

WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *New World Explorers*, one of several books in our American History series. Since this curriculum was designed by teachers, we are positive that you will find it to be the most comprehensive program you have ever utilized to teach students about explorers of the New World. We would like to take a few moments to familiarize you with the program.

THE FORMAT

New World Explorers is a nine lesson program. Our goal is a curriculum that you can use the very first day you purchase our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the nine lessons requires students to complete vocabulary cards, read about one of the New World explorers, and complete a comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, cardinal direction and scale mapping activities, research projects utilizing primary and secondary sources and graphic organizers, writing activities, time lines, and following written directions are the types of activities that will guide students through their journey of *New World Explorers*.

THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *New World Explorers*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to photocopy before beginning each lesson. The answers to all activities, quizzes, and comprehension questions are located on pages 82-86.

NOTE: Students will complete a culminating activity at the end of the unit. We suggest that students keep the information from each lesson in a notebook or folder.

THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 77-81 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words four times throughout their study of *New World Explorers*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.



THE COPYRIGHT

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TABLE OF CONTENTS



NEW WORLD EXPLORERS

VOCABULARY CARDS	1
LEIF ERIKSON.....	2
LEIF ERIKSON READING COMPREHENSION	4
FOLLOWING DIRECTIONS: MAKE A VIKING SHIP.....	5
VOCABULARY QUIZ PART I	15
JOHN CABOT	17
JOHN CABOT READING COMPREHENSION	20
PRIMARY AND SECONDARY SOURCES: CONSIDER THE SOURCE	21
GIOVANNI DA VERRAZANO	22
GIOVANNI DA VERRAZANO READING COMPREHENSION	24
VOCABULARY QUIZ PART II.....	25
JACQUES CARTIER	27
JACQUES CARTIER READING COMPREHENSION	30
JACQUES CARTIER TIME LINE: TIME TRAVEL.....	31
SIR FRANCIS DRAKE.....	33
SIR FRANCIS DRAKE READING COMPREHENSION	36
MAPPING: CARDINAL AND INTERMEDIATE DIRECTIONS.....	37
VOCABULARY QUIZ PART III.....	42

TABLE OF CONTENTS



NEW WORLD EXPLORERS (CONTINUED)

SAMUEL DE CHAMPLAIN	44
SAMUEL DE CHAMPLAIN READING COMPREHENSION	48
MAPPING: CHAMPLAIN'S VOYAGES	49
HENRY HUDSON	51
HENRY HUDSON READING COMPREHENSION	55
SCALE MAPPING: GOING THE DISTANCE	56
ROBERT LA SALLE.....	62
ROBERT LA SALLE READING COMPREHENSION	67
FAMOUS EXPLORERS: K•W•L•H CHART	68
FAMOUS EXPLORERS: LET'S TALK ABOUT IT	71
THE FUTURE OF NEW FRANCE	72
THE FUTURE OF NEW FRANCE READING COMPREHENSION	74
VOCABULARY QUIZ PART IV	75
GLOSSARY	77
ANSWER PAGES	82
BIBLIOGRAPHY.....	87



LESSONS *at a* GLANCE



1. Before reading Leif Erikson, students will:

- complete Vocabulary Cards for *accused, A.D., archaeologists, artifacts, barren, bay, climate, coast, colonists, convinced, Europe, foreign, founded, glaciers, harbor, herds, historians, island, livestock, longhouses, meadows, Newfoundland, New World, Norway, Viking, voyage.* (pg. 1)

After reading Leif Erikson (pps. 2-3), students will:

- answer Leif Erikson Reading Comprehension Questions. (pg. 4)
- follow written directions to make a miniature Viking ship. (pps. 5-14)
- take a Vocabulary Quiz for New World Explorers Part I. (pps. 15-16)

2. Before reading John Cabot, students will:

- complete Vocabulary Cards for *admiral, Asia, astronomy, autobiography, biographies, conflicts, departed, expedition, investigate, mariner, merchant, monopoly, navigators, North America, ports, Portugal, profits, promoted, West Indies.* (pg. 1)

After reading John Cabot (pps. 17-19), students will:

- answer John Cabot Reading Comprehension Questions. (pg. 20)
- differentiate between primary and secondary sources. (pg. 21)

3. Before reading Giovanni da Verrazano, students will:

- complete Vocabulary Cards for *anchored, cannibals, Caribbean, century, conquistadors, journals, natives, raiding, sound.* (pg. 1)

After reading Giovanni da Verrazano (pps. 22-23), students will:

- answer Giovanni da Verrazano Questions. (pg. 24)
- take a Vocabulary Quiz for New World Explorers Part II. (pps. 25-26)

LESSONS *at a* GLANCE



4. Before reading Jacques Cartier, students will:

- complete Vocabulary Cards for *abandoned, harsh, hostile, kidnapped, loincloths, New France, peninsula, Québec, reunited, scurvy*. (pg. 1)

After reading Jacques Cartier (pps. 27-29), students will:

- answer Jacques Cartier Reading Comprehension Questions. (pg. 30)
- create a time line for Jacques Cartier in Time Travel Part I. (pg. 31)
- create a personal time line in Time Travel Part II. (pg. 32)

5. Before reading Sir Francis Drake, students will:

- complete Vocabulary Cards for *appointed, Armada, aviary, beheaded, bluffs, buttes, cargo, channel, defeating, elevations, endangered, English Channel, exhibits, extends, fleet, formations, habitats, immigrants, invading, knight, petroglyphs, plundered, preserve, privateer, revenge, Strait of Magellan, vessel, western hemisphere*. (pg. 1)

After reading Sir Francis Drake (pps. 33-35), students will:

- answer Sir Francis Drake Reading Comprehension Questions. (pg. 36)
- use cardinal and intermediate directions to plot California points of interest on a map. (pps. 37-41)
- take a Vocabulary Quiz for New World Explorers Part III. (pps. 42-43)

6. Before reading Samuel de Champlain, students will:

- complete Vocabulary Cards for *allies, conquering, flee, geographer, military, moat, musket, resources, smallpox, stroke, treaties*. (pg. 1)

After reading Samuel de Champlain (pps. 44-47), students will:

- answer Samuel de Champlain Reading Comprehension Questions. (pg. 48)
- plot islands, water resources, and Champlain's voyages on a map. (pps. 49-50)

LESSONS *at a* GLANCE



7. Before reading Henry Hudson, students will:

- complete Vocabulary Cards for *Amsterdam, captives, errands, industry, kilometers, North Pole, pods, rival, treason.* (pg. 1)

After reading Henry Hudson (pps. 51-54), students will:

- answer Henry Hudson Reading Comprehension Questions. (pg. 55)
- use scale rulers to measure the distance of each of Hudson's four voyages. (pps. 56-61)

8. Before reading Robert La Salle, students will:

- complete Vocabulary Cards for *governor, Great Lakes, Jesuit, missionary, missions, nobility, vows, whirlpools.* (pg. 1)

After reading Robert La Salle (pps. 62-66), students will:

- answer Robert La Salle Reading Comprehension Questions. (pg. 67)
- research a famous explorer to complete K•W•L•H chart. (pps. 68-70)
- use K•W•L•H chart to answer famous explorer discussion questions. (pg. 71)

9. Before reading The Future of New France, students will:

- complete Vocabulary Cards for *fertile, Great Britain, militias, outnumbered, scalped, surrendered.* (pg. 1)

After reading The Future of New France (pps. 72-73), students will:

- answer The Future of New France Reading Comprehension Questions. (pg. 74)
- take a Vocabulary Quiz for New World Explorers Part IV. (pps. 75-76)