Schlessinger Media. (optional)
3. Student copies of The Spanish Explorers Song, by Kyle Hall – Appendix P – page 2
5. Scissors
6. Glue Sticks
7. Student copies and transparency of Appendix M – Caribbean Islands Map – page 1
8. White construction paper for each student
9. *Ponce de Leon: Junior World Explorers*, by Wyatt Blassingame
10. *We the People: DeSoto*, by Dan Zadra
11. Student copies and transparency of Appendix O – Spanish Exploration of the Southwestern U.S. Map
12. Student copies of Appendix M – Caribbean Islands Map Quiz - page 3
13. Student copies of Appendix N – St. Augustine Travel Brochure – page 1
14. Student copies of pictures at bottom of Appendix N – page 2
15. 8 ½” x 11” paper for each student
16. Samples of tri-folded travel brochures (can be obtained from travel agents)

C. **Key Vocabulary**
   1. Colony – a group of people who settle in a distant land but remain politically connected to their homeland

D. **Procedures/Activities**

   **Day One**
   1. Using KWL chart and student copybooks, do a quick review with students of the Viking material that they have completed. Have student’s clear their desks and prepare to take Viking Test.
   2. Administer Test. Collect to be graded.
   3. Show video, *Explorers of the World: The Vikings*, by Schlessinger Media, if you would like to at this time. This video will be a good review with students of the Viking material they have covered and will allow them to “experience” first hand what some parts of Viking life were really like. Tell students that they will begin their study of Spanish exploration in the next lesson.

   **Day Two**
   4. Hand out student copies of *The Spanish Explorers Song*, by Kyle Hall – Appendix P – page 2. Teach students the first stanza. Continue teaching one stanza per day and singing daily throughout this part of the unit. You will not be prompted again to do this, just make it part of your daily routine until students have the song memorized. Have students cut and paste the song onto the next page in their copybook.
   5. Tell students that they will now continue on with the next section of this explorer unit by beginning their study of early Spanish exploration and settlement in North America. Hand out student copies of Appendix M – Caribbean Islands Map – page 1. Explain to students, that before we begin this portion of the unit, that they need to have an understanding of where the islands in the Caribbean Sea are located. The Spanish explorers that we will be learning about settled in some of these islands, and some even died there.
   6. Using your overhead transparency, work together with students to label the eleven locations on the map. Also locate Florida, South America, the Atlantic Ocean, the Gulf of Mexico, and the Caribbean Sea. Have students write them on the map. A key is provided for you in Appendix M – Key – page 2.
   7. After you have finished labeling the map with students, have them color the maps with blue and green colored pencil, water blue, land green.
   8. Instruct students to cut the maps out, along with the labeling area, and paste them on the next clean page in their copybook.
   9. Students will be quizzed over these maps in Day Five of Lesson Seven.
Day Three

10. Using blank overhead transparency map of the Caribbean Islands (Appendix M), orally review location of information for quiz. Remind students to be studying at home for the quiz.

11. Have students find the island of Hispaniola on their Caribbean Islands map. Explain to them that this is the island that Columbus settled and set up a colony on his trip to the New World in 1492. Tell them that later, Spanish colonies were set up in many areas of the Caribbean and that as the Spaniards moved in, many things happened and changed.

12. Read pages 130-131 from *Pearson Learning Core Knowledge History & Geography, Level Three*, by Pearson Education, Inc. Help students understand that although Columbus has been given the credit for discovering America, they now know that the Vikings were here long before Columbus. Help them see also that even though Columbus discovered land in parts of North America, it is more likely that another man was the first to actually explore lands that are now part of the United States. His name was Juan Ponce de Leon.

13. Read pages 132-134 from *Pearson Learning Core Knowledge History & Geography, Level Three*, by Pearson Education, Inc. to give students a quick overview of Ponce de Leon and the accomplishments credited to him.

14. Instruct students to take out their Timelines from Lesson One and Five. Ask students who the first European was to come to the area of North America after the Vikings had been here (Columbus). Have them write the date 1492 in the box at the top of the next blank page of their timeline. Instruct students to write Christopher Columbus on the “name” line and the country of Spain on the “country” line. Even though Columbus was really Italian, he sailed and claimed land for Spain. Have students copy this paragraph onto their timeline about Columbus.

Christopher Columbus was an Italian who explored for the king and queen of Spain. He led three ships, the Nina, the Pinta, and the Santa Maria, from Spain and sailed west looking for a shortcut to the East Indies. His first voyage was in 1492. Columbus believed that the earth was round and that he could get to the East by traveling west. Columbus and his men landed in what is now called the West Indies on October 12, 1492.

15. Hand out student copies of Appendix D – Time line pages. Have students fold this page the same way they did the others and tape onto the Columbus page.

16. Instruct students to write the year 1513 in the box at the top of the second new page, leaving a page blank after Columbus. Juan Ponce de Leon will be the next explorer we will add to our timeline on the right hand side of the new pages. Ask students where he was from (Spain). Using a word web or other graphic organizer, help students to tell as many details as they can from the story of Ponce de Leon that you read to them. Students should include that he was Spanish, that he sailed with Columbus, and that he was rich. He was looking for the Fountain of Youth, discovered Florida and called it Pascua Florida, which means “season of flowers,” and was shot with a poison arrow by Indians and died in Cuba. He never found the Fountain of Youth.

17. Instruct students to now write a paragraph about Ponce de Leon on their timeline. Encourage them to include as many facts as they can.

18. When students are finished, hand out white construction paper to each student and instruct them to design a poster that Ponce de Leon could use to recruit sailors to come with him to discover these unknown lands. They should color
their posters. These should be an advertisement for the Fountain of Youth and an encouragement to sign up to sail along with Ponce de Leon.

19. While students finish working on posters, read them *Ponce De Leon: Junior World Explorers*, by Wyatt Blassingame. This will give them a better understanding of who Ponce de Leon was, where he came from, and the things he accomplished.

20. Hang posters up in room when children are finished with them.

**Day Four**

21. Using blank overhead transparency map of the Caribbean Islands (Appendix M), orally review location of information for quiz. Remind students to be studying at home for the quiz.

22. Review the life of Ponce de Leon briefly by having several students read their summaries of his life from their timelines that they wrote yesterday. Hand out two copies of Appendix D to each child. Have them fold them both and tape them on as usual. Next, have students go to the next blank page after Ponce de Leon and write the date 1530 in the box. Ask students if they remember an explorer who came from Spain and conquered an entire civilization of Indians. They will remember that it was Francisco Pizarro. Have them add his name to the timeline now to put our next explorer in context. He was from Spain. Students can just write a brief summary that he was a violent and vicious conquistador who conquered the Inca Empire in South America.

23. Tell students that the next person they will be studying about was on that expedition to wipe out the Inca Empire in South America. Tell them that after getting very rich from being with Pizarro and conquering the Inca’s, that Hernando de Soto could not resist the urge to get even richer still.

24. Have them write the date 1539 in the next box at the top. Write the name “Hernando de Soto” on the board and have them write it for the explorer’s name. Remind them that he was from Spain and have them write this in as well. Explain to students that after being successful with Pizarro, DeSoto came back and explored still further, looking for more gold and riches.

25. Read pages 135-138 from *Pearson Learning Core Knowledge History & Geography, Level Three*, by Pearson Education, Inc., discussing the content with students as you read. Have students copy the following paragraph onto their timeline page for DeSoto.

   Hernando de Soto was a wealthy Spanish explorer who helped Pizarro conquer the Inca Empire. He led a large expedition to settle Florida in 1539. De Soto was a cruel man who killed many Indians in his search for gold and riches. He traveled north through Florida, Georgia, South Carolina, Alabama, Mississippi, and Arkansas.

26. Hand out Appendix O – Spanish Exploration of Southwestern U.S. Map. Have students cut out the map and glue it onto the next clean page in their copybook. (They will need to glue it sideways.) Using your overhead transparency, highlight the Mississippi River in blue and have students trace the course of the river on their own map using a blue colored pencil. Have students label the river. This map will be used later to label other Spanish discoveries and settlements in the United States. If you have time and would like to enjoy another great book with your class, read them *We the People: DeSoto*, by Dan Zadra.

**Day Five**

27. Using blank overhead transparency map of the Caribbean Islands (Appendix M), orally review location of information for quiz.
29. Instruct students to complete Map Quiz and collect to grade.
30. Hand out St. Augustine Travel Brochure Assignment (Appendix N- page 1).
   Explain the assignment to students and tell them that they will have some time to work on this in class today, but will be required to finish this project at home and bring it back in three days. You may want to collect some information about Saint Augustine, Castillo de San Marcos, and Pedro Menendez de Aviles for your students to take home and use to finish this project. A map of Florida provided for them will also be helpful. Pictures of Ponce de Leon and Menendez have been included at the bottom of Appendix N – page 2. You can copy them and give a set to each student to use in his or her brochure. Instruct them that they can also use encyclopedia information or Internet material to complete it.
31. To give students some background information before beginning this project, read pages 144-145 from *Pearson Learning Core Knowledge History & Geography, Level Three*, by Pearson Education, Inc., up to “The Southwest.” Explain to students that you will talk more about the Spanish missions in the next lesson. Review for now the information about Saint Augustine.
32. If you have access to the Internet in your classroom, there are some good websites that you can point out to students. They will enjoy seeing the pictures from the actual city and the Castillo de San Marcos.
   www.harcourtschool.com/activity/castillo/castillo.html
   www.metro-orlando.com/castillosanmarcos/
   www.nps.gov/casa/
   www.ci.st-augustine.fl.us/
33. Hand out 8 ½”x 11” white paper to each student. Help students to do a “burrito fold” (tri-fold) with this paper. This is what they will make their travel brochure on. Show students your examples of travel brochures that are tri-folded. Have student put their name on the back of their brochure. They will not use this side as it will be glued to their copybook page later on. Explain the process of making the travel brochure by going over the directions from Appendix N with students. Any time you have left in class can be used for students to begin their work on these. They should take these home and complete for homework. Final projects will be due in three days.

E. Assessment/Evaluation
1. Student maps will be evaluated for accuracy in labeling and coloring.
2. Paragraphs on Ponce de Leon will be graded for accuracy and quantity of factual information about his life.
3. St. Augustine Travel Brochures will be graded according to rubric (Appendix N – page 2)

Lesson Eight: Exploration and Settlement of the American Southwest (three days – 45 minutes each day)
A. Daily Objectives
1. Concept Objective(s)
   a. Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   b. Recognize how various societies were affected by contacts and exchanges among diverse peoples.
   c. Develop an awareness of how religious and philosophical ideas have been powerful forces throughout history.
d. Understand the significance of the relative location of a place.

2. Lesson Content
   a. Coronado and the legend of the “Seven Cities of Cibola” (of Gold)
   b. Geography: Grand Canyon and Rio Grande
   c. Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California
   d. Conflicts with Pueblo Indians

3. Skill Objective(s)
   a. Student will complete pages for timeline for Coronado, DeSoto (2nd time), and Aviles.
   b. Student will locate and label the Grand Canyon, Arizona, Hopi, Zuni, New Mexico, Rio Grande, Gulf of Mexico, Mexico, Arkansas River, and Quivira.
   c. Student will learn the three main reasons for the Spanish Missions.
   d. Student will locate and label the Spanish Missions in California and Texas.
   e. Student will complete travel brochure project.
   f. Student will locate and label Canada, the Atlantic Ocean, Florida, Colorado, California, and the Pacific Ocean.

B. Materials
   1. Pearson Learning Core Knowledge History & Geography, Level Three, by Pearson Education, Inc
   2. Coronado’s Golden Quest, by Barbara Weisberg (optional)
   3. Explorers of the World: Spanish Explorers, by Schlessinger Media (optional)
   4. Student copies of Appendix D (two for each student)
   5. Transparent tape
   6. Colored pencils

C. Key Vocabulary
   1. Mission – a religious community, especially one in the Spanish Southwest
   2. Presidio – a fort, especially one in the Spanish Southwest
   3. Conquistador – the Spanish word for “conqueror”
   4. Pueblo – Spanish word for “village”; a village consisting of stone and adobe buildings built next to and on top of each other

D. Procedures/Activities
   Day One
   1. Tell students that at the same time as DeSoto was discovering the Mississippi River, there was another Spaniard in North America looking for the same thing that DeSoto was seeking, gold. The Indians might have even told DeSoto about him and that he was traveling through the west.
   2. Hand out student copies of Appendix D. Have students fold these new timeline pages in half as they have before and tape them to the end of their timeline next to DeSoto.
   3. Tell students that in 1540 a man named Francisco Coronado led an expedition north from Mexico into what is now the Western United States. Have them write that date and name on their timeline. Remind students that he was also from Spain, and have them write that in as well. On the next page of the timeline, remind them that DeSoto is still around and exploring at this time. As a matter of fact, in just one year, 1541, he will discover the Mississippi River. Have students write the year 1541 in the box at the top, and write de Soto’s name again. They should fill in Spain and write these sentences: DeSoto discovered the
Mississippi River in 1541. He died of a fever and was buried in the river in 1542.

4. Read pages 139-143 from *Pearson Learning Core Knowledge History & Geography, Level Three*, by Pearson Education, Inc. Most of your students have probably seen the new film *The Road to El Dorado* and are familiar with this story. Tell students that they will more often hear El Dorado referred to as the Seven Cities of Cibola, or the Seven Cities of Gold. Discuss with children the reason why Coronado set out to look for the Seven Cities of Gold. (He wanted to claim it for himself and for Spain.) As with other explorers, Coronado did not find what he set out to find, but he did discover something else. He discovered the Grand Canyon.

5. Ask students to turn to the map of the U.S. that they put in their copybooks, and using your transparency, show them the area of the U.S. where the Grand Canyon is. Have them label Arizona and the Grand Canyon area in Northwestern Arizona.

6. Discuss with student again that even though Coronado found the Grand Canyon, what he had been searching for were cities made of gold. Ask students what it was that he had found instead. Explain that what he found, that looked from a distance like cities of gold, were really Pueblo Indian villages of the Hopi and Zuni tribes. Have students label the areas on the map where the Hopi and Zuni lived, in northeastern Arizona and Northwestern New Mexico, respectively. Also have them label the state of New Mexico as well.

7. Review with students that after Coronado discovered these things, winter was coming, and he and his men spent the winter along the banks of the Rio Grande River which forms the border now between the U.S. and Mexico. Using a wall map, have a student come and point out the Rio Grande River. Using your transparency, show students that the Rio Grande begins in the San Juan Mountains of Colorado, makes it’s way south through New Mexico, and then travels right along the border between the two countries into the Gulf of Mexico. Have student use a blue colored pencil to draw the Rio Grande on their maps. Also have them label the Gulf of Mexico and the country of Mexico.

8. Review with students that because Coronado had been disappointed in not finding Cibola, he ventured on to another place where he had been told there was a golden city. The city was Quivira, in what is now the state of Kansas. Once again, Coronado was disappointed to find only a small village of grass huts made by the Wichita Indians. He did leave his mark on this place before he left however by erecting an enormous cross that was engraved with the words, “Francisco Vazquez de Coronado, general of an expedition, reached this place.” According to some sources, there is no actual record of the spot where Coronado erected his wooden cross, but a park has been recreated near Dodge City, Kansas. This cross stands 38 feet tall and marks the spot where Francisco Vasquez de Coronado crossed the Arkansas River while searching for the "Cities of Gold" in 1541. Have students label the Arkansas River flowing from the mountains near Leadville, Colorado through Kansas, and emptying into the Mississippi in Southeastern Arkansas. Then have students label Quivira on their U.S. maps in the southwestern part of Kansas, near where Dodge City is. Quivira was the supposed spot where Coronado crossed the Arkansas River and planted his cross.

9. Taking out their timelines again, have students finish this lesson by copying this brief paragraph about Coronado.

   Francisco Vazquez de Coronado was a Spaniard who traveled north through Mexico into what is now the Southwestern United States.
He was searching for the “Seven Cities of Cibola” that the Indians had told him about. He never found them, but he did find the Grand Canyon and the pueblo villages of the Hopi and Zuni Indians.

10. If you have additional time, another great book to read about Coronado is Coronado’s Golden Quest, by Barbara Weisberg. You could also show the video, Explorers of the World: Spanish Explorers, by Schlessinger Media, at this time as a good review of the Spanish exploration that you have just completed study of.

Day Two

11. Review with students the brief overview that you did with them regarding the founding of St. Augustine and the Castillo de San Marcos. Reread pages 144-145 from Pearson Learning Core Knowledge History & Geography, Level Three, by Pearson Education, Inc. Ask students why the Spanish built this fort. (To defend the treasure ships against pirates from England, France, and Holland.)

12. Tell students that in addition to the Castillo de San Marcos, the Spanish built other settlements in other parts of Florida. These were built mostly by the Indians who lived in the areas, and while they worked, the Spanish priests taught them about Christianity. Spain was able to gain control of a large portion of Florida by building these missions. The Spanish built a whole network of forts and missions all over the American Southwest in areas that are now Texas, Arizona, New Mexico, and California.

13. Read pages 145-148 from Pearson Learning Core Knowledge History & Geography, Level Three, by Pearson Education, Inc. Explain to students that there were three main reasons for the Spanish Missions. The first purpose that they served was to help the Spanish empire in the New World expand and to defend that empire. The formation of the mission settlements brought people under the rule of the Spanish who ran them. The missions provided food and a safe place for people to live if they would in turn work for the mission. The second purpose of the missions was to turn the native people to the European way of life. The mission taught the native people the Spanish language so that they could communicate more easily with other tribes using the language. Education, agriculture, musical instruments and European music were also an outflow of the development of the mission system. Many Spanish and Native Americans intermarried, and the result was a whole new culture of people. The third main impact of the Spanish Missions on the Native Americans was the spread of Christianity. Once converted, the natives became subjects for Spain.

14. Ask students to take out their maps of the United States. Using a red pencil, have students put 21 dots on their map to form a chain connecting San Diego and San Francisco. Tell them that these dots represent the missions that were established by the Spanish in what is now California. Also have the students put a larger red dot on San Antonio Texas, and tell them that at this location the Spanish established a very important and historic mission, called the Alamo, that was later converted into a fortress. In 1836, during the Texas Revolution, a small group of Texans took a stand against the Mexican Army, led by Santa Ana. They were all killed in this battle, but the Texans did not give up, and later defeated Santa Ana to claim their independence being inspired by the cry of “Remember the Alamo!”

15. Tell students that four other missions were also set up in San Antonio and many more were spread out over what are now the states of New Mexico and Arizona. Many of the Native American people co-existed well, side by side, with the Spanish, but some others, like those in New Mexico, rebelled against the Spanish
invasion and fought against them. Talk with students about the Pueblo Revolt
led by Pope, discussed in the book. Encourage students to discuss why they
would or would not have acted the same way had it been their lives that were
being affected by the Spaniards.

16. Have students take out their timelines and hand out student copies of Appendix
D. Have students fold and attach as before. On the blank page next to DeSoto,
1541, have students put the date 1565 in the box. Ask students if anyone
remembers the name of the person who established St. Augustine, which was the
beginning of the mission-building period for the Spanish? (Pedro Menendez des
Aviles) Have them his name on the explorer line. Once again, the country is
Spain. Emphasize the fact that at this point that all exploration that we have
discussed has been done by Spain. Have students copy the following paragraph
onto their timeline page.

   St. Augustine, the first successful Spanish colony in Florida, was set
   up by Pedro Menendez de Aviles. The Castillo de San Marcos was
   built there to protect the Spanish treasure ships from pirates. This
   fort was the beginning of many forts and missions that were set up
   across the southwest to spread Christianity and increase Spain’s
   holdings in the New World.

17. Remind students that their travel brochures for St. Augustine are due tomorrow.

Day Three

18. Travel brochures are due today. Have each student come to the front of the room
and show their travel brochure to the class. They can read and describe what
they included in it orally to the class. Collect brochures to be graded. After
grading, have students glue them to the next blank page in their copybook.

19. Instruct students to take out their United States map. Using the overhead
transparency, review the locations of all areas labeled thus far. Guide students in
labeling these remaining areas at this time: Canada, Atlantic Ocean, Florida,
Colorado, California, Pacific Ocean.

E. Assessment/Evaluation

1. Travel Brochures will be graded using Rubric – Appendix N- page 2.
2. Spanish Exploration of Southwestern U.S. Maps will be graded for accuracy in
   labeling.

Lesson Nine: The Search for the Northwest Passage: English Explorers (three days – 45
minutes each day)

A. Daily Objectives

1. Concept Objective(s)
   a. Understand the chronological organization of history and know how to
   organize events and people into major eras to identify and explain
   historical relationships.
   b. Develop an awareness of the process and resources of historical inquiry.
   c. Recognize how various societies were affected by contacts and
   exchanges among diverse peoples.
   d. Appreciate how science, technology, and economic factors have
developed, changed and affected societies throughout history.
   e. Develop an awareness of how religious and philosophical ideas have
been powerful forces throughout history.
2. **Lesson Content**
   a. Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including: John Cabot: Newfoundland, and Henry Hudson: the Hudson River
   b. Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature.
   c. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.

3. **Skill Objective(s)**
   a. Student will complete timeline for John Cabot and Henry Hudson.
   b. Student will learn *The Northwest Passage Explorers Song*, by Kyle Hall.
   c. Student will write a friendly letter describing the voyage of John Cabot.

**B. Materials**
3. Student copies of *The Northwest Passage Explorers Song*, by Kyle Hall – Appendix P – page 3
4. Wall map of North America
5. Student copies of Appendix D
6. Transparent tape
7. *Beyond the Sea of Ice: The Voyages of Henry Hudson*, by Joan Elizabeth. Goodman. (optional, but highly recommended)

**C. Key Vocabulary**
1. Northwest Passage – a sea route that went from Europe to Asia through North America
2. Mutiny – a revolt against someone in charge, especially in the navy

**D. Procedures/Activities**

**Day One**
1. Begin this lesson by asking students what countries all of the explorers we have studied so far, since the Vikings, have been from (Spain). Tell them that while Spain was busy gaining a foothold in the southern parts of North America, other countries were paying attention and thinking of how they could gain some new lands of their own as well. Using a map of North America, locate Newfoundland and remind students that the Vikings, Leif Ericson specifically, once had a settlement here (now called L’Anse aux Meadows). Remind students what the land that Leif called “Vinland” was like. (It had many fjords and bays that cut into the coastline. There were coves that were surrounded my grassland or meadows. Grapes grew there.) Explain that since the Vikings, no Europeans had gone back there again for nearly 500 years. Tell students that today, you are going to be learning about who the next Europeans were to see this beautiful land.

2. Read pages 149-150 from *Pearson Learning Core Knowledge History & Geography, Level Three*, by Pearson Education, Inc. Have students take out timelines and explain to them that to include John Cabot in our timeline, we need to go back in time quite a bit from where we have been.
3. Referring back to the reading, explain to students that John Cabot was a contemporary of Columbus. Cabot was actually born in the same city where Christopher Columbus was born, Genoa, Italy. He too had an interest in finding a shorter route to the east, as did Columbus, for he was a merchant. The Spanish and Portuguese at this time were very interested in exploration, unlike the Italians. Cabot moved to Spain with his family, hoping to secure funding from the Spanish to go as well. The Spanish king and queen had sent Columbus and they were not interested in helping Cabot, so he moved to England, changed his name from Caboto to Cabot, and finally talked King Henry VII of England to pay for his trip.

4. Now would be a good time to show the beginning of the video, Explorers of the World: English Explorers. Schlessinger Media, if it is available and you have the time to do so. It will review for students in an interesting way the material just covered. Do not show the entire video, as the content related to Sir Walter Raleigh, Sir Francis Drake, and Roanoke should be saved for the study of the Thirteen Colonies.

5. Have students write the year 1497 in the box at the top of the page that they left blank after Columbus. Have them write John Cabot on the line and underneath it, in parentheses, ask them to write Giovanni Caboto, his Italian name.

6. Ask students what country Cabot was from. They will tell you he was born in Italy. Ask them if this is who paid for his voyage. They will say no, it was England. Have them write England on the line for country.

7. Next, ask students if they can remember where in the New World Cabot sailed. If they can’t remember, remind them that it had something to do with the Vikings! (Newfoundland) Find Newfoundland on the map again and point to it.

8. Ask students now why it was important that John Cabot came here. Brainstorm some answers and then write on the board that John Cabot’s exploration of Newfoundland gave England a foothold in the New World. Ask if anyone can think of why this might be important to us today. Help students to realize that in the end, it was the English that ended up having the largest permanent settlement in the New World, the settlement that, after the Revolutionary War, became the United States!

9. The other thing that was very important about John Cabot’s discovery was that it provided a source of income for the English, in the form of codfish. The land around Newfoundland, now called the Grand Banks, soon became one of the largest and richest fishing grounds in the world.

10. Have students go back to their timelines now and copy the following paragraph about John Cabot:

   **Giovanni Caboto was born in Genoa, Italy. He moved to England where he changed his name to John Cabot and was sent on a voyage by King Henry VII. Cabot discovered Newfoundland and gave England a claim in the New World, as well as a great fishing area. Cabot was lost at sea in 1498 on his second attempt to find the riches of Asia.**

11. Teach students The Northwest Passage Explorers Song, by Kyle Hall, at this time. Hand out student copies to each student and have them cut them out and paste them on the next clean page in their copybook. Use this song as a beginning to each lesson that follows and sing throughout the day until students have memorized the words. You will not be given instruction to do this in the following lessons, just make it part of your daily routine.
Day Two
12. Review the life of John Cabot by having students pretend that they are a cabin boy who sailed with Cabot on his first trip to North America. Give every student a piece of paper and ask him or her to write down one thing they can remember about the life of John Cabot. They should write it in the first person, as if they are really a cabin boy and they are speaking to someone about him.
13. When all students have had a chance to write down something, call on students to read their work. Begin a web on the board to list the different things that the students can remember. When all students have had a chance to share and there are no new answers coming out, brainstorm with students to see if they left any important things out. Fill in as necessary, and then ask students to write a friendly letter, as if they were the cabin boy, to their parents who had stayed behind in England.
14. Follow your established classroom routine for proofreading and editing writing.
15. Have students take letters home to write final draft, which will be due tomorrow.

Day Three
16. Preview the video, Explorers of the World: Henry Hudson, by Schlessinger Media, prior to this lesson. You may wish to show it as an introduction to the life of Henry Hudson, or as a review at the end. It is a wonderful video, and is highly recommended if available.
17. Review information about the English claim in the New World. Explain to students that there was an underlying desire among all the explorers from Europe to find a quicker, safer route to the east and all the riches of the Orient. Columbus had looked for it, Cabot died trying to find it, and now another explorer from England would do all he could persuade others that it existed.
18. Read pages 151-154 from Pearson Learning Core Knowledge History & Geography, Level Three, by Pearson Education, Inc. Refer children back to the idea of a Northwest Passage. Be sure that they understand this concept.
19. Using a wall map, show students the way that people from Europe had to now travel across deserts, mountains, etc. to get to the east across Russia. Explain using the map, why they thought it would be so much faster to go west instead of east. Pointing out all of the islands north of Canada, ask children if they think it would be easy to get through there. (They will try to find a way!) Discuss the temperatures and the ice. Convince them that this was a nearly futile attempt, especially during this time period of shipbuilding. Point out to students that this desire to find the Northwest Passage caused the explorers to explore every river mouth, harbor, and cove in North America. They wanted to find the way through!
20. Instruct students to take their timelines out. Have them, once again, skip a page in their timeline. Hand out student copies of Appendix D, and have them fold and tape this final page onto their timeline.
21. Tell students that the second English explorer that we are going to talk about will be Henry Hudson. Ask if anyone remembers the year that Hudson got his job and became a professional sailor (1609). Have students write this date in the box above Hudson’s name. Remind students that Henry Hudson was from England, but that he sailed for the Dutch East India Company. Have them write “The Dutch” for the country and put English in parentheses under it to show his nationality.
22. Instruct students to copy the following facts onto their timelines about Henry Hudson:
Henry Hudson was born in England. He began his first of four voyages in 1607 to find the Northwest Passage. On his third voyage in 1609, Hudson discovered the Hudson River. On his fourth voyage he discovered Hudson Bay. Hudson was lost at sea when his crew mutinied and left him on a small boat somewhere in Hudson Bay in 1611.

23. Using a wall map, have students point out Hudson Bay and the Hudson River.

24. Read Beyond the Sea of Ice: The Voyages of Henry Hudson, by Joan Elizabeth Goodman. This is a wonderful book and may take more than one class period to complete. It is worth the time! Point out to students that most of the information in this book came from diaries and journals. This is one great way that historians are able to gather facts about the past. If you chose to show the video after your study of Hudson, now would be the ideal time to do so.

E. Assessment/Evaluation
1. Friendly letter will be graded for form following your established procedure and for content related to John Cabot.

Lesson Ten: The Search for the Northwest Passage: French Explorers (two days – 45 minutes each day)
A. Daily Objectives
1. Concept Objective(s)
   a. Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   b. Develop an awareness of the process and resources of historical inquiry.
   c. Recognize how various societies were affected by contacts and exchanges among diverse peoples.
   d. Appreciate how science, technology, and economic factors have developed, changed and affected societies throughout history.
   e. Develop an awareness of how religious and philosophical ideas have been powerful forces throughout history.
   f. Understand the significance of the relative location of a place.
2. Lesson Content
   a. Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including: Champlain: “New France” and Quebec
   b. Geography: “New France” and Quebec, Canada, St. Lawrence River, The Great Lakes: Superior, Michigan, Huron, Erie, Ontario
3. Skill Objective(s)
   a. Student will complete timeline for Champlain.
   b. Student will locate and label the Great Lakes, Lake Champlain, the St. Lawrence River, Quebec, Hudson Bay, Hudson River, Newfoundland, Canada, the U.S., Mexico, the Atlantic Ocean, the Pacific Ocean, and the Gulf of Mexico.
   c. Student will generate principles learned from the study of exploration.
   d. Student will write five to six principles learned in unit in copybook.

B. Materials
1. Pearson Learning Core Knowledge History & Geography, Level Three, by Pearson Education, Inc.
2. Discover the Life of an Explorer: Samuel de Champlain, by Trish Kline
4. Student copies of Appendix Q – French and English Explorers in North America Map
5. Student copies of Appendix R – Explorer Review Sheet

C. Key Vocabulary
1. Principle – something that we learn; a basic truth, law or belief; a rule that governs a person’s behavior

D. Procedures/Activities

Day One
1. Remind students of the difficulties that the Vikings had when they first came to the shores of Canada. It was cold and the winters were harsh. The native people were fierce, and it was too difficult for the Viking people to live peaceably among them, so they left.

2. Tell students that although it is almost 600 years later, the native people still inhabit these lands, and Samuel de Champlain had to learn to get along with them or he too, might have returned to Europe. Have students take out their timelines and go back to the page after Menendez that was left blank. Tell them that the year is 1608 and Samuel de Champlain, of France, is now on the scene in the New World. Have them record this information of the blank page of their timeline. Briefly explain to students that the French had been to this area previously, and that another French explorer, Jacques Cartier (1491-1557) gave France their first claim to Canada. Their intent was to search for the Northwest Passage to the Orient. In his attempt to find this passage, Jacques Cartier discovered the St. Lawrence River. You will not have them include Cartier on the timeline. This is just additional background information. You could show the first half of the video, Explorers of the World: French Explorers, by Schlessinger Media, at this time if you wish. Stop after the segment on Champlain, as the material about Marquette and Joliet are not covered at this point. You might also point out that the video states that Jacques Cartier is commonly called the “Father of Canada” and makes no reference to Champlain being the “Father of New France.” Use this as an example to explain to students that history is full of discrepancies, especially during these time periods when written records were not well kept or sketchy. Let them know that for our study, we will consider Champlain the “Father of New France,” as this is what most historical documents state.

3. Read pages 155-158 from Pearson Learning Core Knowledge History & Geography, Level Three, by Pearson Education, Inc. Discuss the fact that Champlain was also looking for the Northwest Passage, but was a little more careful than his two English counterparts, Cabot and Hudson, and was wiser in the way that he went about his explorations. Read also Discover the Life of an Explorer: Samuel de Champlain, by Trish Kline.

4. Have students copy the following paragraph onto their timeline:

Samuel de Champlain was the son of a sea captain from France. He sailed to the West Indies, Mexico, and Panama. In 1603, he explored the St. Lawrence River farther west than Cartier had and found three of the Great Lakes, the Ottawa River, and Lake Champlain. He built a trading post at Mont Royal and made friends with the Indians. Champlain founded the city of Quebec and later became known as the “Father of New France.”

5. Hand out student copies Appendix Q – Map of North America. Using transparency, assist students in labeling the following: The Great Lakes – Huron, Ontario, Michigan, Erie, Superior, Lake Champlain, the St. Lawrence River,
Quebec, Hudson Bay, Hudson River, Newfoundland, Canada, the United States,
Mexico, Atlantic Ocean, Pacific Ocean, Gulf of Mexico.

6. Have students cut and paste the map onto the next page in their copybook.
7. Hand out Explorers Review Sheet – Appendix R for students to review before
taking test in two days covering Spanish, English, and French Exploration.
8. Tell students that copybooks will be collected and graded on test day. If they
have any coloring to complete or things to improve before turning them in, they
should do it by then.
9. Tomorrow will be a review day. For homework tonight, students should writefive questions, with answers, that they could ask their classmates to help them
study for the upcoming test.

Day Two
10. Have students open to the next blank page in their copybook. Write the title
“Principles from History” on the board and instruct students to write this title on
this page. Ask students what a principle is. They will probably tell you the “guy
in the office that runs the school.” Explain the difference between “principal”
and “principle.” Tell students that a principle is something that we learn. It is a
basic truth, law, or belief. It is a rule that governs a person’s behavior.
11. Ask student for ideas that could be considered principles that we have learned as
we have studied the exploration of North America. They will hopefully come up
with words like courage, perseverance, bravery, greed, pride, etc. These
principles can be positive and negative. You might want to put them in two
separate columns if the students do come up with negative ones.
12. Next, have several students generate sentences to go along with these principles
that we have learned. For example, “Learning about the exploration of North
America taught me that by being nice to the native people, Champlain was able
to establish permanent colony in Quebec, unlike the Vikings who were chased
away by the Native Americans because they wanted to steal from them and hurt
them.” Allow students to come up with about five or six different “principle”
lessons in whatever way you would like to. You might want each child to write
her own or you might want to generate some as a whole class. Have students
write or copy these into their copybooks on the page they titled. Tell them that
they will be responsible for writing something about this on their test in the next
lesson, so they should look them over and think about them at home when they
study.
13. Spend the rest of the class time reviewing with students for the test tomorrow.
14. Collect questions students wrote for homework last night and use them to review.

E. Assessment/Evaluation
1. Students will be given an end of the unit test to evaluate mastery of content
covered in Part II of the unit covering Spanish, English, and French exploration.
2. Student timelines will be graded for completion and accuracy.
3. Student copybooks will be graded for completion and accuracy.

VI. Culminating Activity
A. Administer Explorers Test – Appendix S. Collect to be graded
B. You might also wish to have an Explorers Day to celebrate the end of this unit. Students
can dress up as Explorers that you have studied. You might want to have students
prepare skits to reenact some of the explorers finding what they found, etc. Another good
idea is to have individual or groups of students prepare a choral reading with information
about a chosen explorer that they could read or memorize to perform for other groups of
students.
VII. HANDOUTS/WORKSHEETS

A. Appendix A: Teacher Helps
B. Appendix B: Rubric for Explorers Mini-book
C. Appendix C: Student Timeline Cover
D. Appendix D: Student Timeline Additional Pages
E. Appendix E: Map of Europe
F. Appendix F: Rubric for Map of Europe/Three Reasons
G. Appendix G: Rubric for Longship Diagram and Paragraph
H. Appendix H: Rubric for Informative & Informative/Narrative Paragraphs
I. Appendix I: The Viking Universe
J. Appendix J: Gods and Goddesses Flip-book Examples
K. Appendix K: Rubric for Grading Viking Universe Drawing and Flip-book
L. Appendix L: Review Sheet and Test for Vikings (four pages)
M. Appendix M: Caribbean Islands Map, Key, and Quiz (three pages)
N. Appendix N: St. Augustine Travel Brochure Assignment and Rubric (two pages)
O. Appendix O: Spanish Exploration of the Southwestern U.S. Map
P. Appendix P: Songs for Vikings & Explorers (three pages)
Q. Appendix Q: French & English Exploration of North America Map
R. Appendix R: Explorers Review Sheet (two pages)
S. Appendix S: Explorers Test (four pages)

VIII. BIBLIOGRAPHY


History Notebooks – Day One – Lesson One
At our school, we use black and white composition notebooks, called copybooks, with our students throughout the year. The students make materials and then glue them into their copybooks or write things directly into their copybooks as we progress through the units. At the end of the year, they have a complete book that they can take home with the complete year’s worth of material for future reference and as a remembrance of their year in Third Grade. You could also use folders with paper in them or just make your own style of booklet for students to collect material just for this unit. For future reference, the term “copybook” will be used to designate this book, in whatever form you choose to make it. These will be used throughout the unit and will not be listed in materials after Lesson One, but should stay available in the classroom for use daily.

What is a KWL Chart? – Day One – Lesson One
Using chart paper or overhead transparency, construct a three column chart labeling the columns, “K,” “W,” and “L.” Ask students what they know about your particular topic. List briefly all answers that are reasonable in the “K” column for what the students already KNOW. Next, ask your students what they WOULD like to know about this topic. List reasonable responses in the “W” column. At the end of each lesson, review with students the concepts learned in that lesson and record at least one bullet for each lesson in the “L” for LEARNED column. Save this chart or transparency for future lessons.

How to Make a Mini-booklet - Day One - Lesson One
(adapted from Hands on History: Explorers, by Michael Gravois, pg. 27 – There are drawings in this book that make this easier to understand!) This may be a little difficult for all of your students to do. You might want to make them prior to Lesson One, or have a couple of parent volunteers to help students as they do this.

1. Give each student a sheet of 8 ½” x 11” white paper and tell them to fold it in half the “hamburger way” (width-wise). Then have them fold it in half again in the same direction.
2. Now have them fold the long narrow strip they have in half in the opposite direction. Have them crease sides well.
3. Open the paper up so that it is only folded in half the “hamburger way” again (beginning of Step 1).
4. Have students cut halfway down the vertical fold so that when they open the paper completely, they will have a slit in the very center of the paper.
5. Now tell them to open the paper up and turn it horizontally. There should be a hole in the center of the paper where they made the cut.
6. Fold the paper in half the “hot dog” way (length-wise).
7. Push in on both ends of the paper so the slit opens up. Push until the center panels meet and fold the four pages into a book creasing the edges.

Making “Furs” – Homework Assignment
Give each child a paper bag. Have them take the bag home, cut out two pieces from the bag in the shape of a bearskin rug. Students can color or decorate on the rug to make it beautiful if they choose. Crumpling the paper sack will make the rug feel more worn and soft. These will be used for trading purposes in our game in a few days.

Step Up to Writing – Cross Curricula Idea – Day One- Lesson Three
This lesson has been designed using Step Up to Writing methods for taking notes and writing informative paragraphs. You should adapt this activity to fit your style of teaching writing. You could use a graphic organizer instead of using “two-column notes,” for example. If you are using Step Up to Writing at your school, you will also want to be sure that you have your students highlight their notes appropriately prior to writing their paragraphs for evaluation at the end of this lesson.
### Appendix B

#### Rubric for Evaluating Explorer Mini-booklet

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (3)</th>
<th>Competent (2)</th>
<th>Basic (1)</th>
<th>Deficient (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Titles</strong></td>
<td>All pages are titled with one of the seven reasons for exploration</td>
<td>Most pages are titled with one of the seven reasons for exploration</td>
<td>Few pages are titled with one of the seven reasons for exploration</td>
<td>No titles are used on the pages</td>
</tr>
<tr>
<td><strong>Definitions</strong></td>
<td>All pages include an appropriate definition</td>
<td>Most pages include an appropriate definition</td>
<td>Few pages include an appropriate definition</td>
<td>No pages include an appropriate definition</td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td>All writing is neat and pictures drawn well and colored</td>
<td>Most writing is neat and pictures drawn well and colored</td>
<td>Some writing is neat and pictures drawn well and colored</td>
<td>Little or no writing is neat and pictures drawn well and colored</td>
</tr>
<tr>
<td><strong>Illustrations</strong></td>
<td>Every page has a picture that helps illustrate the principle</td>
<td>Most pages have a picture that helps illustrate the principle</td>
<td>Some pages have a picture that helps illustrate the principle</td>
<td>Few or no pages have a picture that helps illustrate the principle</td>
</tr>
</tbody>
</table>

Name ____________________       Parent Signature ____________

Final Grade for Explorer Mini-booklet   ________/12 = ________%

Comments:  ____________________________________________

2004 Core Knowledge® National Conference, Early Exploration of North America, Third Grade
Appendix C
Student Timeline Cover

(Country)

(Explorer's Name)
### Rubrics for Grading Student Map of Europe and Three Reasons Vikings left Homelands

<table>
<thead>
<tr>
<th>Student Map Rubric – Map of Europe</th>
<th>Student Map Rubric – Map of Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-8 colored correctly _______/8</td>
<td>#1-8 colored correctly _______/8</td>
</tr>
<tr>
<td>#9-13 water colored _______/5</td>
<td>#9-13 water colored _______/5</td>
</tr>
<tr>
<td>Title on page _______/1</td>
<td>Title on page _______/1</td>
</tr>
<tr>
<td>Map glued in place _______/1</td>
<td>Map glued in place _______/1</td>
</tr>
<tr>
<td>#1-15 labeled at bottom _______/15</td>
<td>#1-15 labeled at bottom _______/15</td>
</tr>
<tr>
<td>Neatness _______/5</td>
<td>Neatness _______/5</td>
</tr>
<tr>
<td>Sub total _______/35</td>
<td>Sub total _______/35</td>
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<td>Spelling (- ½ pt. ea.) _______</td>
<td>Spelling (- ½ pt. ea.) _______</td>
</tr>
<tr>
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<td>Final Grade _______/35 = _______%</td>
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</tbody>
</table>

### Three Reasons – Vikings – Grade sheet

<table>
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<tr>
<th>Three Reasons – Vikings – Grade sheet</th>
<th>Three Reasons – Vikings – Grade sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three reasons given for leaving</td>
<td>Three reasons given for leaving</td>
</tr>
<tr>
<td>Homeland was cold and wet</td>
<td>Homeland was cold and wet</td>
</tr>
<tr>
<td>Not enough farmland/too many people</td>
<td>Not enough farmland/too many people</td>
</tr>
<tr>
<td>Seeking riches/good seamen</td>
<td>Seeking riches/good seamen</td>
</tr>
<tr>
<td>Neatness</td>
<td>Neatness</td>
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<tr>
<td>Used complete sentences</td>
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</tr>
<tr>
<td>Corrections made as necessary _______/7 = _______%</td>
<td>Corrections made as necessary _______/7 = _______%</td>
</tr>
</tbody>
</table>

Parent signature __________________  Parent signature __________________  
Date ___________    Date _____________
Appendix G
Rubric for Longship Diagram and Paragraph

Name ______________________

Rubric for Longship/Paragraph

89 word paragraph copying accuracy __________/89
(-1 pt. for each word copied incorrectly or omitted)

Labeling of Viking Longship __________/7
(1 point for each label in the correct place)

Neatness of drawing and labeling __________/4

Final Grade __________/100 = __________%

Name ______________________

Rubric for Longship/Paragraph

89 word paragraph copying accuracy __________/89
(-1 pt. for each word copied incorrectly or omitted)

Labeling of Viking Longship __________/7
(1 point for each label in the correct place)

Neatness of drawing and labeling __________/4

Final Grade __________/100 = __________%
Appendix H
Rubric for Informative and Informative/Narrative Paragraphs

Name ____________________________________  Vikings
Date _____________________________________  Paragraph Rubric

<table>
<thead>
<tr>
<th></th>
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<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main/Topic Idea Sentence</strong></td>
<td>Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.</td>
<td>Main/Topic idea sentence is unclear or incorrectly placed, and is restated in the closing sentence.</td>
<td>Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.</td>
<td>Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.</td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Detail Sentence(s)</strong></td>
<td>Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.</td>
<td>Paragraph(s) have two supporting detail sentences that relate back to the main idea.</td>
<td>Paragraph(s) have one supporting detail sentence that relate back to the main idea.</td>
<td>Paragraph(s) have no supporting detail sentences that relate back to the main idea.</td>
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<tr>
<td><strong>Elaborating Detail Sentence(s)</strong></td>
<td>Each supporting detail sentence has three or more elaborating detail sentences.</td>
<td>Each supporting detail sentence has at least two elaborating detail sentences.</td>
<td>Each supporting detail sentence has one elaborating detail sentence.</td>
<td>Each supporting detail sentence has no elaborating detail sentence.</td>
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<tr>
<td><strong>Legibility</strong></td>
<td>Legible handwriting.</td>
<td>Marginally legible handwriting.</td>
<td>Writing is not legible in places.</td>
<td>Writing is not legible.</td>
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<tr>
<td><strong>Mechanics and Grammar</strong></td>
<td>Paragraph has no errors in punctuation, capitalization, and spelling.</td>
<td>Paragraph has one or two punctuation, capitalization, and spelling errors.</td>
<td>Paragraph has three to five punctuation, capitalization, and spelling errors.</td>
<td>Paragraph has six or more punctuation, capitalization, and spelling errors.</td>
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</tr>
<tr>
<td><strong>Totals</strong></td>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Adapted from TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)
The Vikings believed that the world had three levels. There are several versions of this story. This is the one that is most commonly found.

Yggdrasil was a huge ash tree whose roots held the three parts of the world together.

The highest level was called Asgard. It was the home of the gods. It had magnificent halls where the gods lived.

The middle level was called Midgard. It was the home of humans. Midgard was surrounded by an ocean. A serpent called Jormungand lived in the ocean. Midgard was connected to Asgard by a rainbow bridge that was called Bifrost. The gods could travel down to Midgard on Bifrost.

The lowest level of the world had two halves. One half contained the land of the dead, called Niflheim. A dragon named Nidhogg lived here. It was an icy place of eternal darkness. The other half was the land of fire called Muspelheim.

Some stories also say that there is a large serpent that is always chewing at the tree’s roots, trying to make it fall and bring down the world with it.
Appendix J
Gods and Goddesses Flip-book Examples

**Odin** – Odin was also known as Wodin. He was the king of the gods as well as the god of war. Odin was thought to be the wisest of all the gods. He loved knowledge so much that he gave up one of his eyes to drink from the Well of Wisdom. He rode an eight-legged horse and had a raven on each shoulder, which he sent out daily to bring back news from the world. Wednesday was named in honor of Odin (Wodin’s day).

**Thor** – Thor was the god of thunder and lightning. He was the strongest of the gods. His name meant thunder. Thor wore a strength-giving belt and carried a magic hammer named Mjollnir, which he used to fight the evil giants. Thor rode around the heavens in a chariot pulled by two goats, and made the thunder and lightning. Thursday was named for Thor (Thor’s day).

**Tyr** – Tyr was the god of war and justice. He lost his hand when Fenrir the wolf bit it off as a result of the gods tying him up. (see p. 50-51 of *The Viking World: The Usborne Illustrated World History*, by Philippa Wingate & Dr. Anne Millard – “Loki’s brood”) Tuesday is named for Tyr; “Tyr’s day.”

**Frey** – Frey had power over rain and sunshine. He had a magic sword that fought by itself. Frey owned a ship that could sail on land and sea, could carry all the gods, but could also be folded up to fit in his pocket. He rode on a boar with golden bristles.

**Frigg** - Frigg was Odin’s wife. She was the goddess of kindness and beauty. She took care of human beings by making sure they were healthy and safe, especially children. She had very good character and was even able to outwit Odin when she wanted to. Friday is named for Frigg (Her name in German was Friia; Friia’s day)

**Valkyries** – Valkyries were warrior women who searched the battlefields for fallen heroes and carried them to Valhalla, their Viking heaven, where they fought battles all day and feasted and told stories all night, forever. Living in Valhalla was the greatest honor any warrior could achieve.
# Appendix K
Rubric for Grading Viking Universe Drawing and Flip-book

<table>
<thead>
<tr>
<th>Name _________________________</th>
<th>Name _________________________</th>
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<tbody>
<tr>
<td><strong>Viking Universe Drawing</strong></td>
<td><strong>Flip-book Rubric – Gods and Goddesses</strong></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy of drawing (3 pts. ea.)</td>
<td>Cover title and design  _____/5</td>
</tr>
<tr>
<td>Includes 3 ovals, tree w/ roots,</td>
<td>Labels on each card  _____/6</td>
</tr>
<tr>
<td>serpent, and rainbow</td>
<td></td>
</tr>
<tr>
<td><strong>Labeling (2 pts. ea.)_____/16</strong></td>
<td>Paragraph about each god  _____/60</td>
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<td>Grade for accuracy</td>
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<tr>
<td>Jormungand</td>
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<tr>
<td>Asgard</td>
<td>Illustrations on each card  _____/12</td>
</tr>
<tr>
<td>Niflheim</td>
<td>2 pts. each</td>
</tr>
<tr>
<td>Midgard</td>
<td></td>
</tr>
<tr>
<td>Muspellheim</td>
<td></td>
</tr>
<tr>
<td>Bifrost</td>
<td></td>
</tr>
<tr>
<td>Nidhogg</td>
<td></td>
</tr>
<tr>
<td>Neatness  _____/5</td>
<td>Neatness  _____/7</td>
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<td>Coloring  _____/5</td>
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<tr>
<td>Spelling (-1 pt. each word) -</td>
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<table>
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<td><strong>Viking Universe Drawing</strong></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy of drawing (3 pts. ea.)</td>
<td>Cover title and design  _____/5</td>
</tr>
<tr>
<td>Includes 3 ovals, tree w/ roots,</td>
<td>Labels on each card  _____/6</td>
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<tr>
<td>serpent, and rainbow</td>
<td></td>
</tr>
<tr>
<td><strong>Labeling (2 pts. ea.)_____/16</strong></td>
<td>Paragraph about each god  _____/60</td>
</tr>
<tr>
<td>Yggdrasil</td>
<td>Grade for accuracy</td>
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<tr>
<td>Jormungand</td>
<td>10 pts. each</td>
</tr>
<tr>
<td>Asgard</td>
<td>Illustrations on each card  _____/12</td>
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<tr>
<td>Niflheim</td>
<td>2 pts. each</td>
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<td>Midgard</td>
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<td>Muspellheim</td>
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<tr>
<td>Bifrost</td>
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<tr>
<td>Nidhogg</td>
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<tr>
<td>Neatness  _____/5</td>
<td>Neatness  _____/7</td>
</tr>
<tr>
<td>Coloring  _____/5</td>
<td>1 pt. per card</td>
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<tr>
<td>Title  _____/1</td>
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<tr>
<td>Spelling (-1 pt. each word) -</td>
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<tr>
<td>Final grade  _____/45=  _____%</td>
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</tbody>
</table>
Appendix L, page 1
Review Sheet for Viking Test

Study Sheet for Viking Quiz – Quiz on ________________

1. **Timeline** – Eric the Red and Leif Ericson – know basic facts. You will have to write a short paragraph about both of them. Eric was banished from Iceland and settled in Greenland. He gave it this special name so people would want to come there.

2. **Map** – Be able to locate and label Norway, Sweden, Denmark, Iceland, Greenland, Atlantic Ocean, North Sea, Mediterranean Sea, and Baltic Sea.

3. **Scandinavia** – Know the countries that make up the area. Know that the Vikings came from there.

4. **Norsemen** – Another name for Vikings; Northmen; 1st Europeans to set foot in North America.

5. **“a-viking”** – to go raiding and trading

6. **Fjord** – a narrow inlet of the sea between steep cliffs

7. **Berserkers** – fierce warriors

8. **Seven Reasons for Exploration** – Know this well. You will have to write out the reasons from memory.

9. **Viking Life** – Some Vikings were fierce pirates, but most were common people with jobs like us. Family life was very much like ours. Most people were farmers.

10. **Viking Homes** – They were made of natural things like wood, sod, stones, etc.
    - most famous type was the longhouse – several families lived in one house
    - animals lived in house when it was cold
    - dark, smelly, and smoky

11. **Gods and Goddesses** – Study flip-book. Know what gods the days of the week were named for.

12. **Viking Universe** – Be able to draw and label the universe as the Vikings believed it existed (the names of each place will be provided for you).

13. **Shipbuilding** – many kinds of ships – most famous is the warship
    - had figurehead to scare people they were raiding
    - used oars and sails
    - very fast moving – thin to sail into narrow channels, etc.
    - method of transportation most often used
    - took birds to sea with them to find their directions
    - used the sun and stars to navigate
Name ____________________________   Vikings Test
Date _____________________________

I. Using the map on page 3, match the correct number to the following countries or bodies of water.

_____ Greenland  _____ Denmark  _____ Iceland
_____ North Sea  _____ Norway  _____ Sweden
_____ Baltic Sea  _____ Atlantic Ocean  _____ Mediterranean Sea

II. List at least four of the seven reasons for exploration. If you can list all seven, you will get extra credit.

1. ______________________  2.  ______________________  3.________________________
4.  ______________________  5.  ______________________ 6.________________________
7. ______________________

III. Answer the following questions with a word or phrase.

1. What do we call the area of Europe that the Vikings originally came from? __________________
2. What is another name for the Vikings? ___________________________
3. What method of transportation did the Vikings use the most? ________________________
4. What did it mean to go “a-viking”? _____________________________________________
5. A narrow inlet of the sea between steep cliffs is called a ________________________.
6. Who was the explorer who was banished from Iceland and settled in Greenland?
_______________________________
7. The Vikings were the first Europeans to set foot in ________________________________.
8. The Vikings took ________________ to sea with them to help them find their direction.
9. Thursday was named after the god ___________________.
10. What country was given a “special” name to encourage people to come to it?
___________________________

IV. Draw lines to match the following:

1. Leif Ericson  fierce warriors
2. Valhalla  a Viking explorer
3. berserkers  Odin’s palace
V. In a well-written paragraph, tell me how Greenland was found and how a colony was started there. You must include information about Eric the Red, in your paragraph.

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

VI. In a second paragraph, tell me who the son of Eric the Red was and how his explorations affected the course of history.

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

VII. Make a drawing of the world as the Vikings believed it existed and label the parts using the words below.

Midgard   Niflheim   Yggdrasil   Bifrost
Nidhogg   Jormungand   Muspellheim   Asgard
Appendix L, page 4
Test on Vikings
I. Map Key
Greenland – 6 Denmark – 4 Iceland - 5
North Sea – 10 Norway – 1 Sweden - 2
Baltic Sea – 9 Atlantic Ocean – 11 Mediterranean Sea – 12

II. Answers may be in any order and only 4 are required.
1. gold and riches (wealth)
2. religion
3. trade (foreign goods)
4. curiosity
5. better land (food, homes)
6. expand their empire (national pride)
7. fame

III. 1. Scandinavia
2. Norsemen (Northmen)
3. Boats/ships/water travel
4. To go trading and raiding
5. fiord (fjord)
6. Eric the Red
7. North America
8. Birds
9. Thor
10. Greenland

IV. 1. Leif Ericson = a Viking explorer
2. Valhalla = Odin’s palace
3. berserkers = fierce warriors

V. It was around 986 A.D. that Eric the Red left Iceland and traveled to explore Greenland. He was originally from Norway. He then lived in Iceland after being banished from Norway for killing a man. He was banished from Iceland as well for killing someone. He then moved to and settled Greenland. He named it Greenland to apparently lure other people to come settle there as well.

VI. The son of Eric the Red was Leif Ericson. He had heard stories of a land farther west than Greenland that was unsettled from a man named Bjarni who had sailed there years before. He lived in Greenland for a time and then left. Leif explored what is now North America and a place he called Vinland around the year 1000 A.D. Vinland was probably where Newfoundland is today. Leif Ericson was probably the first European to set foot on North American soil. He also apparently brought Christianity to the Viking people and parts of North America.

VII. The drawing should show three levels. The highest level was called Asgard. The middle level was called Midgard. Midgard was surrounded by an ocean. A serpent called Jormungand lived in the ocean. Midgard was connected to Asgard by a rainbow bridge that was called Bifrost. The lowest level of the world had two halves. One half contained the land of the dead, called Niflheim. A dragon named Nidhogg lived here. The other half was the land of fire called Muspelheim. Yggdrasil was a huge ash tree whose roots held the three parts of the world together.
Caribbean Islands Map

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 

Caribbean Islands
Caribbean Islands Map Key

<table>
<thead>
<tr>
<th>Number</th>
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<tbody>
<tr>
<td>1.</td>
<td>Cuba</td>
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<tr>
<td>2.</td>
<td>Jamaica</td>
</tr>
<tr>
<td>3.</td>
<td>Haiti</td>
</tr>
<tr>
<td>4.</td>
<td>Dominican Republic</td>
</tr>
<tr>
<td>5.</td>
<td>Bahamas</td>
</tr>
<tr>
<td>6.</td>
<td>Puerto Rico</td>
</tr>
<tr>
<td>7.</td>
<td>Virgin Islands</td>
</tr>
<tr>
<td>8.</td>
<td>Lesser Antilles</td>
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<tr>
<td>9.</td>
<td>Tobago</td>
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<tr>
<td>10.</td>
<td>Trinidad</td>
</tr>
<tr>
<td>11.</td>
<td>Netherlands Antilles</td>
</tr>
</tbody>
</table>

Florida
Gulf of Mexico
Atlantic Ocean
Caribbean Sea
South America
St. Augustine Travel Brochure Assignment

**Front Cover**: Your cover should have a hand drawn picture of something in St. Augustine, such as the gates entering into Castillo de San Marcos. You may do research on your own at home on the Internet to find pictures to draw if you want. Just do not copy and paste the pictures. They must be drawn by you. Your cover should be **NEATLY** titled to introduce what is inside, such as “Visit the Beautiful St. Augustine Florida—The oldest, permanent settlement in the United States.”

**Page 1**: (back of Front Cover) Glue your picture of **Ponce de Leon**. In your neatest handwriting, write about the history involving how Ponce de Leon discovered Florida. Include information about him looking for the "Fountain of Youth."

**Page 2**: (middle section inside) Glue your picture of **Pedro Menendez de Aviles**. In your neatest handwriting, write about the history of the actual city of St. Augustine being started in 1565. Tell me what the **Castillo de San Marcos** is and what you would see if you went there today.

**Page 3**: (last of the three sections inside) Draw or trace a **map of Florida** with the city of **St. Augustine** labeled. Include any other interesting places you would like to include. Color and label very nicely!

**Page 4**: (back of page three, when you fold it over) Draw a picture of what you think Ponce de Leon had in mind when he thought about what the Fountain of Youth might have looked like. Advertise the Fountain of Youth in some way. This can be kind of silly...like, “Come discover with Ponce the water that will make you young again,” or something like that! Make this like an "Uncle Sam wants YOU" poster...only say something like "Ponce wants YOU" on his Fountain of Youth exploration. Use your imagination...be creative and color nicely.

**Do not write anything except your name on the very back of the brochure**. Do not color on the back. We will glue these into copybooks later on.

Neatness and coloring count. These should be entirely handwritten BY YOU. Use a ruler to write neatly and in straight lines. Color with colored pencils. The only cut and paste pictures you may use are the ones of the two men that I have given you. All other illustrations MUST be hand drawn BY YOU.

This will be due on __________________________.
### St. Augustine Travel Brochure

#### Grading Rubric

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<td>______ (7)</td>
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<td>______ (8)</td>
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<tr>
<td>Neatness/Color</td>
<td>______ (5)</td>
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<td>______ (5)</td>
</tr>
<tr>
<td>Information/Paragraph</td>
<td>______ (10)</td>
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<tr>
<td>Neatness</td>
<td>______ (5)</td>
</tr>
<tr>
<td>Page 2: Picture of de Aviles</td>
<td>______ (5)</td>
</tr>
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<td>______ (10)</td>
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<td>Neatness</td>
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<td>Page 3: Map of Florida</td>
<td>______ (10)</td>
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<tr>
<td>Neatness/color</td>
<td>______ (10)</td>
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<td>Page 4: Picture of Fountain</td>
<td>______ (7)</td>
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<td>Advertisement</td>
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<td>Neatness/Creativity</td>
<td>______ (5)</td>
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<tr>
<td>Final grade</td>
<td>______ (100)</td>
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THE VIKING SONG

by Kyle Hall, 2001
(used with permission)
(sung to the tune of "A Pirate's Life for Me")

CHORUS: Yo – ho, yo – ho, a Viking’s life for me!

1. We live in Scandinavia
   And sail o’er many seas;
   We raid and trade in many lands
   And sometimes settle in these!

CHORUS: Yo – ho, yo – ho, a Viking’s life for me!

2. We sail in ships with dragon heads;
   Longhouses are our homes;
   We make good armor and jewelry
   And use futhark to write poems!

CHORUS: Yo – ho, yo – ho, a Viking’s life for me!

3. Erik the Red found Greenland
   And named it to deceive;
   Leif, his son, found America
   Around 1,000 A.D.!

CHORUS: Yo – ho, yo – ho, a Viking’s life for me!
   Yo – ho, yo – ho, a Viking’s life for me!
   Yo – ho, yo – ho, a Viking’s life for me!
THE SPANISH EXPLORERS SONG
by Kyle Hall, 2001
(used with permission)
(sung to the tune of "La Cucaracha")

1. Spanish explorers – came to America - - - - (clap four times)
   On their way to the Far East,
   Looking for oro and other riches - - - -
   They were in for a “surpreeze”!

2. Ponce de Leon – wanted to stay young - - - -
   In the Fountain of Youth;
   He never found it, but then on Easter, - - - -
   He discovered Florida

3. Then came Hernando – de Soto; - - - -
   He was a conquistador!
   Looking for gold and fame, but he discovered - - - -
   The Mississippi River!

4. Cities of Cibola – called Coronado; - - - -
   Up to Kansas from Mexico,
   But all he found were pueblos of the Zuni, - - - -
   And the Grand Canyon also!

End with Chorus:
   Spanish explorers - came to America - - - -
   On their way to the Far East.
   Looking for oro and other riches, - - - -
   They were in for a sur -
   They were in for a sur -
   They were in for a “surpreeze”! OLE!
THE NORTHWEST PASSAGE EXPLORERS SONG

By Kyle Hall, 2001
(used with permission)
(sung to the tune of "Alouette")

CHORUS:
French and English explorers
Wanted to find Asia,
Using a Northwest Passage
Through America!

1. Giovanni Caboto
Sailed for England as John Cabot;
He discovered Newfoundland - 1497!

CHORUS

2. Verrazano claimed land for France;
He discovered the Hudson River;
Before Hudson - son - 1524!

CHORUS

3. Jacques Cartier named Montreal,
And he named a river:
St. Lawrence River, Cartier - 1534!

CHORUS

4. Champlain found three Great Lakes;
He's called the Father of New France;
He found-ed Quebec - 1608!

CHORUS

5. Henry Hudson discovered a bay,
And a river, and a strait;
They were all named after him - 1609 and 1610!

CHORUS

ENCORE!!
Cabot - Newfoundland;
Verrazano - Hudson River;
Cartier - St. Lawrence River;
Champlain - Quebec;
Hudson - Hudson Bay;
Oh - oh - oh - oh,

CHORUS (end with "Wooo!")
Appendix Q
French and English Exploration of North America Map
Appendix R, page 1
Explorers Review Sheet

Name ____________________________________________
Date ____________________________________________

My test will be on _______________________

What I need to remember about the Early Spanish Explorers:

1. North America was inhabited by Native Americans long before the Spanish Explorers arrived.

2. **Ponce de Leon** was one of the first Spanish explorers to reach the mainland of North America.
   - he discovered Florida in 1513
   - he was searching for the Fountain of Youth
   - he named it “la Florida” after the Spanish name for Easter, “Pascua Florida” (or the Feast of Flowers)
   - he died after being shot with a poison arrow in an Indian attack
   - he died in Cuba

3. **Hernando de Soto** was a wealthy Spanish explorer who had been with Pizarro when he conquered the Inca Empire.
   - he went to Florida after Ponce de Leon
   - he was seeking gold and riches
   - he was a cruel man who killed and enslaved many Indians
   - he traveled northwest and discovered the Mississippi River
   - he died of a fever and was buried in the Mississippi River

4. **St. Augustine, Florida** is the oldest, continuously settled city in the United States

What I need to remember about Exploration and Settlement of the American Southwest:

1. **The Spanish Missions** were begun by the Spanish explorers to bring Christianity to the Native Americans, to expand Spain’s territory in the New World, and to teach the Indians to live like Europeans.
   - the two most important areas where the Spanish missions were settled were on the coast of California and in San Antonio, Texas
   - the most famous Spanish mission is the Alamo, in Texas, because of the battle fought there in 1836

2. **Francisco Vasquez de Coronado** was the Spanish conquistador who was searching for the “Seven Cities of Cibola” (Seven Cities of Gold).
   - he never found them, but did find the pueblo villages of the Hopi and Zuni Indians in northern Arizona and New Mexico.
   - one of his men also found the Grand Canyon
Appendix R, page 2
Explorers Review Sheet

What I need to remember about the Search for the Northwest Passage:

1. **The Northwest Passage** was a route that the French and English explorers were searching for to take them to Asia by traveling Northwest across the North American Continent.
   - they were looking for a passage through the land and ice of Northern Canada that would take them to Asia and India for trade

2. **John Cabot** was born in Italy.
   - he moved to England
   - sailed for England in a ship called the "Matthew"
   - claimed Newfoundland for England
   - the most important part of his exploration was that he was able to claim a part of the New World for England
   - found a great fishing area which brought a lot of money to the country of England (Codfish industry)
   - Cabot was lost at sea on his last voyage
   - He had a son, Sebastian, who also explored

3. **Samuel de Champlain** was born in France.
   - called the "Father of New France"
   - he sailed to the new world after Jacques Cartier had already been here
   - he explored the St. Lawrence River (farther west than Cartier had) and saw Niagara Falls, Lake Huron, Lake Ontario, and Lake Champlain (in New York)
   - he founded the city of Quebec
   - he made friends with the Indians and treated them with respect

4. **Henry Hudson** was born in England, but sailed for Holland.
   - he was hired by the Dutch East India Company to look for the Northwest Passage to make trade with Asia easier
   - he was not seeking gold or riches...he explored for the job!
   - he made four voyages
   - he discovered the Hudson River, in New York, Hudson Bay, in Canada, Hudson Strait, and two cities are named for him
   - he helped to purchase Manhattan Island (now part of New York City) from the Indians for about $24
   - he helped to build the city of New Amsterdam (now New York - named after the Duke of York from England)

What else?

Study your principles page. What did we learn from the explorers?
Know the names of the five Great Lakes. (remember HOMES)
True or False - Write T or F in the blank before each statement.

_____1. The Spanish explorers found no people in North America when they first arrived here.

_____2. Ponce de Leon was searching for the Fountain of Youth.

_____3. Florida was named “Florida” because of all the flowers they found when they landed there.

_____4. The explorer who probably saw the Mississippi River for the first time was Ponce de Leon.

_____5. St. Augustine, Florida is the oldest, continuously settled city in the United States.

_____6. The Spanish Missions were established to bring Christianity to the Indians.

_____7. Champlain established the city of Montreal.

_____8. John Cabot was born in England.

_____9. Henry Hudson was an explorer who was seeking riches and adventure.

_____10. The Spaniards were all searching for gold.
Multiple Choice - Put the letter of the best answer in the blank

_____11. What were the explorers from England, France, and Holland searching for?
   a. the Northwest Passage  
   b. furs  
   c. gold  
   d. new lands for their country

_____12. How did Ponce de Leon die?
   a. a fever  
   b. a poison arrow  
   c. fighting with an Indian  
   d. drowned

_____13. What did Hernando de Soto discover?
   a. the Grand Canyon  
   b. the Fountain of Youth  
   c. the Mississippi River  
   d. Florida

_____14. Where was John Cabot born?
   a. England  
   b. Spain  
   c. Italy  
   d. Holland

_____15. What explorer was from England but sailed for Holland?
   a. Ponce de Leon  
   b. Coronado  
   c. Hudson  
   d. Hernando de Soto
16. What company paid Henry Hudson to sail for them?
   a. French Bread Company
   b. British Northern Tea Company
   c. Dutch East India Company
   d. Muscovy and Meyers Company

Matching - Put the letter of the correct explorer next to the terms that describe him best. You may use an answer more than one time and you may not use some of the names listed.
   a. Hudson    e. Columbus    i. Coronado
   b. Champlain f. Cortes j. Pizarro
   c. Cabot  g. Marco Polo k. de Soto
   d. Vespucci    h. Cartier m. Ponce de Leon

17. I founded the city of Quebec.

18. I explored the St. Lawrence River farther west than anyone else.

19. I was called the “Father of New France”.

20. I helped England get rich by selling fish.

21. I led the expedition that discovered the Grand Canyon.

22. I sailed for Holland and explored a river in New York.

Short Answer - Write you answer on the lines after each question.

23. What was one reason that people wanted to explore?
   ____________________________________________________________

24. Why did Ponce de Leon name Florida what he did? ________________________________
   ____________________________________________________________
25. If the “Seven Cities of Cibola” did not exist, why did the explorers keep searching for it anyway? ______________________________________________________________

26. What was the MOST important thing that John Cabot’s exploration did for England? ________________________________________________________

27. Who was the first Spaniard to explore the lands that are now the United States? __________________________________________________________

28. Where is the Hudson River located? ____________________________________________

29. Many French and English explorers were searching for the Northwest Passage. What was this and why did they want to find it? ________________________________________________________________
______________________________________________________________________
______________________________________________________________________

30. Explain in detail one principle that you have learned from our study of Explorers. Why is it important for you to learn about these guys? What have you learned that will help you be a wiser person in the future?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

31. In the Southwestern United States, the Spanish explorers built missions. What were the missions and why were they important to the Spain? (You should be able to give three reasons they were important.)
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Bonus!
1. Name the waterfall between the U.S. and Canada. _______________________

2. Name the five Great Lakes. ________________  ________________
______________________________________________________________________
Appendix S, page 5
Explorers Test Key

1. F  11. a  17. b
2. T  12. b  18. b
3. F  13. c  19. b
4. F  14. c  20. c
5. T  15. c  21. i
6. T  16. c  22. a
7. F
8. F
9. F
10. T

Short Answer

23. gold and riches (wealth), religion, trade (foreign goods), curiosity, better land (food, homes), expand their empire (national pride), or fame

24. Because he landed on its shores on Easter Sunday, which is called Pascua Florida in Spanish, the feast of flowers.

25. The Indians kept telling them that gold was “farther on” to get rid of them.

26. He gave England their first holding (claim to land) in the New World.

27. Ponce de Leon

28. New York State

29. The Northwest Passage was a supposed westward route through northern North America that led to the East (Orient). The explorers wanted to find it to secure a shorter, safer trade route to the Orient and the East. Traveling across the Middle East and the terrain between Europe and Asia was very difficult and dangerous.

30. Answers will vary.

31. The Spanish Missions were begun by the Spanish explorers to bring Christianity to the Native Americans, to expand Spain’s territory in the New World, and to teach the Indians to live like Europeans.
   -the two most important areas where the Spanish missions were settled were on the coast of California and in San Antonio, Texas
   -the most famous Spanish mission is the Alamo, in Texas, because of the battle fought there in 1836

Bonus
1. Niagara Falls
2. Huron, Ontario, Michigan, Erie, and Superior