Eye on Exploration: Take a Second Look
Grade Level: 5th Grade
Written by: Tina Collins, Laura Eberle, Nicole Osborne, and Shelly Reaves
Length of Unit: (5 extended lessons, 2-3 weeks)

I. ABSTRACT
A. "In 1492, Columbus sailed the ocean blue…” Your students know the rhyme, but this unit will challenge them to think beyond the basics, and to look at the Age of Exploration with fresh eyes. They will consider the viewpoint of the vanquished as well as the victors. They will walk in the steps of famous explorers as they research their journeys and examine their motives. They will delve into the daily life of the 15th century, and examine native accounts of the conquest of the Americas. In doing so, students will walk away with an understanding that there is always more than one side to a story!

II. OVERVIEW
A. Concept Objectives
1. Students will realize the importance of considering different points of view.
2. Students will understand the diverse motives compelling people to explore.
3. Students will consider the consequences of exploration.
B. Content from the Core Knowledge Sequence
1. Spanish Conquerors p. 113
2. European Motivations for Exploration p. 113
3. European Exploration, Trade, and Colonization p. 113
4. Two Worlds Meet: Columbus and the Tainos p. 113
5. Know how to gather information from different sources p. 109
6. Know how to write short reports synthesizing information from at least 3 different sources, presenting the information in his or her own words p. 109
C. Skill Objectives
1. Identify different points of view about an issue or topic (Soc. Studies TEKS 5.25D)
2. Identify the elements of frame of reference that influenced the participants in an event (Soc. Studies TEKS 5.25E)
3. Create written and visual material such as reports, graphic organizers, and bibliographies (Soc. Studies TEKS 5.26D)
4. Identify economic motivation for European exploration (Soc. Studies TEKS 5.11A)
5. Use writing as a tool for learning and research (Lang Arts TEKS 5.21)
6. Frame questions to direct research (Lang Arts TEKS 5.21A)
7. Organize prior knowledge using graphic organizers (Lang Arts TEKS 5.21B)
8. Take notes and summarize and organize ideas (Lang Arts TEKS 5.21C, D)
9. Use technology to present information (Lang Arts TEKS 5.21E)
10. Evaluate own research and raise new questions (Lang Arts TEKS 5.21F)
11. Create webs to organize information
12. Determine a text’s main idea and supporting details (Reading 5.10F)

III. BACKGROUND KNOWLEDGE
A. For Teachers
IV. RESOURCES
A. The Broken Spears, by Miguel Leon Portilla
B. The First Americans, by Joy Hakim
C. If You Were There in 1492, by Barbara Brenner
D. The Explorer’s Handbook, by Marilyn Tolhurst
E. Encounter, by Jane Yolen
F. Pearson Learning: History and Geography, Grade 5, Edited by E.D. Hirsch
G. Chocolate: Riches From The Rainforest, by Robert Burleigh

V. LESSONS
Lesson One: What Does It Take?
A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand the diverse motives compelling people to explore
2. Lesson Content
   a. European Motivations for Exploration p. 113
   b. European Exploration, Trade, and Colonization p. 113
3. Skill Objective(s)
   a. Identify the elements of frame of reference that influences the participants in an event (Soc. Studies TEKS 5.25E)
   b. Identify economic motivation for European exploration (Soc. Studies TEKS 5.11A)

B. Materials
1. Appendix A (What Does It Take To Be An Explorer?)
2. Appendix B (Do You Have What It Takes?)
3. Appendix C (The Age of Discovery)
4. Appendix D (Key for The Age if Discovery)
5. sentence strips
6. Pearson Grade 5 History and Geography books, one per student if possible, or another resource with background information on the Age of Exploration

C. Key Vocabulary
1. reckless-lacking care or caution
2. scurvy-a disease caused by lack of vitamin C which is found in fresh fruits and vegetables
3. circumnavigate- To travel completely around something, especially by water
4. cartographer- a map maker

D. Procedures/Activities
1. Using “What Does it Take to be an Explorer?” (Appendix A) have students select, rank and decide on the three qualities that they believe are important in an
explorer. In this activity, students will first work independently selecting the qualities they believe are important, then they will collaborate in small groups to rank the important qualities, and finally, the class will collectively decide on the three most important attributes of an explorer.

2. Teacher will orally lead students through the “Do you have what it takes?” quiz (Appendix B), having the students record their answers. When all questions have been answered, the teacher will read the profiles of those who answered mostly A, mostly B, and mostly C.

3. Have students independently read “The Age of Discovery” (Appendix C) and predict the words they believe fit in the blanks as a cloze activity. They may write them lightly in pencil or make a separate list.

4. Prior to the lesson, teacher should write the answers from the key (Appendix D) onto sentence strips. As you lecture through the note-taking sheet have the students vocalize their predictions and then confirm or correct their thoughts using the sentence strips.

5. Read from a good source about the impetus for the Age of Exploration. An excellent choice is the Pearson 5th grade History and Geography book, pages 122-127.

E. Assessment/Evaluation
1. Do a quick write on the following two questions. What are some specific reasons that Europeans explored in the 1500’s? Do you think that you would have made a good explorer?

Lesson Two: Culture Clash
A. Daily Objectives
1. Concept Objective(s)
   a. Students will consider the consequences of exploration
   b. Students will appreciate the importance of considering different points of view
2. Lesson Content
   a. European Motivations for Exploration p. 113
   b. Spanish Conquerors p. 113
3. Skill Objective(s)
   a. Identify the elements of frame of reference that influences the participants in an event (Soc. Studies TEKS 5.25E)
   b. Identify different points of view about an issue or topic (Soc. Studies TEKS 5.25D)

B. Materials
1. One large piece of chart paper for each group of 5-6 children
2. One copy per group of the picture on page 42 in The Broken Spears, enlarged to fit on a sheet of copy paper
3. Markers of different colors
4. Pages 63-65 from The Broken Spears
5. Page 96 from The First Americans

C. Key Vocabulary
1. conquistador—a soldier who came to the new world in search of adventure and wealth
2. interchange—a meeting between more than one group

D. Procedures/Activities
1. Focus: Chalk Talk. Prior to the lesson, tape the photocopied picture into the center of each of the charts. (This picture, taken from an Aztec codex, will be the topic of a silent “chalk talk” conversation to get students thinking about the Aztec perspective of the conquest). Split the students into groups of no more than six, and distribute the charts to groups. Have the students get out a marker. (If each child can have a different color marker it works nicely.) With very little introduction, have the students take turns silently writing questions or comments on the chart paper about the picture. (It should look like a web, with the ideas stemming off of the picture in the center.) The teacher may go around and add her/his own questions or comments to the charts as a way of guiding this silent discussion. Allow this to go on for 5-10 minutes, or until writing stops.

2. When groups have finished, lead students through a gallery walk to see what each group has written. Allow time for discussion about what they saw on each other’s charts. Explain to the students that the picture came from actual Aztec historical documents describing the meeting of Spanish explorers and the Aztec in Tenochtitlan.

3. Provide the students with pages 63-65 from The Broken Spears and page 96 from The First Americans. Read the opposing accounts of the interchange between the Aztec and the Spanish, and help the students to really understand the content of each.

4. Split the class into the two opposing groups, the Spanish and the Aztec. Each group will create a presentation to share their side of the story with the opposing group. (Ideas include a dramatization, choral reading, or reader’s theater.)

5. Extension-Read aloud Encounter by Jane Yolen as a different point of view on Columbus’s meeting of the Taino.

E. Assessment/Evaluation
Do a quick write on the following two questions. What did you learn about either the Aztec or Spanish point of view from the presentations? How has this helped you to consider different points of view?

Lesson Three: Europe in the Age of Exploration (*4-day lesson; Reading Block)

A. Daily Objectives
1. Concept Objective
   a. Understand the diverse motives compelling people to explore
   b. Realize the importance of considering different points of view

2. Lesson Content
   a. Great wave of European exploration and trade in the 1400s
   b. European motivations for exploration

3. Skill Objective(s)
   a. Determine a text’s main idea and supporting details
   b. Create a web to organize information
   c. Create written and visual material such as reports, graphic organizers, and bibliographies (Soc. Studies TEKS 5.26D)

B. Materials
1. Student copies of If You Lived in 1492, by Barbara Brenner
2. blank paper for student webs
3. Appendix E (Copies of Spain web each student and transparency for the teacher)
4. 6 pieces of white poster board for group webs
5. Appendix F (Quiz--handouts for students or power point)
6. Appendix G  (Rubric to assess webs—one per student)

C. **Key Vocabulary**
1. barbarian- a member of a people considered by those of another nation or group to have a primitive civilization
2. mania- an excessively intense enthusiasm, interest, or desire; a craze
3. Iberian Peninsula- a peninsula of southwest Europe occupied by Spain and Portugal.

D. **Procedures/Activities**
1. **DAY ONE**: Create a class web on the board to chart what the students already KNOW about life in 1492 in Europe. Model grouping similar ideas together as students offer them.
2. Read together pp. 1-8 in *If You Lived in 1492* together. (This book gives excellent insight into what life was like in Europe when the Age of Exploration began, which will help students understand the point of view and frame of reference of the explorers they will study). Go back and add to the class web in a different color. Discuss how a web has main ideas in “bubbles” with supporting ideas stemming off from them.
3. Practice webbing main idea and details by having the class read the chapter “Spain” by themselves. They will practice grouping ideas from the chapter using Appendix E. Check for understanding by going over the worksheet together on the overhead.
4. **DAY TWO**: Divide the class into 6 groups. Assign the following chapters from *If You Lived in 1492*, one to each group: Traveler in Spain, Sickness and Health, Food and Clothing, Education, Arts and Entertainment, Mapmakers.
5. Students will read the chapter silently and create a rough draft of a web independently to share with the group.
6. Students will meet in their small groups and decide together on 3-5 main “bubbles” for their web and what details to include with each bubble. They then work together to create a large web on poster board to present to the class.
7. **DAY THREE**: Introduce topics to be presented by giving students an anticipatory quiz on them (Appendix F). Ideally, the quiz could be shown as a power point presentation. Students guess the answers the first time. The quiz will be given again after group presentations to confirm or check predictions.
8. Groups share webs with entire class.
9. Take quiz again and confirm or correct predictions.

E. **Assessment/Evaluation (DAY FOUR)**
1. Review and discuss why webbing information is a good study strategy. Help them to see that by webbing, they are recognizing main ideas and details.
2. Students read the chapter “Ships and Sailors” in *If You Lived in 1492*. They will create a web to turn in for a grade. Assess using rubric provided in Appendix G.
3. Technology connection: Have students create their web in the computer lab using Inspiration.

**Lesson Four: Explorer Research (2-day lesson to introduce plus additional research time)**

A. **Daily Objectives**

4. Concept Objective
   a. Understand the diverse motives compelling people to explore
   b. Consider the consequences of exploration
5. Lesson Content
   a. Explorers from Portugal: Prince Henry, Bartolomeu Dias, Vasco da Gama, Cabral
   b. Explorers from Spain: Columbus, Magellan, Balboa
   c. Explorers from England and France
   d. Search for the Northwest Passage
   e. Conquistadors: Cortes and Pizarro

6. Skill Objective(s)
   a. Use writing as a tool for learning and research (Lang Arts TEKS 5.21)
   b. Frame questions to direct research (Lang Arts TEKS 5.21A)
   c. Organize prior knowledge using graphic organizers (Lang Arts TEKS 5.21B)
   d. Take notes and summarize and organize ideas (Lang Arts TEKS 5.21C, D)
   e. Create written and visual material such as reports, graphic organizers, and bibliographies (Soc. Studies TEKS 5.26D)—students will create a mobile in this lesson to share the motives and results of an explorer and his journey.

F. Materials
   1. Access to library for research time, and assistance of librarian
   2. Appendix H: Research Process Self-Check, one per student
   3. Appendix I: Overhead of list of Famous Explorers
   4. Appendix J: Letter to parent, one per student (sample mobile on back)
   5. Appendix K: Explorer Study note-taking sheet, one per student
   6. Appendix L: Cloze paragraph for Impact of Exploration piece, one per student
   7. Appendix M: BINGO card, one per student
   8. Appendix N: Rubric to assess mobiles
   9. Research materials for continued project work in the classroom
   10. Pocket folders with brads, one per student
   11. A sample mobile (optional but very helpful)

G. Key Vocabulary
   1. impact- the effect or impression of one thing on another
   2. undertaken-decided or agreed upon; begun
   3. anecdote- a short account of an interesting or humorous incident
   4. sponsor- One that finances a project or an event carried out by another person or group, especially a business enterprise that pays for radio or television programming in return for advertising time.

H. Procedures/Activities
   1. FIRST DAY—Introduction to the research project
   2. Have each student make a research folder in which to keep all papers, etc. pertaining to this project.
   3. Discuss the processes involved in research. Use “Research Processes Self-Check” (Appendix H). These are straight out of Texas state standards. Explain that students will self-evaluate their efforts at the end of the project on these goals.
   4. Students will choose an explorer to research. Put the list of choices (Appendix I) on the overhead. Draw sticks or use another unbiased method to give each child an opportunity to choose an explorer.
5. On the back of the Research Processes handout, the student will list what he already knows about this explorer and 8 questions they hope to answer through research.

6. Pass out the parent letter to send home (Appendix J) Go over each piece of the mobile by looking at the Columbus sample on the back of the parent letter. *It is ideal if the teacher makes an actual mobile ahead of time to show the class what the end product will look like. The parent letter explains clearly how the mobile will need to be assembled

7. **FOLLOWING DAYS**—Library Research. Arrange at least 2 sessions in the library when the students can conduct research. To guide them in finding the information necessary to complete the mobile, students will use a note-taking form (Appendix K). Go over this carefully with the class, or let the librarian explain it on your initial visit. Students will have all the information they need for the mobile pieces if this note-taking sheet is completed thoroughly. Research will begin at school but may need to continue at home.

8. To help with the “impact paragraph” piece of the mobile, a cloze paragraph is provided that students can use. (See Appendix L.)

9. **FINAL DAY**—Students should be ready to present their mobile after about two weeks. Group presentations by country of origin (Portugal, Spain, England, France, Holland, etc.) so connections can be made to motives and methods common to each country. To reinforce the concept of point of view, have students present their explorer in first person (ex: “I am Hernando Cortes, but to the Aztecs, I was a long-awaited god returning to them from the east….”)

10. While listening to classmates report on their mobiles, students will create their own bingo card (Appendix M). At the end of each presentation, each student will reiterate the most important fact about their explorer so that their classmates can write it on their bingo card to be used in lesson 5.

I. **Assessment/Evaluation**  
1. Use rubric provided (Appendix N) to assess mobiles for completion, quality of work, and oral presentation to class.

**Lesson Five:**  
**A. Daily Objectives**

1. **Concept Objective**  
   a. Students will realize the importance of considering different points of view  
   b. Students will understand the diverse motives compelling people to explore.  
   c. Students will consider the consequences of exploration.

2. **Lesson Content**  
   a. Explorers from Portugal: Prince Henry, Bartolomeu Dias, Vasco da Gama, Cabral  
   b. Explorers from Spain: Columbus, Magellan, Balboa  
   c. Explorers from England and France  
   d. Search for the Northwest Passage  
   e. Conquistadors: Cortes and Pizarro

3. **Skill Objective(s)**  
   a. Identify different points of view about an issue or topic (Soc. Studies TEKS 5.25D)
b. Identify the elements of frame of reference that influenced the participants in an event (Soc. Studies TEKS 5.25E)

c. Take notes and summarize and organize ideas (Lang Arts TEKS 5.21C, D)

B. Materials
1. Four signs labeled God, Glory, Gold, and Adventure
2. note cards
3. Bingo cards made in lesson 4

C. Key Vocabulary
1. All vocabulary from the unit will be reviewed in this lesson

D. Procedures/Activities
1. Review motivations of explorers using a four-corner activity. Label each corner with the motivations of God, Glory, Gold and Adventure. Students will stand in the corner of the room that most accurately reflects the motive of the explorer they researched.
2. Students will report from each corner telling who they are and where they explored.
3. Once they have reported, students will write the name of their explorer and the most important fact (provided in lesson 4 procedure 10) onto a note card and place it into a class hopper.
4. Bingo activity—Students will use the bingo card they created in lesson 4 to play. The teacher will draw cards and students will place markers on the corresponding box on their bingo cards.

E. Assessment/Evaluation
1. Using a 3-2-1 format, have students complete the following tasks:
   a. List 3 things that surprised you about the explorer you researched.
   b. What 2 qualities do you possess that would make you a good explorer.
   c. Give 1 reason why you would rather have lived in 1492 than now.

VI. CULMINATING ACTIVITY: SPICE IT UP!

“It is no exaggeration to say that the desire to reach the Spice Islands led to the exploration of the entire planet.” –Pearson Learning, History and Geography Grade 5

To culminate the unit, students will enjoy a day experimenting with the spices that were the impetus for the Age of Exploration. Students will rotate through the following centers to better appreciate the aromatic and tasty pleasures these spices offered then and continue to provide today.

Spice Sniff
Place a variety of spices in unmarked baby food jars. Write the names of the spices on index cards and place on the table with the jars. Students will sniff the jars and try to identify each one by placing the corresponding index card in front of the jar. Make the activity self-checking by color-coding the back of the index card to match a dot on the bottom of the baby food jar.

Beware: Bland Oatmeal
Give students a chance to taste, firsthand, what a difference spices can make! Prepare a pot of plain oatmeal and give each student a small cupful. Have them taste it and give their reactions. Then, have a variety of spices available with measuring spoons. Let students “spice up” their
oatmeal with whatever combination of spices they choose. Allow them to make several attempts to get it just right. Provide recipe cards at this station. When each student has perfected his oatmeal, he will write a recipe and name his masterpiece. Recipes could be compiled into a class recipe book with these and the chocolate drink recipes (see below).

Suggested spices to use for the above activities: sugar, salt, nutmeg, ginger, cloves, cinnamon, vanilla, saffron, mint (add garlic, pepper, dry mustard, basil, cayenne, sage, cumin, curry, rosemary, and more for the spice sniff activity—not the oatmeal!)

Columbus’s Cookies
Have students make the dough for these cookies that are made with the same spices that sailors traveled across the ocean to find. If no kitchen is available to cook them, send the dough home or use Easy Bake Ovens in your classroom.

Ingredients: 12 oz. white flour, ½ tsp. baking soda, 1 tsp. ground cinnamon, ½ tsp. ground nutmeg, a pinch of ground cloves, 4 oz. butter, 6 oz. brown sugar, 3 Tbsp. corn syrup, and 1 egg, beaten.

Directions:
1. Sift baking soda, flour, and spices into bowl.
2. Cut the butter into small pieces and use your fingers to rub it into the flour. Add sugar when the mixture reaches the consistency of breadcrumbs.
3. Pour the syrup into the mixture; add beaten egg. Stir until dough forms.
4. Knead dough until smooth. Place on lightly floured board and roll out to a thickness of ¼ inch.
5. If desired, cut into fish shapes. Place on greased cookie sheet and bake at 375 degrees for about 12 minutes (conventional oven).

Recipe adapted from The Explorer Handbook, by Marilyn Tolhurst.

The Divine Drink: Chocolate
Hernando Cortes called chocolate “the divine drink which builds up resistance and fights fatigue.” However, another Spaniard reviewed chocolate as “more a drink for pigs than for humanity.” In its pure form, as consumed by the Maya and Aztec, chocolate was bitter and unpleasant to the taste of many Europeans. However, with the arrival of sugar in the New World, chocolate was revolutionized. In this activity, students will experiment with making chocolate taste yummy.

If possible, share excerpts from the book Chocolate: Riches from the Rainforest, by Robert Burleigh. It gives excellent information on this subject.

Give each student a teaspoon of cocoa powder and warm water. Let them taste it and describe the sensation. Provide honey, crushed chili peppers, and vanilla for authentic Maya flavoring experimentation. Offer sugar and cinnamon as the Old World influences. Let students experiment! As with the oatmeal, students could write a recipe and name it when they find that winning combination.

Another extension to this activity is to offer a variety of types of chocolate chips for students to sample. This will enable them to experience the difference between bittersweet, semi-sweet, and milk chocolate flavors.
**HANDOUTS/WORKSHEETS (See Appendices)**

A. Appendix A: What Does It Take to be An Explorer?
B. Appendix B: Do You Have What It Takes?
C. Appendix C: Age of Discovery
D. Appendix D: Key for Age of Discovery
E. Appendix E: Spain Web
F. Appendix F: Anticipatory Quiz for 1492 Webbing Topics
G. Appendix G: Rubric to Assess Webs
H. Appendix H: Research Process Self-Check
I. Appendix I: List of Famous Explorers
J. Appendix J: Letter to Parent on Mobile Project
K. Appendix K: Note-Taking Sheet
L. Appendix L: Impact of Exploration
M. Appendix M: BINGO Card
N. Appendix N: Rubric to Assess Mobiles

**VII. BIBLIOGRAPHY**

WHAT DOES IT TAKE TO BE AN EXPLORER?

Men and women have explored faraway lands for hundreds of years. Some explorers are looking for riches. Some want to make a fresh start. Others are looking for freedom. Journeys to distant lands sometimes bring danger or even death. Explorers often have no idea what they might find when they reach their destination. What do you think it takes to be an explorer?

1. Look at the list below. Choose the qualities you think are important in an explorer by putting a check on that line.

A good explorer should be:

- adventurous
- physically strong/healthy
- courageous
- reckless
- able to make decisions
- curious
- intelligent
- popular
- independent
- rich
- careful
- looking for fame

2. Now go back to the qualities you checked. Put them in order from most important to least important. (Give a number "1" to the most important, "2" to the next most important, etc.)

3. Share your choices with your group. Why did you feel your number one choice was the most important quality for an explorer? Did your group disagree on any qualities?

4. Take a class vote. Which three qualities does your class think are the most important?

   1.
   2.
   3.
Do you have what it takes?

To be an explorer, you must be fit, tough, brave and a little crazy! Answer the following questions to see if you have what it takes.

1. You have scurvy and bunions and you are over 23 miles away from the base camp. What do you do?
   A. run as fast as you can to get there
   B. rest under a tree until you don’t feel as bad
   C. break down crying

2. Some of the people you are with won’t stop complaining about the conditions. What do you do?
   A. tell them to stop being babies and deal with it
   B. shoot the chief complainer
   C. tell them you are sorry

3. A black widow spider is seen crawling on your shoulder. What do you do?
   A. kill it with a shoe
   B. run away screaming
   C. pass out

4. A tribe of war-painted natives come to your camp and demand gifts. What do you do?
   A. shoot at them and tell them to go away
   B. give them your dinner
   C. run far, far away

5. Some of the people you are with are getting tired of exploring and are feeling discouraged. What do you do?
   A. tell them they are wasting you time and send them home
   B. give them extra food
   C. pout

6. There is a deadly, raging river ahead and the only way across is a rope bridge that looks frayed. What do you do?
   A. volunteer to go over first and examine it’s strength
   B. send the fattest person over at gun point
   C. panic because you don’t know what to do

7. There is nothing left to eat or drink. What do you do?
   A. shoot your pet guinea pig and eat it
   B. boil a gourmet dish of grasshoppers
   C. starve

If you answered mostly A’s, you are intrepid, courageous and a little crazy. You would make an excellent explorer.

If you answered mostly B’s, you are sensible, you take a logical approach to problems, and you would make a terrific tour guide.

If you answered mostly C’s, you are too timid to be an adventurer. Stay home and read a book about adventure instead.

Adapted from The Explorer’s Handbook by Marilyn Tolhurst
The Age of Discovery

In the Americas, the civilizations of the Maya, Aztec and Inca are flourishing. But what is going on across the ocean? It is the fifteenth century (the _______ s), and in Europe this time is called the _________________.

Up until this time, people have always believed that the world was __________. Now, some are saying that the earth is round. But no one can prove it, because no one has ever ________________ (sailed around) the globe.

Europeans who live at this time think they know all of the land masses on earth. ________________ draw their maps showing only Europe, Asia and Africa. No one knows yet about the continents of North and South ________________. People in these days are frightened of what lies in the ocean that has never been explored. Maps show things like ________________ in the waters.

Now, here is a problem. During the Middle Ages, people in Europe had become fond of certain ________________ like spices, silks, sugar, pearls and precious stones that could only be gotten from the East. These items had been brought to Europe through the city of ____________________.

But this important city is now controlled by some people called the __________, who are fighting with the Europeans. They will not allow traders to bring these important items through the city any longer. Traders are forced to find new, longer routes and things are becoming very ________________ to buy.

What can be done to solve this problem? Adventurous men are beginning to search for another route to the East; a route that goes by _______ instead of by land. These men are determined to find a route around the continent of ________________ so that they no longer have to depend on overland traders for their luxuries.

This quest for another route to Asia (the East) becomes the focus of the Age of Exploration and Discovery, and many people will become famous along the way!
The Age of Discovery

(KEY)

In the Americas, the civilizations of the Maya, Aztec and Inca are flourishing. But what is going on across the ocean? It is the fifteenth century (the 1400s), and in Europe this time is called the Age of Discovery.

Up until this time, people have always believed that the world was flat. Now, some are saying that the earth is round. But no one can prove it, because no one has ever circumnavigated (sailed around) the globe.

Europeans who live at this time think they know all of the land masses on earth. Cartographers draw their maps showing only Europe, Asia and Africa. No one knows yet about the continents of North and South America. People in these days are frightened of what lies in the ocean that has never been explored. Maps show things like sea monsters in the waters.

Now, here is a problem. During the Middle Ages, people in Europe had become fond of certain luxuries like spices, silks, sugar, pearls and precious stones that could only be gotten from the East. These items had been brought to Europe through the city of Constantinople.

But this important city is now controlled by some people called the Turks, who are fighting with the Europeans. They will not allow traders to bring these important items through the city any longer. Traders are forced to find new, longer routes and things are becoming very expensive to buy.

What can be done to solve this problem? Adventurous men are beginning to search for another route to the East; a route that goes by sea instead of by land. These men are determined to find a route around the continent of Africa so that they no longer have to depend on overland traders for their luxuries.

This quest for another route to Asia (the East) becomes the focus of the Age of Exploration and Discovery, and many people will become famous along the way!
Appendix E

**Directions:**
Read the chapter entitled, "Spain" in If You Lived in 1492. 
Arrange the following ideas from that chapter into the web below. 
Remember, big ideas go in the bubbles. 
Supporting ideas stem off from the big ideas.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Part of the Iberian Peninsula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divided into 2 kingdoms</td>
<td>Geography</td>
</tr>
<tr>
<td>Government</td>
<td>Traveled like birds</td>
</tr>
<tr>
<td>Near France, Italy, Germany, England</td>
<td>King Ferdinand ruled Aragon</td>
</tr>
<tr>
<td>Goods</td>
<td>People were bursting with them</td>
</tr>
<tr>
<td>Near Atlantic Ocean</td>
<td>Ships came in and out of Palos</td>
</tr>
<tr>
<td>Silks, spices, sugar coming in</td>
<td>Queen Isabella ruled Castile</td>
</tr>
<tr>
<td>Portugal is the &quot;mask on the face&quot;</td>
<td>Exploring fever at its height</td>
</tr>
<tr>
<td>Two kingdoms now together</td>
<td>Wool, leather, iron going out</td>
</tr>
</tbody>
</table>

```
Spain
```
Appendix F

If You Were There in 1492

Anticipatory Quiz

1. Which of the following was the hottest fashion statement for the men of 1492?
   a. Powdered wigs
   b. Plaid kilts
   c. Multicolored stockings
   d. High heeled shoes

2. Which of the following recommendations could be found in a book of table manners from 1492?
   a. Don’t scratch yourself at the table
   b. Only shower before Sunday Brunch
   c. When you blow your nose, carefully look at what comes out
   d. Use only your hands to eat chicken, turkey and quail

3. Which of the following was a method from keeping disease from your home?
   a. Throwing a pinch of salt through the doorway before entering
   b. Eating the leaves of a rosemary plant
   c. Tying a goat outside your door
   d. Brewing chamomile tea

4. A popular method for curing people who got sick was:
   a. Bleeding a patient until all the bad blood was gone
   b. Swallowing a piece of paper that had a prayer on it
   c. Covering the patient’s body with ice
   d. Eating black pepper

5. If you misbehaved in elementary school in 1492, which type of punishment should you expect?
   a. Writing the Lord’s Prayer 100 times
   b. A flogging or beating
   c. Cleaning the blackboards
   d. Repairing leaks in the school roof

6. What were maps made of?
   a. Paper
   b. The cured skin of unborn calves
   c. Zebra skin
   d. Leather

7. What type of entertainment did people in 1492 NOT enjoy?
   a. Bowling
   b. Falconry
   c. Skating
   d. Chess
Rubric To Assess Webs

___ (20 pts) Web includes topic in the center of the web
___ (20 pts) Web includes 3-5 main idea bubbles
___ (20 pts) Web includes details for each main idea
___ (20 pts) Information is accurate and taken from the chapter read
___ (10 pts) Web is neatly done and written so others can read it
___ (10 pts) Group presentation is organized and informative
Research Processes
Self-Check

Research: careful study and investigation for the purpose of discovering and explaining new knowledge

Did I:

____ Pose and revise questions for investigation?

____ Use text organizers to locate and organize information?

____ Use multiple sources to locate information?

____ Interpret and use graphic sources of information, such as maps, timelines, diagrams, etc.?

____ Summarize and organize information by taking notes?

____ Draw conclusions from my research?

____ Raise new questions after gaining new knowledge?

Signature
Appendix H

What I Already Know About

Questions I Have About

1.
2.
3.
4.
5.
6.
7.
8.
Appendix I

Famous Explorers

Leif Erickson  
Marco Polo

Prince Henry the Navigator  
Americus Vespucci

John Cabot  
Vasco da Gama

Vasco Nunez de Balboa  
Francisco Pizarro

Ferdinand Magellan  
Hernando Cortes

Jacques Cartier  
Hernando de Soto

Francisco Coronado  
Sir Francis Drake

Sir Walter Raleigh  
Samuel de Champlain

Robert Cavalier, Sieur de la Salle  
Henry Hudson

Captain James Cook  
David Livingstone

Meriwether Lewis and William Clark  
Robert Peary

Sir Ernest Shackleton  
Roald Amundsen

Sir Edmund Hillary  
Vitus Bering

Alonso de Pineda  
Ponce de Leon

Cabeza de Vaca  
Giovanni Verrazano

Bartolomeu Dias  
Ibn Battuta
Dear Parents,

We are currently working on explorer projects in Language Arts. Each student has selected an explorer to research. The final product will be a mobile and a brief oral presentation to the class.

We have had two sessions in the library with Mrs. Krebsbach. However, because all of fifth grade will be working on these projects, it would be very helpful if your child could use the public library to find books on his/her explorer. We have a limited number of books and resources in the library, which will need to stay there to accommodate all of fifth grade.

While we will have class time to work on the mobiles, some of the research and the completion of each piece may need to be done at home. In addition, students will need to put the entire mobile together at home. Please use a wire coat hanger for the top. The pieces need to be secured tightly and arranged as shown in the attached example. The less the pieces “wiggle” around, the better. Pipe cleaners and yarn work well, paper clips do not! (We’ve learned this the hard way!)

The mobiles will be due on FRIDAY, NOVEMBER 22nd.
Thank you for your interest in this project!

Sincerely,
Miss Reaves

Please detach and return this portion to Miss Reaves

Appendix J

I have seen this letter and I understand that my child has a mobile due on November 22nd.

Parent signature_____________________ Child’s name____________________
Appendix J

Christopher Columbus

When? In 1492, Columbus sailed the ocean blue! I set out from Spain in August of 1492. We sighted land on October 12, 1492. I also took three later voyages in 1493, 1495, and 1502.

Where? Now, I thought I was sailing to the Indies—thath why I called the natives “Indians.” Actually, I landed at the Bahama Islands off the coast of North America.Oops!

Who helped? It took me seven years to find someone to back my plan! King John II of Portugal refused to support me. Finally, after four years of begging and pleading, King Ferdinand and Queen Isabella of Spain agreed to sponsor my trip.

Why? Because I studied maps and books as a young man, I was convinced I could get to Asia by sailing west across the Atlantic Ocean. People in Europe were anxious to find a sea route to the Indies because land routes had been blocked by the Turks.

Columbus’ Impact

Christopher Columbus was an explorer who made a great impact on the world. In the year 1492, he became the first explorer to reach the continent of America, although he thought he had reached Asia. One result of Columbus’ exploration was that a new continent had been found. Another result was that Spain now had access to a whole new empire in the New World. If Columbus had not explored as he did, it is possible that many years would have passed before anyone attempted to sail west to find a route to the East. What I learned from studying about Columbus is that to be an explorer, you have to be willing to take risks and believe in yourself even if no one else does!

Bibliography
Champlain a Life of Courage: William Jacobs 1994
Explorers: Virginia Slackman Publication Ass 1974
APPENDIX K

EXPLORER STUDY

Name ________________________________

Explorer I researched __________________________

Date of birth ________ Place of birth _________________ Date of death ________

EXPLORATIONS

<table>
<thead>
<tr>
<th>Where and when did the explorations occur?</th>
<th>Why were the voyages undertaken?</th>
<th>What problems were encountered?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What countries and people sponsored the expedition?

IMPACTS

<table>
<thead>
<tr>
<th>Why is this person famous?</th>
<th>Results of the exploration?</th>
<th>Interesting facts and anecdotes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hardy Oak 5th grade
LE/VK
Appendix K

Additional Notes:


Rough Draft of Map:


Resources I Used:

1. Title: 
   Author: ____________________ Publisher and Year ____________________

2. Title: 
   Author: ____________________ Publisher and Year ____________________

3. Title: 
   Author: ____________________ Publisher and Year ____________________

4. Title: 
   Author: ____________________ Publisher and Year ____________________
Appendix L

Impact of Exploration
Paragraph for Mobile

Recopy this paragraph on a loose-leaf sheet of paper. Fill in the blanks with information about your explorer. Use the web from today and your notes and books to help you.

________________________ was an explorer who made a great impact on the world. In the year(s) ___________, he ______________________

________________________. One result of ____________________’s exploration was ______________________. Another result was that ______________________.

If ____________________ had not explored as he did, it is possible that ______________________.

What I learned from studying about ____________________ is that ______________________.

Sample paragraph:
Christopher Columbus was an explorer who made a great impact on the world. In the year 1492, he became the first explorer to reach the continent of America, although he thought he had reached Asia. One result of Columbus’ exploration was that a new continent had been found. Another result was that Spain now had access to a whole new empire in the New World. If Columbus had not explored as he did, it is possible that many years would have passed before anyone attempted to sail west to find a route to the East. What I learned from studying about Columbus is that to be an explorer, you have to be willing to take risks and believe in yourself even if no one else does!

Note: When you finish, you must proofread for spelling and grammar. I expect everything to be spelled correctly. Use your resource books or a buddy to help you. This paragraph is due first thing tomorrow morning.
<table>
<thead>
<tr>
<th>EXPLORATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B I N G O</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FREE SPACE

2006 Core Knowledge® National Conference, Eye On Exploration: Take a Second Look, 5th Grade
Rubric To Assess Mobile

Have the mobile completed/assembled on due date  (10 pts)  _____

Includes all pieces:
  Title Strip (10 pts)  _____
  4 W’s Quadrant (20 pts) _____
  Picture (10 pts) _____
  Map of Journey (15 pts) _____
  Impact Paragraph (15 pts) _____
  Bibliography Strip (10 pts) _____

Presentation (10 pts)  _____

TOTAL POINTS  _____

Rubric To Assess Mobile

Have the mobile completed/assembled on due date  (10 pts)  _____

Includes all pieces:
  Title Strip (10 pts)  _____
  4 W’s Quadrant (20 pts) _____
  Picture (10 pts) _____
  Map of Journey (15 pts) _____
  Impact Paragraph (15 pts) _____
  Bibliography Strip (10 pts) _____

Presentation (10 pts)  _____

TOTAL POINTS  _____