

DISCOVERY

INTRODUCTION

You are about to begin DISCOVERY—a simulation which recreates in your classroom some of the hardships and excitement experienced by early American colonists. You will learn why colonists came to North America from Europe and learn why geography, natural resources and nature are so important to colonizing settlers.

As the simulation begins, five or six students join together as colonists. Your first objective is to survive all the hazards you encounter. Your ultimate goal is to make your colony the biggest, richest, most successful colony in the New World. Imagination and creativity are very important for problem solving during DISCOVERY. An imaginative, creative person may propose an ingenious idea that saves the colony from disaster.

PHASE 1: PREPARING TO SAIL

During Phase 1, you study why people explore and establish colonies. You also study map making and flags. Fate determines which type of colony you will establish. Together with your other colony members, you decide what supplies you will carry with you on your trip and where you will settle. Various assignments allow you to apply the knowledge you have learned and demonstrate your critical thinking skills.

How well you and your fellow colonists do on these assignments determines how much wealth (expressed as Wealth Units) your colony has when you set sail for the New World. The more Wealth Units you have, the better equipped you will be to survive in the New World. Sometimes the difference between a colony succeeding or failing is determined by how well colonists perform on these early assignments.

PHASE 2: STARTING YOUR COLONY

During Phase 2, you establish your colony and attempt to increase your Wealth Units by acquiring land, food and other goods. Each person in your colony functions as one of six colonial officials: the Governor, the Vice-Governor, the Auditor, the Mapper, the Recorder, or the Trader. Together you decide how to increase your wealth, who will complete specific tasks and how you will defend your colony.

Samples are provided for evaluation purposes. Copying of the product or its parts for resale is prohibited. Additional restrictions may be set by the publisher.

978-1-56004-387-4



IN SEARCH OF A NEW LAND

The “discovery” of America

Although Christopher Columbus landed in the Caribbean in 1492, Europeans did not realize just what he had discovered for many years. Columbus and other early explorers were searching for a direct sailing route to Asia. Only after many years of exploration did the Europeans determine that the American continents lay between Europe and Asia.

European adventurers

For several hundred years European adventurers made the long land journey to the Far East and Spice Islands. They carried cloth from Flanders, swords from Spain and leather from Italy. They returned with fine silks, muslins and—most important of all—spices. These luxuries were in great demand among rich and powerful Europeans. However, in 1453 the Turks captured Byzantium and closed the overland trade routes from Europe to Asia.

Explorers attempted to reach the Spice Islands by sea. These early explorers stayed close to land, sailing down the western coast of Africa, around the Cape of Good Hope, up the eastern coast of Africa, then across the Indian Ocean to India, Ceylon and the Spice Islands. The trip was dangerous and long. Many sailors sought an alternative route, because such a route would bring great wealth and fame to the discoverer.

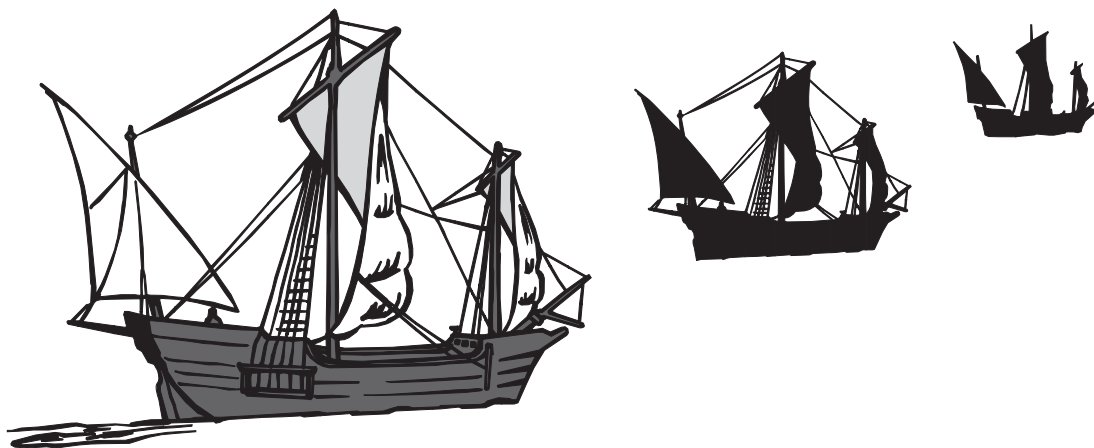
In 1492...

When Christopher Columbus set sail from Spain, he was seeking a new route to the Spice Islands. On October 12, 1492, Columbus spotted land, probably one of the Bahama Islands. He continued westward, stopping at Hispaniola (Haiti), Cuba and numerous other smaller Caribbean islands before returning to Europe. He thought that he had reached Asia, although he had not located the actual Spice Islands. Europeans were excited. Within a few years many expeditions sailed west in search of spices and silks, fame and fortune. Word spread across Europe of the exciting lands to the west.

Colonies in the Caribbean

Throughout the early 16th century, Spain, Portugal and France sent expeditions to the “New World.” Gold was the first of the riches discovered. Soon the explorers realized the value of abundant fertile land and numerous other natural resources. They established colonies in the Caribbean and began to take the wealth of the Americas back to Europe. The Caribbean became a busy, productive extension of the European empires of Spain and Portugal.

England began to develop as a European power late in the 16th century. By then—to England’s dismay—the rich lands of the Caribbean had all been claimed by other European powers.



IN SEARCH OF A NEW LAND

The English look farther north

The English began exploring farther north, along the east coast of North America. They found neither fragrant spices nor native people dressed in gold. However, they did discover plenty of rich, fertile land. Early explorers such as John Cabot (1497 England), Ponce de Leon (1513 Spain), Walter Raleigh (1585 England) and Henry Hudson (1607 England, 1609 Holland) claimed large tracts of land. It was relatively easy to claim land, but to actually control it, the countries needed to establish colonies, inhabited by people who would live there to defend the claim.

English colonies in North America

The earliest English colony was established in 1584, on Roanoke Island, off the coast of North Carolina. By the next spring, the colony had disappeared without a trace. As years passed, English explorers established small colonies or plantations from Cape Cod to the Carolinas. Like the first, many of these simply disappeared. But the English persisted. Finally, small colonies such as Plymouth and Jamestown began to take hold. The English became permanent residents of the New World.

Colonies were not all created equal

Some early colonies were sponsored by national governments. Some colonies were sponsored by private companies seeking profits from new products and markets. Some early colonies were begun by individuals seeking freedom from religious or political oppression. The wealth of the various colonies differed based upon the wealth of the sponsors or founders.

Settlers came to the New World colonies for many different reasons:

- some sought to escape adverse living conditions
- some sought freedom to practice their religious faith
- some sought to gain wealth
- some sought adventure and a new life

Setting up a colony

When colonists set sail for the New World, they were totally responsible for their own survival. In the wilderness there were no stores, factories or workshops available. Supply ships arrived only occasionally, after sailing for many months, with no guarantee that the cargo included needed items. Therefore, the colonists tried to plan carefully. They either carried with them everything they needed, or took the tools and supplies necessary to make or build everything they needed.

Sailing ships in the 16th and 17th centuries were very small. When selecting cargo, colonists were forced to select items very carefully. The colonists took basic farm and household tools, furniture, seeds to plant, farm and draft animals, food to eat until crops could mature, cloth and their ingenuity and creativity.



M A P S K I L L S 1

All explorers and colonizers need to have solid map skills before sailing to unknown territory. The following activities will allow you to learn new map vocabulary, practice reading and interpreting maps, and ultimately will help you design your own map using your knowledge and creativity.

Map Skills Assignment 1

A map can give much information and answer many questions, but only if you are able to read it accurately. You read a map by referring to its legend. The legend will define the meaning of the symbols used to identify natural or artificial features on the map. The legend also indicates the scale of the map (that is, how many inches or centimeters represent miles or kilometers).

Map Vocabulary

- bay an extension of a sea or ocean into the land
- canal an artificial waterway
- cape a point of land projecting into a sea or an ocean
- desert an arid region that receives little precipitation
- glacier a huge mass of ice originating from compacted snow
- isthmus a narrow strip of land connecting two larger land masses
- legend a series of symbols and their meanings describing features of a map
- peninsula a long projection of land into water, connected to the mainland by an isthmus

Directions Part 1

Using the legend, locate the following geographical features on the map and color as indicated:

1. A lake (color dark blue)
2. A bay (color light blue)
3. A swamp (color green)
4. A canal (color red)
5. A cape on the southern side of the island (color yellow)

Directions Part 2

Locate natural and man-made geographical features and give the name of an example from the map.

6. A city with a population of 1,000,000 or more _____
7. A mountain range with peaks under 10,000' elevation _____
8. Two cities connected by a railroad _____
9. A city with an airport _____
10. A city with a population of 50,000 to 249,999 _____
11. A mountain range with peaks 10,000' elevation or more _____
12. A river that empties into an eastern bay _____
13. A northern bay _____
14. A city on a southern peninsula _____
15. The capital of Odensa _____

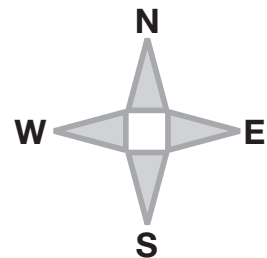
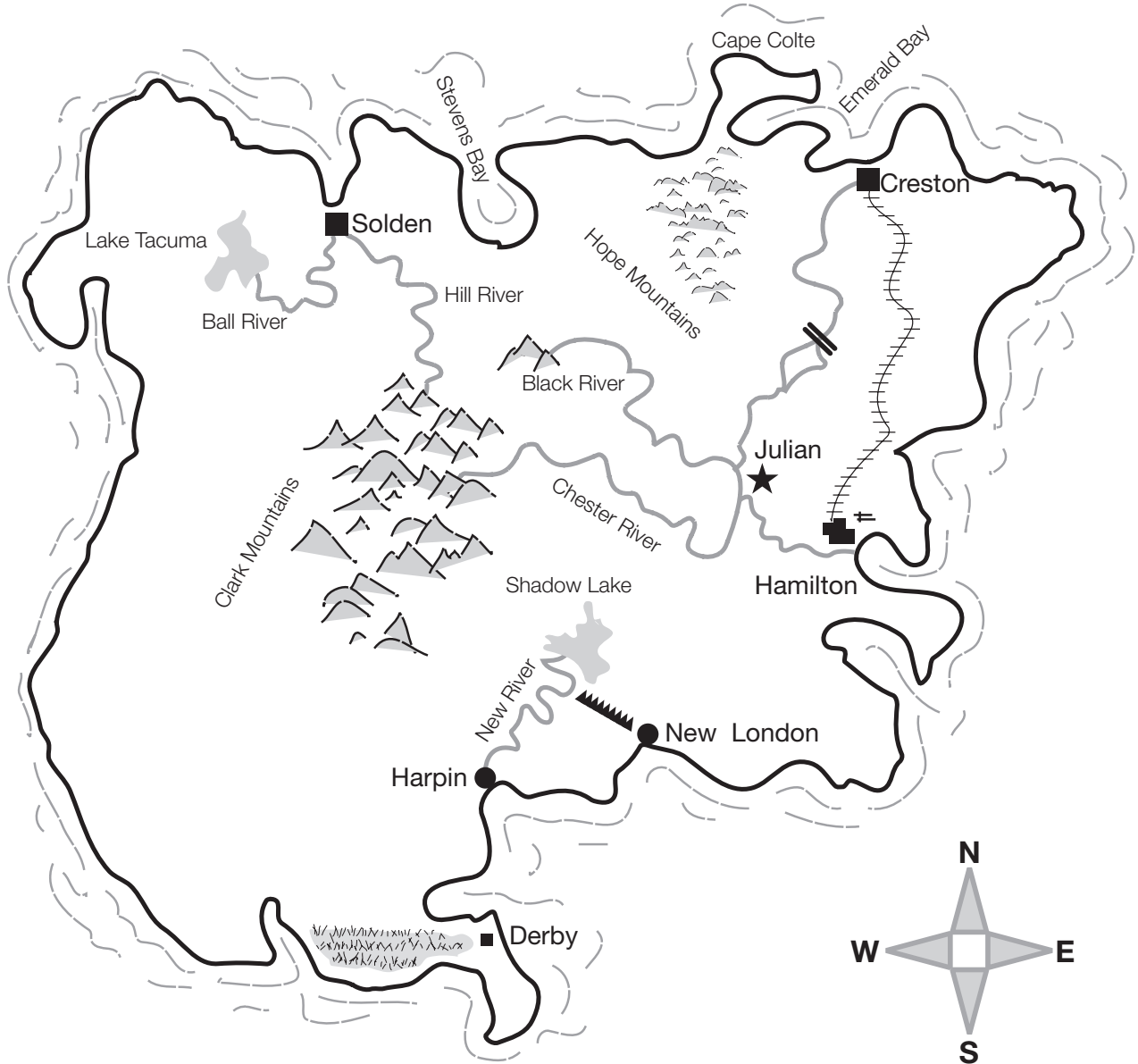
Directions Part 3

Add the following features to the map.

16. A river named the Clark Fork flowing southwest from the Clark Mountains
17. An airport in a city of 50,000 to 249,999
18. A desert named the Obi Desert on the western side of Odensa
19. A glacier in the Clark Mountains
20. A city named Talli with a population of 30,000 approximately 200 miles northwest of Lake Tacuma

MAP SKILLS ASSIGNMENT 1

ODENSA



Legend

● Cities pop. 2000–9999	Mtns. under 10,000' elevation	Swamps
● Cities pop. 10,000–49,999	Mtns. 10,000' elevation plus	Deserts
■ Cities pop. 50,000–249,999	Airports	Rapids
■ Cities pop. 250,000–999,999	Railroads	Dams
■ Cities pop. 1,000,000 or more	Canals	
★ Capital cities	Ice fields–glacier	

