

Title: European Explorers of North and South America

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Key Words: Explorer, discover, trade, westward passage, "New World," sovereign nation, justice, claim

Grade Level: Sixth

Time Allotted: 1 hr 30 min

Rationale/ Purpose (so what?)
This lesson will make a connection between the geography of America and the migration of the Native Americans to the American continents to the future conquering of the continents by the Europeans. Students will focus on the question: What were the causes and effects of western European exploration?

Key Concept(s) include definition: The causes and effects of the European exploration of Africa and the Americas.

NCSS Standard(s)
SOL Information (As written in the Virginia SOL "Curriculum Framework" for the grade level) NCSS Theme (s) with indicators: 2) Time, Continuity, and Change <ul style="list-style-type: none">- Includes perspectives from various aspects of history- Draws upon historical knowledge during the examination of social issues- Recognize that interpretations are influenced by individual experiences, societal values, and cultural traditions. SOL: USI.4 a USI.4 b

Essential Knowledge
(minimum for SOL Resource Guide)**Motivating forces for exploration**

- Economic—Gold, natural resources, and trade
- Religious—Spread of Christianity
- Competitions for empire and belief in superiority of own culture

Obstacles to exploration

- Poor maps and navigational tools
- Disease/starvation
- Fear of unknown
- Lack of adequate supplies

Accomplishments of exploration

- Exchanged goods and ideas
- Improved navigational tools and ships
- Claimed territories (see individual countries below)

**Regions of North America explored by Spain,
France, and England**

- Spain
 - Francisco Coronado claimed southwest United States for Spain.
- France
 - Samuel de Champlain established the French settlement of Quebec.
 - Robert La Salle claimed the Mississippi River Valley.
- England
 - John Cabot explored eastern Canada.

Essential Skills
(minimum for SOL Resource Guide)

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)

Interpret ideas and events from different historical perspectives. (USI.1d)

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)

Cultural interaction

- Spanish
 - Conquered and enslaved American Indians (First Americans)
 - Brought Christianity to the New World
 - Brought European diseases
- French
 - Established trading posts
 - Spread Christian religion
- English
 - Established settlements and claimed ownership of land
 - Learned farming techniques from American Indians (First Americans)
 - Traded

Areas of cooperation

- Technologies (transportation of weapons and farm tools)
- Trade
- Crops

Areas of conflict

- Land
- Competition for trade
- Differences in cultures
- Disease
- Language difference

Guiding Question(s):

What were the causes and effects of western European exploration?

Assessment Tool(s): Class discussion, class participation, accurate completion of worksheet, attentiveness, and quality and completion of “Row, Row, Row, Your Explorer” song lyrics.

Background: How does this lesson fit into a unit of study? Looking backwards, looking forwards

Geography – Students should have knowledge of the regions of the United States that include the Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.

American Indians – Students have knowledge about how the first Americans migrated, the different types of Indian cultures in North America, and how geography affected their culture. Students also know approximately how many American Indians were in America before the Europeans and what life was like for them.

Colonization – From previous years in school students have learned about European colonization of America and how these colonies eventually formed what we know as America today.

Explorers – From previous years in school students have knowledge about some explorers; mainly Columbus and Magellan.

*This is one lesson in a series of lessons on exploration and colonies.

Lesson Objective(s):

Students will be able to:

1. Describe the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations.
2. Describe cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict.
3. Describe the experiences the American Indians had in dealing with the Europeans.

Historical Source(s): (include copies in materials section)

Additional Materials/Resources: (include copies in materials section)

-Exerts from Alvar Nunez Cabeza de Vaca's account of living with American Indians.

-Spreadsheet of European Explorers.

Procedure/Process:

JUST DO IT! The "Hook": (A high-interest activity that introduces new content with connections to students' prior knowledge. Between 1-5 minutes (Could also introduce the days guiding question))

Students will write a few sentences to answer each of the following questions: What does it mean to "discover" something? What does the word "justice" mean? (they can use a dictionary for this one only if they are stuck) What would cause you to help someone else? What would cause you to fight someone else?

Obj # See above.	Processing Activity and Procedure -include directions, question frames, assignment detail to be given to students (these should all be made into explicit materials (e.g. see material A), and time estimates	Check for Evidence of Understanding -Either Formal or Informal- (Checks Essential Knowledge and Skills)
Just do it.	Students will write a few sentences to answer each of the following questions: What does it mean to "discover" something? What does the word "justice" mean? (they can use a dictionary for this one only if they are stuck) What would cause you to help someone else? What would cause you to fight someone else? Time – 5 min	Informal – Have a few students read their answers and entertain a short discussion for each question.
Transition:	Quickly use the definitions of "discovery" and apply that to the European explorers. Then ask why do we study them.	
Objective 1	There will be some PowerPoint slides that talk about the reasons the European countries wanted to find new routes to India and China. They will describe how Portugal went around Africa with	Informal – The students will be assessed on their attentiveness.

	<p>DaGama. They will also give a brief review about Columbus, telling why he sailed, where he landed, and why it was important. Another slide will explain how other countries followed and began to claim land in America. We will discuss how they could claim the land, and what it meant to claim land.</p> <p>Time – 20 min</p>	
Transition:	<p>Introduce other explorers like Dias, Magellan, DeVaca, Pizarro, Cortez, etc. (all of the explorers on the "European Explorer" spreadsheet) that documented parts of America and claimed them for their countries. I will just mention their names and what they did that makes them famous.</p>	
Objective 1,3	<p>Individual / Group activity – Students will be given an explorer and a worksheet where they will fill out the information of their explorer. They will use their history textbooks and many trade books from the library to research their explorers. Groups will be formed if there are more students than explorers. (There is an example of this worksheet in "Materials")</p> <p>Time – 45 min</p>	<p>Formal – The worksheets will be turned in and graded for accuracy.</p>
Transition:	<p>Ask the students to refer back to their "Just Do It" and tell me how they defined "justice." The definition will be applied to the actions of the Europeans to the American Indians. We will also talk about when they would help someone and when they would fight someone.</p> <p>Time – 5-10 min</p>	
Objective 2,3	<p>To have students understand the different types of relationships between American Indians and Europeans. We will list reasons the students would help someone and why the Indians and Europeans got along in a "T" chart. The same will be done for when they would fight someone and why the Indians and Europeans fought. Excerpts from DeVaca's accounts of living with Natives will be read as examples of reasons they got along and reasons they fought.</p> <p>Time – 10-15 min</p>	<p>Informal – Class participation</p>

Transition:

Hand out a completed worksheet of all the explorers' information. Read them an example of a song lyric written about Christopher Columbus to the tune of "Row, Row, Row Your Boat." The song must include the name of the explorer, the country they sailed from, where they landed, why they sailed, and an interesting fact about the explorer they found during their research.

Closure/Writing Prompt:

"Row, Row, Row Your Explorer" - Student will take the explorer information worksheets they filled out, and were given, and write their own verse(s) about their explorer to the tune of "Row, Row, Row Your Boat" for homework.

Materials (one resource per page- so it becomes a teacher or student handout, or overhead directions or ppt presentation):

Material A: "Rocking the "New World" PowerPoint

Rocking the "New World"
How did the European exploration of the "new world" change their world, and the American Indians' world?

Just Do It!! (Gosh)
Write a sentence of two to answer the following questions:
 • What does it mean to "discover" something?
 • What does the word "justice" mean? (You can use a dictionary for this one ONLY if you are stuck)
 • What would cause you to help someone else?
 • What would cause you to fight someone else?

Why Find a New Way to Trade With India
 • Italy had a monopoly with the Middle East.
 • Goods were more expensive
 • India had the best goods
 • Cut out the middle man = more profit

Portugal's Route
 • DaGama sailed around Africa
 • Reached India
 • Opened trade for Portugal
 • No need for westward route

Spain's Route
 • 1492 Columbus sailed west across Atlantic Ocean
 • Landed somewhere in the Caribbean
 • First European to Document "New World"
 • More Spanish French and English explorers followed
 • Spain, France, and England "claimed" the land they sailed to for their own.
 • Claimed land?

"No Flag, No Land"
 • American Indians weren't recognized as "sovereign nations"
 • Sovereign Nation - a self-governing group of people
 • Wars

Just Do It Again!!
 • What is justice?
 • When would you help someone?
 • When would you fight someone?
 • After researching your explorers, if you were an American Indian would you have helped the Europeans? Would you have fought them?

MIDDLE - EAST
 Map showing routes from Italy, Portugal, and Spain to India. Labels include Italy, Portugal, Spain, Middle East, and India.



Material B: European Explorer Worksheet

Explorer	What year did he sail?	What country did he Sail under?	Why did he sail? (God, Gold, Glory)	Where did he land?	What were the results of his trip?

Material C: Alvar Nunez Cabeza de Vaca's Account

Alvar Nunez Cabeza de Vaca's Account

Cooperation

“The next day, at sunrise, which was the hour the Indians had given us to understand, they came as promised and brought us plenty of fish and some roots which they eat that taste like nuts, some bigger, some smaller, most of which are taken out of the water with much trouble.”

“Upon seeing the disaster we had suffered, our misery and distress, the Indians sat down with us and all began to weep out of compassion for our misfortune, and for more than half an hour they wept so loud and so sincerely that it could be heard far away.”

Conflict

“Then the natives fell sick from the stomach, so that one-half of them died also, and they, believing we had killed them, and holding it to be certain, they agreed among themselves to kill those of us who survived.”

Material D: Explorer spreadsheet**European Explorers**

Explorer	Year	Country They Sailed For	Where They Were Headed	Where They Landed	Why They Went (God, Gold, Glory)	What was their trip's result?
Columbus	1492	Spain	China / India	San Salvador (Caribbean)	Gold (spices) and Glory (new way to Asia)	Tragic - killed many natives Good - first to document the Americas
Vespucci (Amerigo)	1503	Spain	A "New World"	South America and the Caribbean	Glory (to find "new land")	The "new" land was named after him.
Balboa	1513	Spain	The Pacific Ocean	Panama	Glory (to find the "vast ocean" they heard about)	First European to see the Pacific Ocean and claimed all the land the Pacific Ocean touched for Spain. He used Natives as slaves to build ships in the Pacific Ocean.
Cortes	1519	Spain	Mexico	Mexico	Gold and Glory	Destroyed Aztecs
De Narvaez	1528	Spain	Florida	Florida	Gold and Glory	First European to document Florida. He was cruel because he killed Natives and stole their food.
De Vaca	1528-1536	Spain	Florida / Texas	Florida / Texas	Gold and God	He lived eight years with Natives and would be the first to protest the Spanish treatment of Natives.
Pizarro	1532	Spain	South America	Peru	Gold and Glory	Conquered Inca
De Soto	1539	Spain	Florida	Florida	Gold	First European to cross the Mississippi River. He attacked Native tribes and was eventually killed by them.
Coronado	1540-1542	Spain	Seven Cities of Gold	Rode on horseback to Arizona, New Mexico, Texas, and Oklahoma	Gold	Brought horses to the plains' tribes, documented the Grand Canyon, but killed and conquered many Native tribes while looking for gold.

Da Gama	1497	Portugal	India	India	Gold (spices)	Found an all water route to Asia around the tip of Africa, and started trade with India. He made enemies in Middle East by forcing India to trade with him
Magellan	1519-1522	Portugal	Moluccas (The Spice Islands in the Philippines)	Reached the Philippines, and sailed around the world.	God and Gold	First to sail around the world
Cabot	1497-1498	England	Asia	Newfoundland	Gold (spices) and Glory (quicker northern route)	Failed to find a Northwest passage to Asia
Drake	1577-1580	England	Peru / The Pacific Ocean	Circumnavigated the Globe	Gold and Glory (to attack Spanish ships and towns)	Second person to sail around the world and stole from Spanish ships and towns in the Caribbean
Hudson	1610	England	China / India	The Hudson Bay (Northern Canada)	Gold and Glory (to find a northwest passage)	Documented Canada, parts of New York, and the Hudson Bay.
Cartier	1524	France	China	North America (New Brunswick and Newfoundland)	Gold	Claimed Canada for France and started the French trade with the Natives
Champlain	1608	France	Canada	Canada	Gold and God	Established Quebec as a trading center, and documented Lake Champlain
LaSalle	1679-1684	France	Mississippi River	Canada / Mississippi River	To discover if the Mississippi led to Pacific Ocean and Asia.	He claimed the Mississippi River and everything it touched for France. This became known as the Louisiana Territory

Teacher Notes (Reflections/clarifications/explanations):

I will need to explicitly go over the directions for the explorer worksheet and have them repeat it back to me. The students are only to do one explorer themselves and they will be given a sheet with all the explorers and their information on it. A follow up lesson is necessary for students to report on their own explorer and sing their song lyric. (Maybe the explorer information sheet should be give out after they have reported on their own research).