

# Daring Explorers Who Sailed the Oceans

## TEACHER'S GUIDE



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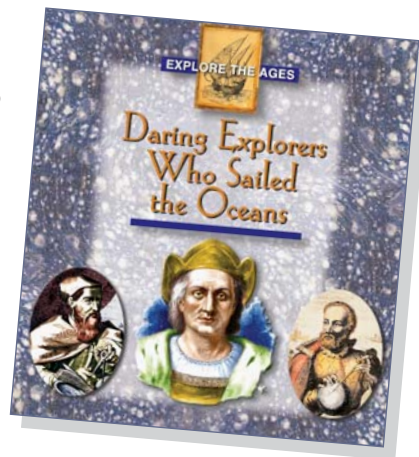
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## INTRODUCTION

Students in today's information age must be able to access and comprehend voluminous amounts of written material. The vast majority of information they will encounter in school and also in later life comes from nonfiction sources. As part of becoming "information literate,"<sup>1</sup> students must become familiar with sources of information in order to learn to use them well. Textbooks, the traditional means for students to acquire new information, are sometimes difficult for students to comprehend. Conversely, nonfiction reading books—which are usually more condensed, narrative, and visually appealing—offer a rich source of meaningful text to facilitate content knowledge and encourage literacy development. As well, nonfiction literature lends itself to a variety of instructional approaches and comprehension-building strategies.<sup>2</sup>



The *Explore the Ages* series of nonfiction historical reading books provides rich, engaging, and visually stimulating accounts of historical figures and events. By incorporating a variety of features, these books make content comprehensible and interesting to students at different reading levels, while helping them learn social studies content and develop literacy skills.

The special features of the *Explore the Ages* books include:

- Vocabulary words highlighted and defined in the margins.
- Times lines and maps.
- Primary source excerpts.
- Critical thinking and comprehension questions.
- Illustrations and pictures related to the events.
- Classroom and family involvement activities.

Designed for both recreational reading and content instruction, the *Explore the Ages* books can be adapted for a variety of classroom lessons. This teacher's guide is guided by the precepts of differentiated instruction, which focuses on meeting the needs and interests of particular students, emphasizing a wide range of instructional approaches, and creating lessons that address state standards. It offers a variety of classroom lesson ideas, from pre-reading activities and English language development (ELD) strategies, to vocabulary building exercises and cross-curriculum instructional lessons. The guide is intended to be easily adapted to your specific student group's interests and abilities.

## Getting Started

The first section of this guide focuses on specific teaching strategies effective with English language learners and emerging readers. These strategies will help make the text more comprehensible for such students.

The following sections present activity ideas within the context of a classic four-part lesson plan: 1) Pre-Reading; 2) During Reading; 3) Expanding Learning; 4) Assessment. You can pick and choose activities from each of these lesson sections according to student interests, curriculum demands, and time constraints. The separate assessment section offers suggestions for traditional tests and alternative assessment techniques. Assessment also is integrated into many of the activities that incorporate performance evaluation and peer reviews.

Use the Lesson Planning Guide in Appendix I to organize your lesson plan.

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<sup>1</sup>Benson, Vicki. "Shifting paradigms and pedagogy with nonfiction: A call to arms for survival in the 21<sup>st</sup> century." *The NERA Journal*. Portland, ME: New England Reading Association, 2002.

<sup>2</sup>Hadaway, Nancy, Sylvia M. Vardell, and Terrell A. Young. "Highlighting nonfiction literature: Literacy development and English language learners." *The NERA Journal*. Portland, ME: New England Reading Association, 2002.

## STRATEGIES for English Language Learners

All students learning new information need comprehensible text, but this is crucial to English language learners (ELLs), who are still mastering the intricacies of the language. These students often are struggling to keep up with their peers and the grade-level content. Presenting new text in understandable ways gives these students access to grade-level content as they develop literacy skills. This section includes strategies to make *Daring Explorers Who Sailed the Oceans* comprehensible to ELLs. In addition, “Tips for ELLs” are incorporated throughout the guide to help you adapt certain activities for these students.

### Chunking

Present the book in sections. Better yet, present each chapter in sections. Start by reading the complete text aloud to students. On an overhead transparency or on the chalkboard, write a one-sentence summary of each section and have students copy that sentence. For extended learning, have students illustrate an event in that section or, depending on language level, summarize that section in their own words.

### Vocabulary

Have students keep a journal of vocabulary words that are new to them (in addition to those already featured in the book). Have students free-associate the meaning of the words before trying to understand the real definition. This will help you get a better understanding of the language ability of the students, and students will learn to break up the text into what they do and do not understand.

### Visuals

Encourage students to use the time lines, captions, and headings to help them access the content in the text. They also should study the photographs, illustrations, and maps in order to aid their comprehension of the narrative.

### Picture and Word Cards

Make a set of picture cards for vocabulary words. Take a sheet of paper and divide it into eight squares. Use drawings, photos, or pictures cut from a magazine to illustrate each vocabulary word. Paste one picture onto each square. You can use these cards in a variety of ways to help students access meaning:

- Make copies and have students label each card.
- Give students a word list and have them match pictures and words.
- Make a set of matching word cards and have students match them with the picture cards.

### Act It Out!

As you read the text to the class, have groups of students with more advanced levels of language ability act out sections for other students. This will help you assess comprehension of students in the acting group and reinforce meaning for students in the audience.



### Word Scavenger Hunt

To develop grammar and phonics skills, have students go on a word scavenger hunt using a chapter from the book. Create a list of scavenger hunt items and then have students search a chapter to find these words.

Sample scavenger hunt items:

- a three-syllable word
- a contraction
- a compound word
- a word with a silent “e” at the end
- one of the longest words in the chapter
- a four-syllable word
- a word that includes a silent letter other than “e”
- an adjective
- a word with a prefix or suffix
- rhyming words (students might write two sentences, highlighting the rhyming words)
- synonyms (students might write two sentences, highlighting the synonyms)

## PRE-READING

Before students read the book, it is important to find out what they already know about the content. Effective pre-reading activities generate interest in the content and ultimately increase student comprehension. After introducing the book and introducing the subject, select several pre-reading activities for your student group.

### 1. Introduce the Book

Focus on the cover, point out the table of contents, and look at the index, glossary, and other back matter. Flip through the pages so students can see the various chapters and some of the images. Tell students about the book: *Daring Explorers Who Sailed the Oceans* tells the story of six explorers who lived during Europe's age of exploration (1450-1650). These explorers were sea captains, supporters, and writers who sailed on expeditions crossing oceans around the world.

Ask students who the authors of the book are. Point out the authors' names on the front cover or on the title page. Tell students a little about the authors: *Daring Explorers Who Sailed the Oceans* was written by Drs. Roberta Stathis and Gregory Blanch who have coauthored a number of different history books together. Explain that different artists and photographers created the images in the book. Open the book to pages 4-5. Ask student volunteers to read the names and descriptions of the explorers associated with the map. Ask questions: **What country supported Vasco da Gama's expedition?** [*Portugal*] **In what country do you live? When did Amerigo Vespucci sail on a voyage to South America?** [*1499*] **How many years ago is that? Name a famous explorer.** [*Columbus or another explorer*]

Read the introduction aloud or have student volunteers read it. Ask comprehension questions: **Who provided an explanation for why people leave their homes and risk their lives to explore the unknown?** [*Christopher Columbus*] **When was the European age of exploration?** [*1450-1650*] **What countries supported exploration?** [*Spain, Portugal, France*] **What types of explorers will you read about?** [*navigators, observers, sailors*] **Name some types of modern explorers.** [*astronauts, oceanographers, travelers*]



Review the information on pages 6-7. It is critical that students understand and can use a time line. Ask questions: **What time period does the time line show?** [*1450-1650*] **What is the earliest event?** [*Prince Henry's expeditions sail down the western coast of Africa*] **The latest?** [*Jacques Cartier leads his first expedition to find the Northwest Passage*] **What two events occurred only a year apart?** [*Vasco da Gama lands in India and Amerigo Vespucci sails to South America*] **When did Magellan name the Pacific Ocean?** [*1519*] **How many years are between the date Columbus made his first voyage to the New World and Cartier led his first expedition?** [*42*]



## 2. Introduce the Subject of Explorers and Exploration

Choose one of the activities below to introduce the subject of exploration.

### 3-2-1-Go!

Organize students into small groups. Ask each group to come up with creative responses to three different open-ended questions. The title of the activity, 3-2-1-Go!, describes the structure for student responses. Here's an example of how to set up the activity using the theme "explorers":

3: Describe three qualities an explorer should have.

2: Describe two opinions you have about explorers.

1: Identify one obstacle an explorer may face. GO!

### Think/Pair/Share

Organize students into pairs or small groups. Ask groups to come up with creative responses to open-ended questions related to the new content: **What is an explorer? Do you know of any modern explorers? Describe these explorers. What do they do? Do you have any traits in common with explorers? How do explorers affect you? Do you ever explore? What challenges do explorers face?**

### People/Data Hunt

Give students a list of open-ended questions and/or discussion topics that consist of 1) a social criterion they need to satisfy, and 2) a question related to the new content. For example, you might say something like the following:

- Find someone who ate cereal for breakfast and then discuss a person living today whom you consider to be an explorer.
- Find someone who plays soccer and discuss what a person living today might explore.
- Find someone who speaks more than one language and describe the characteristics of an explorer.
- Find someone wearing red and discuss one obstacle an explorer may face.

Students must document with whom they discussed each question. The only rule is that students must interact with a different person for each question.

### Famous Quotations

Initiate a discussion using quotations related to exploration and discovery:

- "The end of all our exploring/Will be to arrive where we started/And know the place for the first time." —*T.S. Eliot*
- "The real voyage of discovery consists not in seeking new landscapes but in having new eyes." —*Marcel Proust*
- "The more original a discovery, the more obvious it seems afterwards." —*Arthur Koestler*
- "Mistakes are the portals of discovery." —*James Joyce*

These quotations also are a good springboard for response writing. Ask questions to prompt critical thinking: **What do you think the quotation means? Have you heard of the person who said the quotation? Do you agree with the statement?** Then have students research other quotations or come up with quotations of their own.

### 3. Introduce Each Chapter

Choose one of the following activities in this section.

#### Discuss What You Know: Silent Mingle

Tell students they are going to play a few rounds of What Do You Know About ...? Ask students to stand up and walk around the room (i.e., mingle), but remain silent until they hear you say, “stop.” Upon hearing “stop,” they will immediately form a pair with the person standing closest to them. Tell students to listen to your question and discuss it with their partners. For example, ask students: **What do you know about Jacques Cartier?** You will give them about two minutes for this discussion. When they hear you say, “silence,” they are to stop the discussion and begin mingling silently again. Repeat the process two or three more times posing different questions related to the chapter content. For example, **What do you know about France? What do you know about navigation?** The only ground rule is that they cannot pair up with the same person more than once. At the end of the activity, debrief responses with the whole class.

**Tip for ELLs:** Have students draw their responses to pre-reading questions.

#### Chart Knowledge: The K-W-L-H Chart

Organize students into pairs to do this activity or have them do it individually. Have students create a chart with four columns and label the columns K, W, L, and H. (**K**=What do you KNOW about the topic? **W**=What do you WANT to know? **L**=What did you LEARN? **H**=HOW did you learn it?) Have students begin the chart with the K and W columns. Here’s an example of how to set up the activity using the chapter on Ferdinand Magellan:

- Discuss and write down (in the “K” column): “What should I know about Magellan?”
- Discuss and write down (in the “W” column) a few questions students have about Magellan. For example: “What problems did Magellan face?” “Where did Magellan live?” “How did Magellan’s actions change the world?”

Have students fill in the remaining columns of the chart after reading the chapter.

Set a Historical Context

Have students focus on the historical period they are going to read about. Introduce the chapter by telling students about the time period. Give students some historical background. For example, when reading the chapter on Christopher Columbus, tell students: **The person you are going to read about was born in 1451 in Italy. Europeans did not know North and South America existed. It took months to cross an ocean.** Ask students what they think life was like during that time. Ask them about the people, what language they spoke, where they lived, and what they ate.

Set the Geographical Scene

Talk about the different regions students will learn about. Ask students questions such as: **What do you think these countries and regions are like? What languages do the people speak? What do they eat? Have you ever been to a different country? Near what countries is it located? On which continent?** Have students locate the countries on a map.

Develop Vocabulary: Brainstorm

Distribute the list of vocabulary words in the chapter (see Resource Sheet 1 in Appendix II) to students or make an overhead transparency. As a class, in pairs, or individually, have students brainstorm or free-associate whatever comes to mind when they see each vocabulary word. Then have students look up the definition in the glossary of the book.

Daring Explorers Who Sailed the Oceans Teacher's Guide: Resource Sheet 1		
Vocabulary List		
adversity	Iberian Peninsula	physical geography
acquaintance	inquiries	primarily
Arab	invest	put
Byzant	knights	rage
chance	launch	read
colony	lance	rely
continent	landmark	representation
country	legend	real
court	lunch	riding
custom	milestone	visit
endure	month	when
expedition	Maple	written
flat	narrative	winding
flux	New World	worker
Florence	omit	uncharted
fit	pass	unfolding
gold	parallel	vitalized
horizontal	patron	venue
	perishable	

## DURING READING

During this part of the lesson, students read and interact with the book, experience direct instruction from the teacher, work independently and collaboratively, write in different genres, and participate in discussions and simulations. These activities help students become familiar with the major events, people, geographical context, and chronology of history.

### 1. General Academic Skills

Choose one activity from the listing below.

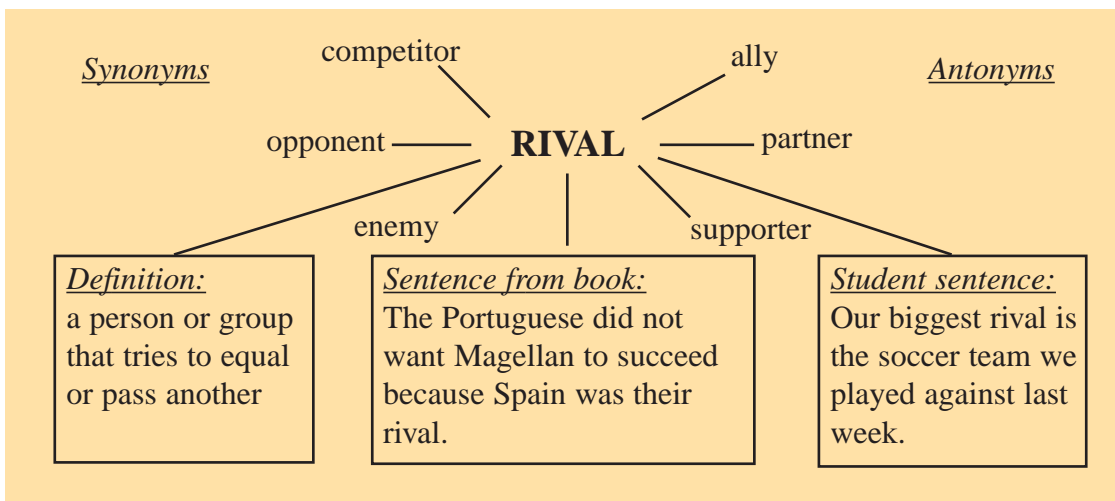
#### Take Notes

Have students read a chapter once through or read it through as a class. Then have students skim the text looking at features that show general information such as headings, captions, and chapter titles. Have students skim the text again looking for proper nouns—important people, places, and events in the chapter. Then students should skim the text for important dates. Have students link dates with people, places, and events. A way to teach students good note-taking skills is by using a three-column system. One column includes a proper noun, the next includes a date (or century) associated with the proper noun, and the third column includes a brief explanation. Have students use these notes for various classroom activities and as a review for a written test.

#### Make a Word Web or Semantic Map

As students read the chapter, have them keep a learning log of unfamiliar terms. For the terms, students can create word webs or semantic maps to aid their comprehension.

Example of a word web using the word “rival” (p. 55):



Example of a semantic map:

<b>What is the word?</b> <i>rival</i>	<b>What is it like?</b> <i>opponent</i>	
<b>What is the definition?</b> <i>a person or group that tries to equal or pass another</i>	<b>What are other forms of the word?</b> <i>to rival rivaling rivalry</i>	<b>What are similar words?</b> <i>enemy competitor adversary</i>

Identify Synonyms and Antonyms

Using this same list of unfamiliar vocabulary terms, have students create synonym and antonym lists. Students should start by defining unfamiliar words. Then they should look through the book for synonyms and antonyms of those words. Students can look in a thesaurus to find additional synonyms and antonyms. They may work in pairs or groups to share ideas.

**2. Enhancing Reading Comprehension**

Choose one activity from the listing below.

Student Reading Journal

To encourage active reading, have students keep a journal as they read the chapters. They can use this journal to record unfamiliar words, ask questions, remember ideas and facts, and note interesting topics to research.

What's Our Lie?

After students read the chapter, organize them into groups of four or five. Their task is to discuss the chapter content and share information they recall from the reading. Then they are to create three true statements about the chapter and one false statement. The students should then write down the four statements in any order on a large sheet of paper. Select a student from each group to read the four statements on behalf of the group. The rest of the class must identify the false statement. Then the class should make it a true statement by rephrasing it.

Example:

- Vasco da Gama was the first European sea captain to use the southeast trade winds to cross the Atlantic Ocean.
- The king of Portugal supported Vasco da Gama's expedition.
- Da Gama's expedition landed in America in 1492.
- When da Gama's expedition landed in Africa, they met the Hottentots.

False statement: Da Gama's expedition landed in America in 1492.

Revised true statement: Da Gama's expedition landed in India in 1498.

### Mini-Drama

After reading the chapter one time, organize students into groups of three or four. Divide the chapter into as many sections as there are groups. Assign each group a section of the story. Groups are to read that section and decide how to present it in a skit. Students need access to craft materials (marking pens, colored paper, yarn, rulers, glue, and so forth) to create accompanying props. The skits should be performed for the whole class in chronological sequence.

### Literature Circle

Have students read a chapter independently, then organize them into groups of five or six. First, have students summarize the chapter together; each member should have an assigned role for working with the text: one student might outline the reading, one student might look for other books about the explorer, another student might be a discussion facilitator, and yet another student might illustrate major events in the explorer's life.

### Find the Answers!

Give students a list of comprehension questions (see Appendix III for sample questions) and ask them to find the answers in the book.

## EXPANDING LEARNING

During this part of the lesson, students expand their learning and build learner autonomy. Students do research, write essays and reports, develop projects and exhibits, and participate in presentations. The listing below is organized into the following broad categories: Social Studies, Arts and Humanities, and Language Arts. Choose two or more activities from these categories, according to student interests, curriculum demands, and time constraints. In all cases, be certain to give students a chance to share their finished work with a larger audience, including their classmates and families.

### Social Studies

#### ■ Working with Primary Sources

##### Introducing Primary Sources

Introduce students to the concept of primary sources. First, explain what a primary source is. [*writings or pictures by people who were at an event and saw or were involved in what happened*] Tell students that letters, diary entries, autobiographies, speeches, government documents, and paintings and drawings are all types of primary sources.

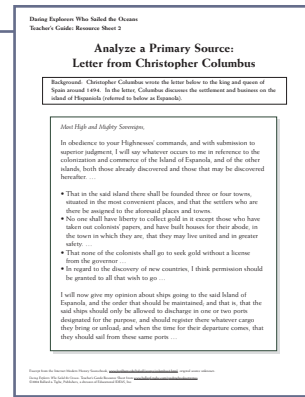
Have students open their books to one of the Look to the Source entries in *Daring Explorers Who Sailed the Oceans*. For example, show them the letter Amerigo Vespucci wrote to his patron (p. 40). Tell students this is an excerpt from a primary source. Ask basic comprehension questions about the source: **What type of writing is this?** [*a letter*] **Who wrote it?** [*Amerigo Vespucci*] **What is it about?** [*the expedition's landing*] **When was it written?** [*1503*] **What clues tell you when it was written?** [*it was written by Vespucci about the place where they landed in 1499*] **Who is the audience?** [*Lorenzo di Pierfrancesco di Medici*] Ask students critical thinking questions: **What was the author's purpose in writing the source? Was it meant to be read by many people? What does this document tell you about the author's feeling, ideas, or character? What questions would you ask the person who created this source? What does this source tell you about the people/country/era?**

##### Understanding Primary Sources: Developing Historical Empathy

To better understand the Look to the Source entries, have students rewrite the source in their own words. Then have students think about the context of the source, using knowledge they have or can gather about the person writing the source or the person about whom the source was written. Ask questions: **Why did the person write the document? How do you think the person was feeling at the time? What were the circumstances surrounding the writing of the source? Was this intended to be read by many people or one person?**

### Analyzing Primary Sources

To help students comprehend different types of primary sources, have them analyze a primary source on their own using the questions introduced in the previous lesson. Students may use *Daring Explorers Who Sailed the Oceans* and other sources as an aid in answering the questions. You can use the primary source in Resource Sheet 2 (“Letter from Christopher Columbus”), choose one of your own, or have students find their own source.



### ■ Geography

#### Name that Place!

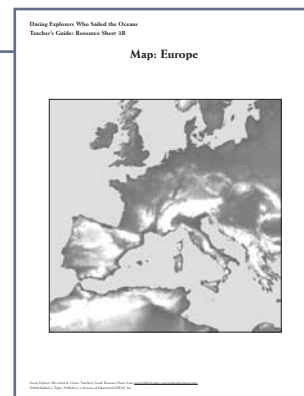
Have each student look at one map in the book (such as the one on page 28) and choose a place on the map (e.g., Italy). Students should list 4-5 facts about the place (e.g., it is near Spain, its coast touches the Mediterranean Sea). Have students pair up and exchange lists. Students should try to guess the location on their partner's map. The lists facts can be used later on a written test.

#### Geography Survey

Have students choose a country or region they read about in the book. They may need to conduct additional research. Have them write about the geography of the area, including natural resources, land features, climate, and so forth. Have students share their findings with the class and do a class survey to find out what place would be the most popular area in which to live.

#### Labeling Maps

Distribute copies of the blank maps of regions in the book (see Resource Sheet 3A-3E). As a pre-reading geography assessment, have students label the areas they are familiar with on the maps. As a note-taking element, during reading have students label the maps with the areas discussed in the book. Have students use an atlas or other research tool to label areas not shown on the maps in the book. After reading, the maps can be used as a geography assessment.



### ■ Historical Chronology

#### Time Line: Sequencing Events

Have students create their own time line by taping seven horizontal pieces of paper together and drawing a long, horizontal line down the center. Then have students take notes on the dates of each event discussed in the book. Using their notes, have students organize the events in chronological order. Have students locate the dates of the first and last events. They should put one date at the beginning of the time line and the other at the end. Then have students transfer the rest of the dates and events onto the time line they made, being careful to accurately plot each event. Students should demonstrate an understanding of time lines and the relationships of events (e.g., 1535 and 1585 should be much closer than 1450 and 1700). Have students decorate



their time line with illustrations of events or other pictures and then have students compare their time lines to others' in the class to evaluate their use of chronology.

## ■ Research

### Research Groups

Divide the class into six groups. Each group will conduct research into the time period during which an explorer they read about lived. Students will present that research to the class in an oral report. Have students conduct research independently or as a group. Students will need to research the time period, how people lived, what they ate, what jobs they had, how they dressed, and so forth. Students can dress up in costumes, make meals from the period, make posters, or use other means to make the presentation interesting. Encourage students to be creative!

### Compare and Contrast Time Periods

Now that students have a better understanding of the time period known as the European age of exploration, have them write a report on a topic such as food, technology, or clothing, comparing and contrasting the past and present. Have them conduct additional research as necessary.

### Survey Says

Have students complete Just for Fun: Activity Sheet #3 (“Preparing for a Voyage” Parts 1 & 2) individually or in groups. After students complete Part 1 (buying their items), have them survey each other about the items they purchased. As a class, make a graph or chart showing which items were bought, how many of each item the class purchased, and the most and least popular items bought. Students should think about the results of the survey in Part 1 and then estimate how many students will reach land in Part 2. Have students survey each other about their estimates. Record the estimates on the board. Then have students complete Part 2. When students are finished, find out how many reached land. Compare these results to the Part 2 survey results and discuss the activity with the class.

### An Interview with Family

Have students interview family members to find out what their families know about the explorers students have been reading about. Have students create a chart with the names of the six explorers across the top and the names of the people they interviewed on the side. Students should fill in the boxes with the information that family members know about each explorer. Students can share and compare their findings with the class.

**Note for research:** Students might look on the Internet and in social studies books, encyclopedias, or issues of age-appropriate magazines for the information they need.

**Tip for ELLs:** Make copies of illustrations of different events. Have students put them in order without using the book for help. Have students evaluate their understanding of events by checking the book.

Daring Explorers Who Sailed the Oceans  
Just for Fun: Activity Sheet #3

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**Preparing for a Voyage—Part 1**

**Directions:** Explorers had to plan carefully for their voyages. They never knew when to expect, and crews ran supplies very limited. Captains also had to have crews that was trustworthy and able, as well as officers to lead the men. Imagine you are the leader of an expedition across the Atlantic. You will need to get your ship ready for the voyage by buying supplies and hiring a crew. Before a list of items you might need for your trip and the cost of each item. You have 50 coins to spend, so spend them wisely. Circle the items below, write down the items you purchased. Once you have chosen your items, go to Preparing for a Voyage—Part 2, and see if you are prepared to make it to uncharted lands.

Item	Cost
Cannon	10
Crack	10
Compass	10
Cow (meat/steak)	5
Crow (steering)	10
Crow (sailor)	15
Food (meat)	5
Fresh vegetables	10
Hamock	5
Officer (steering)	5
Officer (navigation)	10
Trunk	5

Item Purchased \_\_\_\_\_ Cost \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

Total Coins Spent \_\_\_\_\_

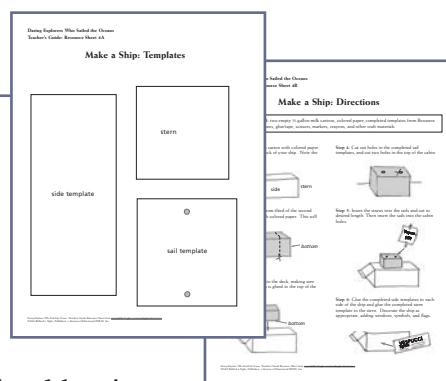
## Arts and Humanities

### Art History: Analyze Artwork

Choose an image from the book. Discuss this picture with students and ask questions: **What colors does the artist use? Does the picture look historical? Does it look realistic or imaginary?** Ask specific questions about the picture's content: **What is happening in the picture? Are there people in the picture? Who are they? What are they doing? Why? What objects are in the picture? Describe them. What is the setting? What do you see in the picture that you would not see today?** Move on to critical thinking questions about the artwork: **How does the picture make you feel? What is the point of view of the artist? How is the subject feeling? What did you learn from this picture?** You also can have students go online to search for other paintings or other artwork related to any of the events, people, or places in *Daring Explorers Who Sailed the Oceans*. Have students analyze the artwork using the questions above. Student also can draw their own illustrations and have classmates analyze their artwork.

### Art: Captain's Ship Report

Have students complete a chapter report in a creative way. As students read a chapter in the book, have them note the fast facts, characteristics and actions of the explorer, and other events in the chapter. Students will make a model ship depicting the pertinent information from the chapter. Using Resource Sheet 4A ("Make a Ship: Templates") students will cut out two sails, two sides, and a stern. On one sail, students should write the explorer's name and fast facts. On the other sail, the student should draw a symbol of that explorer. For example, a student might draw a pencil and paper for Amerigo Vespucci because he was a writer. On one side template, students should write the country and people who supported the explorer, where he sailed, and the dates of his exploration. On the other side, students should write important events during the voyage(s), obstacles the explorer faced, and goals he achieved. On the stern, students should write a motto for their explorer. For example, a motto for Amerigo Vespucci might be, *To see the world and write about its wonders*. Then have students create their model ship (see Resource Sheet 4B "Make a Ship: Instructions").



### Drama: Reader's Theater

Have students choose an event they read about in the book. Then individually, in pairs, or in groups, have them write a short script (1-2 pages) based on that event, using the main characters involved. Have the groups perform their reader's theater for the class or have students exchange scripts with other groups and perform them.

## Language Arts

### ■ Character Studies

#### Character Trait Chart

As students read the book, have them create a chart with a column for each of the explorers. Have them fill in the chart with personality/character traits. When finished with the book, have students analyze which people have traits in common. This can be used later for a character comparison essay.

#### Character Comparison

Have students choose one of the explorers they read about in the book. As students read the chapter, have them note details about the explorer: physical characteristics (if given), personality, outlook on life, how the explorer treated others, the explorer's goals, what the explorer was like as a young man, and what the explorer's adult life was like. Then have students make notes about their own character. Depending on grade level, have students write an essay comparing and contrasting themselves with the explorer or have them make a Venn diagram comparing themselves with the explorer. Students can use Show What You Know: Activity Sheet #1 ("My Life/\_\_\_\_'s Life") as a starting point for the comparison.

#### Dear Diary

Have each student create a diary for one of the explorers they read about. Students should write at least five entries that might have been written by the person. Students can bind their entries, create covers using cardboard or fabric, decorate them, and fray the edges of the pages to make the diary look old.

### ■ Book Reporting

#### Just the Facts

Have each student create a list of at least 10 facts he or she learned from reading the book. The facts, written in complete sentences, must include details the student didn't know before reading the book. Facts can include information about the explorers, the time period, the places, or other subjects.

#### Understand New Technology and Create a Card Catalog

Explain to students what a card catalog is. *[a set of cards that alphabetically lists the books in a library; catalogs are used to search for books in the library; each card describes one book; the cards and card catalog are divided into author, title, and subject sections; each book has at least three cards in the card catalog—one for title, one for author, and one for subject]*

If possible, bring in a card catalog drawer or a card from a card catalog. Tell students what the catalog includes. *[generally, author, title, publisher, summary, subject, call number]* Ask students why most libraries no longer have card catalogs *[difficult to use; time-consuming; easy to misunderstand]*, how we find information in a library *[electronic catalogs]*, and why this new

system is better [*electronic catalogs are more accurate; they are easy to search and quicker; they can be accessed from outside the library*].

Create a short list of books and have students go to the library and look up the catalog information of each book. Many libraries also have online catalogs that can be accessed from home.

Pass out index cards to students (4"x 6" is best for this project) and have them create their own card catalog entries. The front of the card should follow the format of an actual card catalog and include a call number and details such as title, author, and date published along with a synopsis of the book.

Example:

AUTHOR(S): Stathis, Roberta and Gregory Blanch

TITLE: Daring Explorers Who Sailed the Oceans/  
Roberta Stathis and Gregory Blanch

PUBLISHER: Ballard & Tighe, Publishers: Brea, California (2004)

Summary: Tells about the exciting voyages of some of Europe's famous explorers: Prince Henry the Navigator, Christopher Columbus, Amerigo Vespucci, Vasco da Gama, Ferdinand Magellan, and Jacques Cartier. Includes information about navigation and the life of a sailor during Europe's age of exploration.

SUBJECT(S): world history—explorers—age of exploration—navigation—nonfiction

LOCATION: Main

CALL NO: 428.35 STAT

On the back of the card, have students write a paragraph critiquing the book. Students may rate the book using a four-star scale (e.g., can't put the book down; recommended; fair; boring). Have students compare and discuss their ratings of the book.

### Nonfiction Report

After reading the book (independently or as a class) have students create a nonfiction book report. In this report, students should include the following sections:

- Basic information: title, author, copyright date, publisher.
- Overview: summary of book contents, major people involved, time period (or span), countries, major events.
- Opinion of book: interest level, ease of use, special features, organization, use of information, illustrations.
- Recommendation: why people should or shouldn't read this book.

Have students compare/discuss their recommendation and opinion of the book.

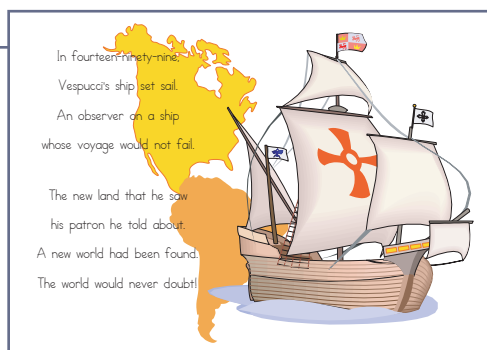
## ■ Writing

### Write a Short Story

Have each student choose an event from the book and create a story starter for that event. For example, a student could write, “When young Christopher Columbus found that his ship was sinking ...” Have students illustrate the story starter and then exchange papers. Each student should finish the story started by another student using details not found in the chapter. These stories can be completely fictional or based on additional research. As an alternative, have students skip the illustrations and just write a story starter for another student to finish. This activity is a good introduction to a discussion on the differences among fiction, historical fiction, and nonfiction.

### Write a Historical Poem

Writing poetry often can help students comprehend and recall the content they are learning as well as develop their writing skills. Have students create a poem related to a person or event in the book using a common rhyme scheme like AABB, ABAB, or ABCB. Explain to students that the letters in a rhyme scheme correspond to the ending sounds of the line of the poem. The same letter represents the same sound. For example, a poem about Amerigo Vespucci using an ABCB rhyme scheme might look like this:



- A *In fourteen-ninety-nine,*
- B *Vespucci's ship set sail.*
- C *An observer on a ship*
- B *whose voyage would not fail.*
  
- D *The new land that he saw*
- E *his patron he told about.*
- F *A new world had been found.*
- E *The world would never doubt!*

Students can illustrate their poems and put them in their portfolios.

### Write a Persuasive Essay

Have students choose two of the expedition leaders or two of the places they read about in the book. Then have them write an essay persuading other students that (a) one expedition leader was better than another; or (b) one place would be better to explore than another. Have students share their opinions with classmates.

## ASSESSMENT

In addition to the performance assessments incorporated into the lesson activities, below are some ideas for creating traditional written tests and alternative assessments for post-instructional evaluation.

**Tip for ELLs:** Keep in mind that some traditional assessments and holistic assessments, such as self-evaluation and peer review, may not be appropriate for ELLs. You may need to rely more heavily on performance assessment in evaluating these students' comprehension and content knowledge.

### Written Test

Compile the three Take a Test Activity Sheets (“Mingle and Match,” “Which Word Doesn’t Belong” and “Choose the Best Answer”) into a complete written test for students. You also may choose from the additional comprehension and critical thinking questions (Appendix III) to create a comprehensive written assessment.

### Comprehension Check: Retelling

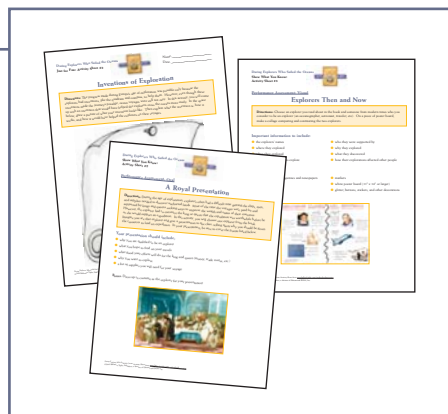
As an **oral** assessment, have students retell the story of one of the people they

read about in the book. Make sure students include the major events, a description of who the person was, what his accomplishments were, what he was like, where he lived, and the time period in which they lived. As a **written** assessment, have students rewrite a story using the criteria above. Create a rubric for grading that includes the essay’s organization, readability, grammar and punctuation, and vocabulary usage. As an additional exercise, have students trade papers with a peer who chose the same person. Students can evaluate essays using the rubric suggested above. Peers can evaluate oral responses by asking questions after the student retells the story.

### Performance Assessment

Have students demonstrate the knowledge they have gained using one of the following activities:

- **Presentation:** Have students imagine they are one of the explorers that they read about. They will give a presentation to the class, outlining their plan for exploration in hope that the class will support their expedition. Students can use Show What You Know: Activity Sheet #2 (“A Royal Presentation”) as a guide. As a class activity, have students watching the presentation decide if they will support the explorer and give reasons why or why not.
- **Visual Report:** Have students choose one of the explorers from the book. Then have them choose someone today they consider to be an explorer, such as an astronaut, an archaeologist, a travel writer, or an adventurous family



member. This modern explorer can be famous or not well known. Using Show What You Know: Activity Sheet #3 (“Explorers Then and Now”) as a guide, students will create a poster collage comparing and contrasting the two explorers.

- **Invention Convention:** Tell students the class is going to hold a convention showcasing the latest inventions in exploration. Students will be the inventors and will create inventions that would have made 15<sup>th</sup> century sea voyages easier, faster, and better. Students should draw or make a model of their invention and explain the purpose of it, how it works, what it’s made out of, and how it would have made sea voyages better. Invite other classes to the “convention” and encourage students to be creative! Students can complete Just for Fun: Activity Sheet #2 (“Inventions of Exploration”) as a guide.

### Portfolio Evaluation

Encourage students to choose samples (art projects, book reports, response journals, drawings, and so forth) of their best work from the lesson to include in a portfolio. This portfolio can be used as a performance review and for student evaluation. Ask students to explain why they chose certain works, what they learned from that project, how the work could be improved, and what their future goals are in the class. Students can also prepare an overall written evaluation of their portfolio.

### Student Self-Evaluation

Ask students to evaluate their own participation and the “products” of their learning. Have students give written or oral responses to questions such as: **What was the most difficult part of this project for you? What do you think you should do next? If you could do this task again, what would you do differently? What did you learn from this project?**

### Journal Reviews

Have students turn in their journals after each entry, at the end of a chapter, or at the end of the book. Review the journals (which may include free-writes, responses, notes, and vocabulary lists) to assess how well students understood the content, grew in their writing ability, developed new vocabulary, and the like.

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## TEACHING RESOURCES

- A good place to look online for quotations is [www.quotationspage.com/](http://www.quotationspage.com/) or [www.famous-quotations.com](http://www.famous-quotations.com).
- Visit [www.fordham.edu/halsall/sbook1x.html](http://www.fordham.edu/halsall/sbook1x.html) for links to primary source documents. The U.S. National Archives and Records Administration ([www.nara.gov](http://www.nara.gov)) and the Library of Congress ([www.loc.gov](http://www.loc.gov)) are also great sites for finding primary source documents.

# APPENDIX I: Lesson Planning Guide



# Daring Explorers Who Sailed the Oceans: Lesson Planning Guide

Subject/Lesson: \_\_\_\_\_ Number of Days/Periods: \_\_\_\_\_ Dates of Instruction: \_\_\_\_\_

**PRE-READING:** Before students read the book, find out what students know about the new content, give them a preview of what they will learn, and spark their interest! Choose several activities to introduce the book. Choose one activity to introduce the subject and one to introduce each chapter.

Activities to Introduce the Book, Subject & Chapter		Materials Needed	Standards Covered
Book	1.		
	2.		
Subject			
Chapter(s)			

**DURING READING:** Choose activities that give students opportunities to read and re-read the book with purpose. Choose one “general academic skills” activity and one “reading comprehension” activity to help students learn the historical content and develop academic skills.

	Activities	Materials Needed	Standards Covered
General Academic Skills			
Reading Comprehension			

**EXPANDING LEARNING:** In this section, choose activities that relate to the lesson/content area you are teaching. Choose two or more activities from one of the categories under each content area depending on student interest, curriculum demands, and class time.

	Activities	Materials Needed	Standards Covered
1.			
2.			

**ASSESSMENT:** Determine your assessment strategies and choose activities from this section as appropriate.

- Written Test
  Portfolio Evaluation  
 Comprehension Checks: \_\_\_\_\_
  Self-Evaluation  
 Performance Assessment: \_\_\_\_\_
  Journal Reviews

## APPENDIX II: Resource Sheets

## Vocabulary List

adversity	Iberian Peninsula	physical geography
ancestor	ingenious	piteously
Arab	javelin	port
bypass	knight	rage
clemency	lament	reef
colony	lance	rely
constant	landmark	representative
contrary	legend	rival
convert	lurch	sibling
custom	milestone	strait
endure	mouth	sultan
expedition	Muslim	torment
fast	namesake	trending
fleet	New World	trinket
Florentine	omit	uncharted
Fra	page	uninhabited
grief	parallel	victualled
gulf	patron	virtue
horizontal	perishable	

## Analyze a Primary Source: Letter from Christopher Columbus

**Background:** Christopher Columbus wrote the letter below to the king and queen of Spain around 1494. In the letter, Columbus discusses the settlement and business on the island of Hispaniola (referred to below as Española).

*Most High and Mighty Sovereigns,*

In obedience to your Highnesses' commands, and with submission to superior judgment, I will say whatever occurs to me in reference to the colonization and commerce of the Island of Española, and of the other islands, both those already discovered and those that may be discovered hereafter. ...

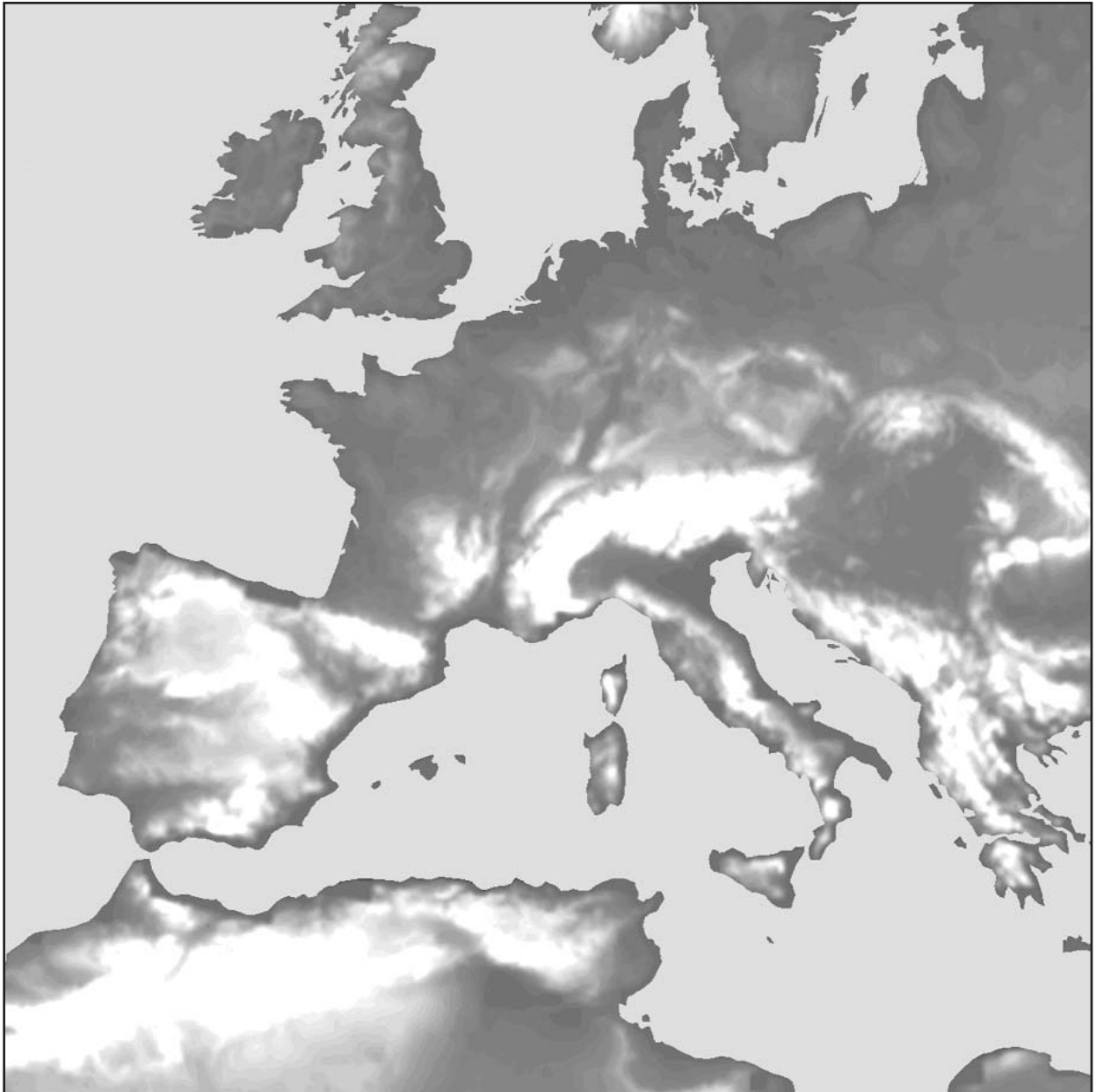
- That in the said island there shall be founded three or four towns, situated in the most convenient places, and that the settlers who are there be assigned to the aforesaid places and towns.
- No one shall have liberty to collect gold in it except those who have taken out colonists' papers, and have built houses for their abode, in the town in which they are, that they may live united and in greater safety. ...
- That none of the colonists shall go to seek gold without a license from the governor ...
- In regard to the discovery of new countries, I think permission should be granted to all that wish to go ...

I will now give my opinion about ships going to the said Island of Española, and the order that should be maintained; and that is, that the said ships should only be allowed to discharge in one or two ports designated for the purpose, and should register there whatever cargo they bring or unload; and when the time for their departure comes, that they should sail from these same ports ...

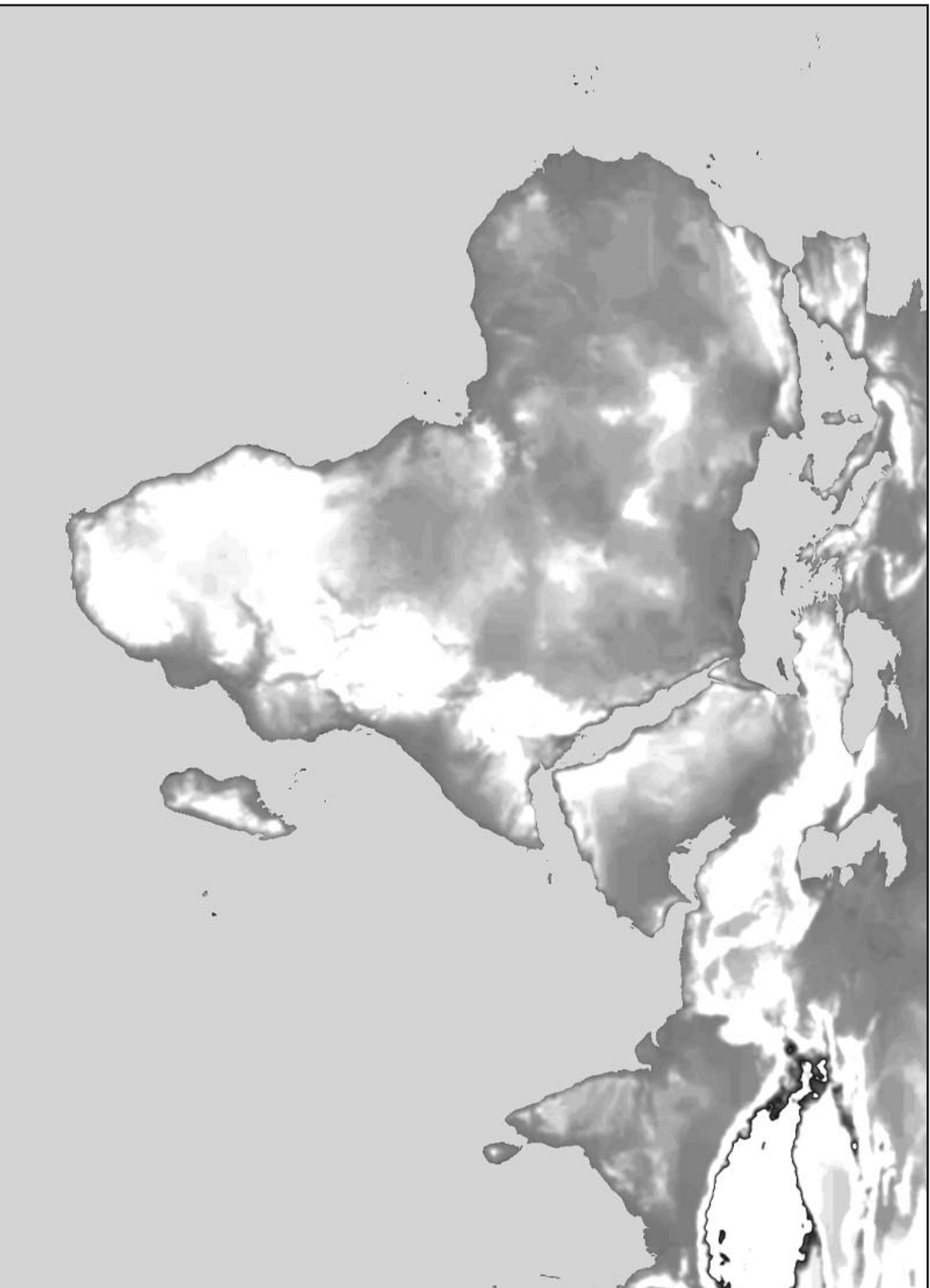
## Map: World



## Map: Europe



## **Map: Southwestern Asia**



## Map: Caribbean Islands

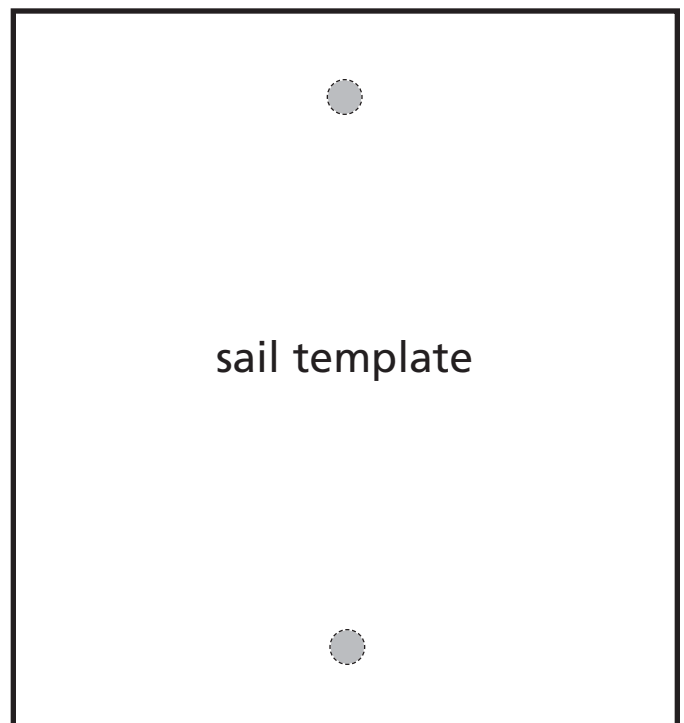
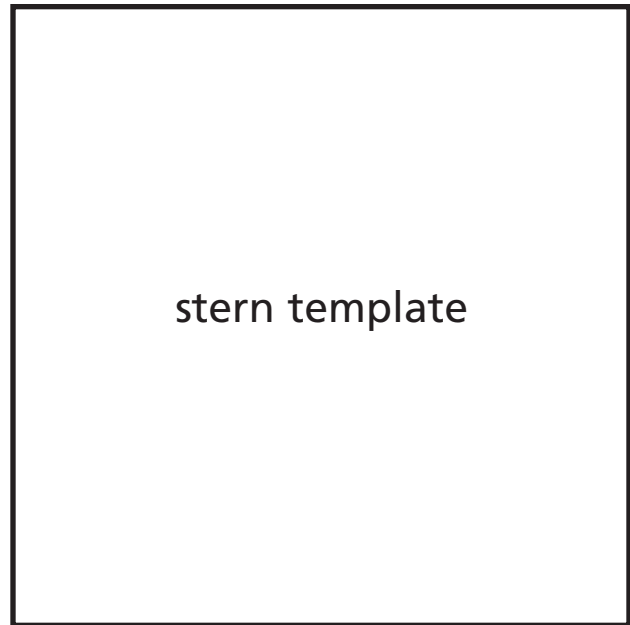
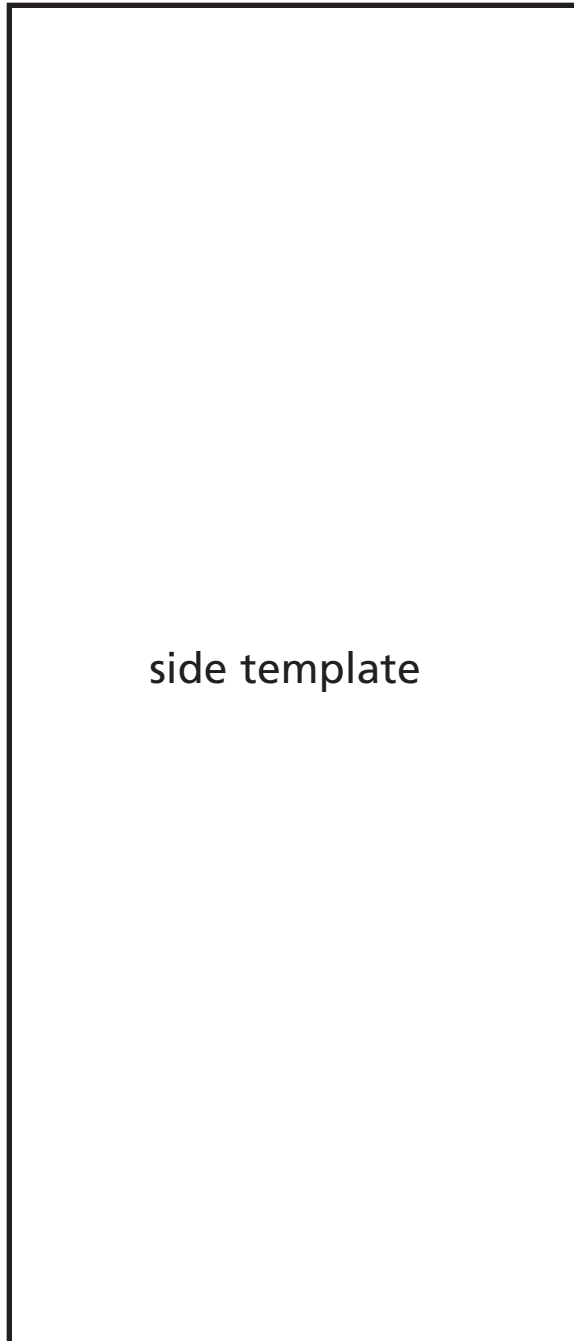




## **Map: Northeastern North America**



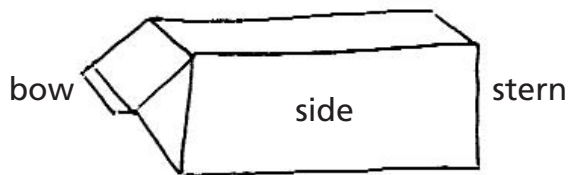
## Make a Ship: Templates



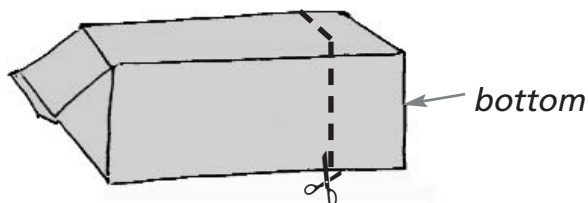
## Make a Ship: Directions

**Materials Needed:** two empty ½-gallon milk cartons, colored paper, completed templates from Resource Sheet 4A, two straws, glue/tape, scissors, markers, crayons, and other craft materials

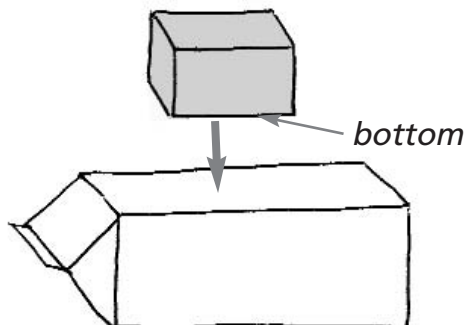
**Step 1:** Cover one milk carton with colored paper. This will serve as the deck of your ship. Note the orientation of the ship.



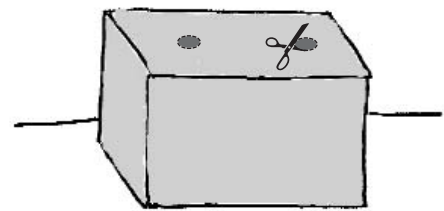
**Step 2:** Cut off the bottom third of the second milk carton. Cover with colored paper. This will serve as the ship's cabin.



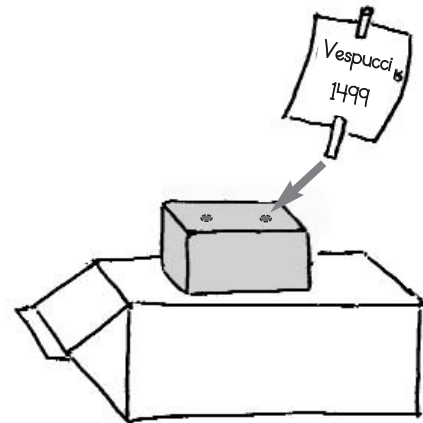
**Step 3:** Glue the cabin to the deck, making sure the bottom of the cabin is glued to the top of the deck.



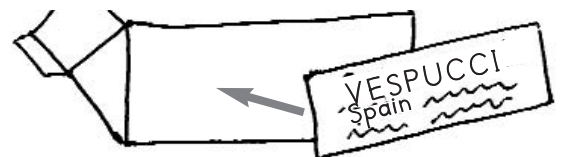
**Step 4:** Cut out holes in the completed sail templates, and cut two holes in the top of the cabin.



**Step 5:** Insert the straws into the sails and cut to desired length. Then insert the sails into the cabin holes.



**Step 6:** Glue the completed side templates to each side of the ship and glue the completed stern template to the stern. Decorate the ship as appropriate, adding windows, symbols, and flags.



## APPENDIX III: Additional Comprehension and Critical Thinking Questions

### Life on the High Seas

- What was the typical job of a sailor? The captain of a ship? His officers? (*sailor: watching for landmarks, changes in weather, and other ships; captain: taking responsibility for the ships, leading the expedition; officers: supervising sailors and giving the captain information about the ship*)
- What kinds of instruments were needed to measure latitude? (*quadrant, cross-staff*)
- A sailor's life was difficult and uncomfortable. Why do you think so many men were eager to become sailors? (*the possibility of fame, wealth, and adventure was enticing; answers will vary*)
- Reread the Look to the Source excerpt and put it into your own words. Do sailors today still depend on observation? Why or why not? (*answers will vary*)
- What were some of the foods a ship carried on a voyage? (*some fresh food like cheese and fruit, barrels of salted meat and fish, ship biscuits, rice, beans, barrels of water and wine*)
- Describe the typical conditions onboard a ship during the European age of exploration. (*there wasn't much room; sailors had to sleep in hammocks; little fresh food available caused sailors to get scurvy; rats and roaches abounded; no bathrooms*)
- Why was determining longitude difficult for sailors? What invention made determining longitude possible and who was responsible for this invention? (*sailors needed to know the time it was at a specific location on land, and clocks that could keep accurate time onboard a ship were unavailable; the ship's clock, called the chronometer, was invented by John Harrison*)
- Name some of the consequences of the European age of exploration? Were they positive, negative, or both? Explain your answer. (*positive: wealth to European countries, advances in geography and navigation, different parts of the world brought together and exchanges made; negative: land taken over in Africa and the Americas, millions died from diseases, slavery began in Europe, cultures and traditions destroyed*)
- Would you have wanted to travel on a voyage of exploration? Why or why not? If yes, where would you have wanted to explore? (*answers will vary*)

### Prince Henry the Navigator

- What city did Henry and his brothers convince the king to capture? (*Ceuta*)
- What were some of the consequences of Henry's explorations? How were they far-reaching? (*Portugal became a very rich country; the European slave trade began; consequences were far-reaching because they affected more than one country and continent, they set the stage for other explorations, and they affected the lives of millions of people*)
- Henry could have done anything with his life. Why do you think he started a school of navigation and encouraged exploration? (*answers will vary*)
- Reread the Look to the Source excerpt and describe it in your own words. Do you think Zurara was simply providing a factual account of what he saw, or do you think he was touched by the suffering of the slaves? (*answers will vary*)

- What major milestone did Henry's expeditions meet? (*sailing around Cape Bojador*)
- Who created a map of the world based on information provided by Henry's expeditions? (*Fra Mauro*)
- In order to bypass the Arab traders Henry needed to sail farther south along the African coast than any European had gone. How did he learn to do this? (*he started a school of navigation; he gathered sailors, shipbuilders, mapmakers, astronomers, and others to share their knowledge of sea travel; he assembled every known map; he encouraged the men at his school to develop new sailing tools to help determine a ship's exact position at sea*)
- What sparked the beginning of the African slave trade in Europe? (*Henry's explorers set up trading posts in Africa and when an African ruler had no more gold to trade, he offered prisoners as slaves; Portugal brought their first cargo of slaves back to Europe and soon they were in high demand*)
- What does the Look to the Source excerpt tell you about the European actions and attitudes during the age of exploration? (*indifferent—Europeans watched the Africans suffer but brought them to Europe anyway; Europeans were somewhat sympathetic to the suffering of the slaves; any other relevant response*)
- Prince Henry was not a sea captain and only sailed on three voyages. Why is he known as Henry "the navigator"? (*he started a school of navigation; his explorers and others he brought together helped improve navigation and maps of the world; he supported explorations; any other appropriate response*)
- What do you think is Henry the Navigator's greatest accomplishment? (*answers will vary*)

## Christopher Columbus

- When Columbus returned to Hispaniola, what had happened to his crew? (*they were gone; Columbus's men had mistreated the Arawaks who fought back and killed Columbus's men*)
- Why do people disagree about whether Christopher Columbus was a hero? Why do they agree that he played an important role in world history? (*Columbus was a determined man, brave enough to sail west to Asia when no one else had done that before, however, he also disrupted the lives and cultures of native people and took over their land; he set the stage for European discovery and exploration of the Americas*)
- Reread the Look to the Source excerpt and describe it in your own words. Why do you think the Arawaks wanted the things Columbus and his men had? Why do you think Columbus and his men wanted the things the Arawaks had? (*answers will vary*)
- Where did Columbus sail before sailing on ships in the Atlantic Ocean? (*Mediterranean Sea*)
- Who did Columbus first ask to support his expedition? Why was this person reluctant to support Columbus? (*the king of Portugal; the king's counselors advised against it*)
- What prize did Columbus offer to the first sailor to see land? (*a coat*)
- Where did Columbus land first on October 12, 1492? On what island did he set up his fort and what was it called? (*San Salvador; he set up Fort La Navidad on Hispaniola*)
- Why did Columbus name the people he met on San Salvador "Indians"? (*he thought he had landed in India*)
- Describe the first encounter Columbus and his men had with the Arawaks. What does this encounter tell you about the Arawaks? (*the first meeting was peaceful—the Arawaks brought Columbus and his men gifts; the Arawaks were generous and open people—they offered peace and friendship rather than fighting to the strangers in their land; the Arawaks were practical, smart, and cautious, choosing to reach out to foreigners in hopes that they would be generous and peaceful in return; any other appropriate response*)

- Columbus returned from his third voyage in chains and Ferdinand and Isabella were no longer very interested in him. Why might the king and queen have agreed to support a final voyage? (*they had hope Columbus could rebuild the settlement successfully; Columbus was an important person and they wanted to support him, despite his recent failures; any other appropriate response*)
- What do you think were some of the “many consequences” of Columbus’s voyages? (*disruption of native culture; mistrust between native people and Europeans; European discovery of new lands; possibility for new settlements; answers will vary*)
- What do you think is Christopher Columbus’s greatest accomplishment? (*answers will vary*)

## Amerigo Vespucci

- Who was the famous explorer that Amerigo Vespucci met in Spain? (*Christopher Columbus*)
- What was Vespucci’s role on the voyages he took to the New World? (*he was a passenger representing his patron, Lorenzo di Pierfrancesco di Medici; he reported on his observations during the voyages*)
- What evidence does Vespucci use to support his argument that the land he was exploring was a new continent? (*he reported that the long beach extended without turning, there were many tribes, there were wild animals that were unknown in his country; the land was too far south to be Asia*)
- Reread the Look to the Source excerpt and put it into your own words. Do you think Vespucci’s account is entirely factual? Give examples to explain your answer. (*Vespucci’s description of the land seems factual and is used as evidence to support his claim of finding a new continent; his report that God showed the expedition mercy expresses his feelings and opinions rather than facts*)
- Reread the Look to the Source excerpt and tell what it means in your own words. Why did Vespucci say, “The clemency of God was shown forth”? (*he believed that God showed his mercy to the expedition by saving them and by bringing them to land, otherwise they would have been lost at sea*)
- What was Lorenzo di Pierfrancesco di Medici’s relationship with Vespucci? (*di Medici was Vespucci’s patron/employer*)
- What did Vespucci discover that Columbus did not? (*North and South America, specifically the Caribbean, were not part of Asia*)
- How did the continents North and South America get their names? (*after Vespucci’s report spread, a mapmaker named Waldseemüller wrote “America” on the map*)
- How did Vespucci’s letter to his patron become so widely known? (*the letter was quickly translated and read by others; reports spread across Europe; a wide audience was interested in knowing the details of Vespucci’s findings; Vespucci’s accounts were interesting to read*)
- Vespucci was not a sailor, but a writer and a passenger on a ship. Why is he considered an “explorer”? (*he traveled to new countries; he discovered information no one else had; he helped create more accurate maps for others to use when exploring; other appropriate responses*)
- Why do you think Spain did not like having the name “America” given to the newly discovered continents? (*Vespucci was honored and not Spain; Spain was the first to claim land on the new continents [from Columbus] and thought they should get the credit; any other appropriate response*)
- What do you think is Amerigo Vespucci’s greatest accomplishment? (*answers will vary*)

## Vasco da Gama

- On the trip back to Africa from India, why did da Gama burn one of his ships? (*there were not enough men, provisions, and equipment for three ships*)
- Why do you think the Hottentots were happy with the items the Portuguese brought to trade? Why do you think the Muslim traders were insulted by these items? What might the two encounters tell about European attitudes during the time? (*Hottentots did not have European trading partners and were not accustomed to European goods; the Muslims were insulted by the simplicity of the gifts; Europeans assumed that their goods—however simple or primitive—were better than other cultures’; Europeans thought they were more highly civilized than other cultures; answers will vary*)
- Reread the Look to the Source excerpt and put it into your own words. How does this passage show the dangers explorers faced? Why do you think the sailors “cried to God for mercy”? (*Explorers faced storms, strong seas, and ships they were not always able to control; they cried to God because they believed he would save them*)
- Describe da Gama’s expedition: How many ships did he have? What was on the ships? What kinds of people went on the voyage? (*da Gama sailed with four ships that carried cannons, supplies, and goods to trade, as well as officers, sailors, interpreters, priests, a historian, and carpenters*)
- During his famous voyage, da Gama became the first European sea captain to do what? (*use the southeast trade winds to cross the south Atlantic Ocean*)
- Where was the first stop on Vasco da Gama’s voyage? (*the coast of southern Africa*)
- Describe the expedition’s meeting with the Hottentots and with the Bantu. Why do you think the expedition had different experiences? (*in the first encounter between a group of Hottentots and the expedition, fighting broke out; the expedition had a friendly start with the second group of Hottentots, but the men left on bad terms; the Bantu and the expedition had a peaceful encounter, with the Bantu helping the sick men; the expedition didn’t know what to expect from the people of Africa at first; they were used to the cultural and language barrier by the time they met the Bantu; with sick men, the expedition didn’t have the energy to fight the Bantu; the Hottentots might have previously encountered unfriendly groups of Europeans, making da Gama’s expedition unwelcome; any other appropriate response*)
- Why did da Gama decide that the Portuguese would have to use force to get India to trade with them? (*the ruler of Calicut refused to trade with da Gama—he did not want to insult their established trading partners and was not impressed with the goods da Gama offered to trade*)
- Do you think da Gama’s expedition was a success? Explain your answer. (*answers will vary*)
- How do you think da Gama helped Portugal establish permanent trading settlements in eastern Africa, India, and southern Asia? (*future expeditions knew where to land and what to expect from the native people; da Gama established relationships [both negative and positive] with people in various African coastal areas; any other appropriate response*)
- What do you think is Vasco da Gama’s greatest accomplishment? (*answers will vary*)

## Ferdinand Magellan

- Why did Portugal refuse to support Magellan’s voyage? (*Portugal already controlled a southern trade route to India*)
- What qualities do you admire in Ferdinand Magellan? (*answers will vary*)
- Reread the Look to the Source excerpts and put them into your own words. Do you agree

with Magellan's decision not to tell his crew his entire plan for the expedition? What can you learn about Magellan from these excerpts? (*answers will vary; Magellan was good man, a man of virtue; he was a good leader because he was stable and calm in a crisis; he wanted to keep control of his ship and keep his sailors calm; any other appropriate response*)

- Why did Portugal hire workers to load empty water barrels on Magellan's ships? (*they wanted Magellan to believe that the ships had more water and food than they actually did; Portugal wanted the expedition to fail because Spain was Portugal's rival*)
- Where did Magellan and his crew rest and get fresh supplies before heading south along the South American coast? (*present-day Brazil*)
- What did Magellan name the strait he passed through on November 1? Why? (*Strait of All Saints; many Christians celebrate the Feast of All Saints on November 1*)
- Why did Magellan name the ocean he sailed into *Mar Pacifico*? (*the water was calm; Mar Pacifico means "calm sea"*)
- How did Magellan's early life prepare him to become a sea captain? (*as a page in the royal court he was able to study geography, navigation, and astronomy; he later joined the Portuguese navy and spent several years sailing on the Indian Ocean; he spent hours studying sea charts and maps*)
- Why did Magellan insist on exploring the Philippines? What major event happened there? (*Magellan wanted to try to convert the native people to Christianity; Magellan was killed in a battle with one of the native groups*)
- What evidence suggests that others admired Magellan? (*he is described as brave and ingenious; Pigafetta explained that Magellan stayed calm in adversity, a trait that was probably welcomed by his crew; Pigafetta implied that Magellan had many good qualities*)
- What do you think is Ferdinand Magellan's greatest accomplishment? (*answers will vary*)

## Jacques Cartier

- What did Cartier name the large gulf he explored? Why? (*Gulf of St. Lawrence; many Christians celebrate the feast of St. Lawrence on August 10, the day Cartier sailed into the gulf, so he was honoring this Christian saint*)
- How did Cartier's explorations affect the relationship between Native Americans and the Europeans who wanted to explore and colonize their land? (*Cartier's voyages contributed to the destruction of trust between the Native Americans and Europeans; any other appropriate response*)
- Reread the Look to the Source excerpt and put it into your own words. What does this excerpt tell you about sea voyages and the obstacles explorers faced? (*voyages encountered obstacles (storm, winds) that caused them to go off course and to be delayed; voyages were unpredictable; any other appropriate response*)
- What passage did Jacques Cartier want to find? (*Northwest Passage; a passage to Asia through Canada and Alaska*)
- During his first trip, Cartier made contact with people in the area. What was this group of people called? What was their chief's name? (*the Huron; Donnacona*)
- Why did the king of France agree to support Cartier's first expedition? (*he wanted to claim land for France*)
- What is the modern name for the village of Hochelaga? How did the modern city get its name? (*Montreal; Cartier climbed a hill and named it Mont Réal, which means "Royal Mount"*)



- Cartier never found the Northwest Passage or riches for France. Why do you think he is considered France's best-known explorer? (*he opened up Canada to France and other European countries; he found the St. Lawrence River; he claimed important land for France and made important discoveries; any other appropriate response*)
- Why might have France, at first, not been very interested in exploring the Americas? (*France didn't see a profit in the Americas; France didn't think the Americas were very important; France was happy with its sea routes to various trading locations; answers will vary*)
- Describe Cartier's meeting with the Huron. What is similar to or different from the experiences other explorers had with native people? Explain your answer. (*Cartier and the Huron did not have a friendly beginning—the Huron objected to Cartier claiming the land for France; Cartier forced the chief's sons to go back to France; unlike other explorers, Cartier did not offer gifts to the native people and did not immediately try to establish a friendly relationship; like other explorers, Cartier's priority was to claim the land for his supporting country rather than develop a relationship with the native people*)
- What do you think is Cartier's greatest accomplishment? (*answers will vary*)

APPENDIX IV:  
Activity Sheets



# Word Search

**Directions:** Find each of the words from the word list in the puzzle below. Once you find the word in the puzzle, circle it and put a ✓ next to the word in the word list (see the example). Be sure to check your spelling!

### Word List

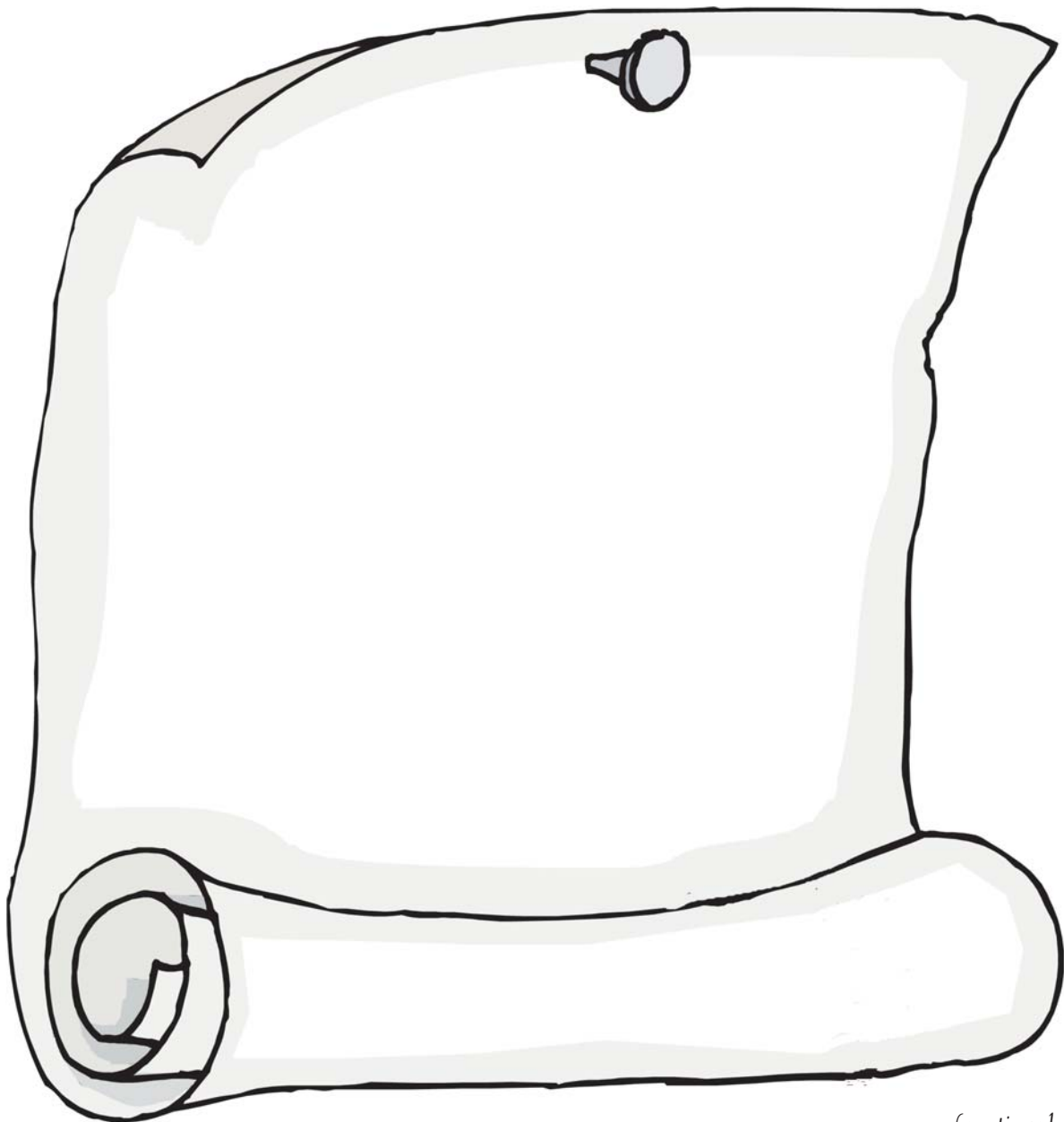
- Amerigo Vespucci
- astrolabe
- caravel ✓
- Christopher Columbus
- chronometer
- compass
- explorers
- Ferdinand Magellan
- France
- Hispaniola
- India
- Jacques Cartier
- latitude
- longitude
- map
- Portugal
- Prince Henry
- scurvy
- Spain
- Vasco da Gama

B	R	D	R	M	M	Y	D	S	A	S	T	R	O	L	A	B	E	L
X	K	L	E	I	F	H	H	U	Z	V	F	T	M	C	B	C	G	O
T	Z	V	I	P	E	N	A	B	C	O	M	P	A	S	S	L	K	Q
I	C	R	T	G	R	X	G	M	C	A	B	G	V	Y	R	O	G	V
U	A	H	R	T	D	K	E	U	V	M	I	T	N	I	W	N	M	H
J	M	E	A	A	I	A	Y	L	N	E	S	C	I	Z	E	G	D	I
A	A	D	C	L	N	F	L	O	M	R	E	L	C	R	F	I	N	N
F	G	U	S	O	A	R	M	C	K	I	W	R	P	C	R	T	H	D
R	A	T	E	I	N	A	N	R	P	G	P	A	Q	H	R	U	V	I
E	D	I	U	N	D	N	S	E	R	O	M	O	S	N	P	D	A	A
T	O	T	Q	A	M	C	R	H	I	V	I	C	R	G	W	E	J	W
E	C	A	C	P	A	E	E	P	N	E	C	P	A	T	I	R	O	U
M	S	L	A	S	G	Y	R	O	C	S	D	X	V	R	U	C	X	F
O	A	G	J	I	E	V	O	T	E	P	X	H	U	S	A	G	N	A
N	V	D	P	H	L	R	L	S	H	U	Z	G	P	E	I	V	A	N
O	X	V	D	R	L	U	P	I	E	C	O	Z	F	V	R	C	E	L
R	T	W	N	N	A	C	X	R	N	C	X	J	W	S	D	C	T	L
H	X	D	M	L	N	S	E	H	R	I	T	B	S	N	Z	D	Q	H
C	W	G	E	B	P	S	O	C	Y	S	P	A	I	N	Y	T	H	C



## Inventions of Exploration

**Directions:** The progress made during Europe's age of exploration was possible only because the explorers had inventions, like the quadrant and compass, to help them. However, even though these inventions made the journeys possible, ocean voyages were still not easy. In this activity, you will come up with an invention that would have helped the explorers cross the oceans more easily. In the space below, draw a picture of what your invention looks like. Then explain what the invention is, how it works, and how it would have helped the explorers on their voyages.



*(continued on next page)*

**Daring Explorers Who Sailed the Oceans**

**Just for Fun: Activity Sheet #2**  
**(continued)**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

My invention is called the \_\_\_\_\_, and it is

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This is how my invention works: \_\_\_\_\_

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This is how my invention would have helped explorers: \_\_\_\_\_

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# Preparing for a Voyage—Part 1



**Directions:** Explorers had to plan carefully for their voyages. They never knew what to expect, and space for supplies was limited. Captains also had to hire a crew that was trustworthy and able, as well as officers to lead the men. Imagine you are the leader of an expedition across the Atlantic. You will need to get your ship ready for the voyage by buying supplies and hire a crew. Below is a list of items you might need for your trip and the cost of each item. You have 50 coins to spend, so spend them wisely! On the lines below, write down the items you purchased. Once you have chosen your items, go to Preparing for a Voyage—Part 2, and see if you are prepared to make it to uncharted lands.

Item	Coins
Cannon	10
Clock	10
Compass	10
Crew (inexperienced)	5
Crew (average)	10
Crew (skilled)	15
Food/water barrel	5
Fresh vegetables	10
Hammock	5
Officer (average)	5
Officer (experienced)	10
Trinket	5

Item Purchased

Cost

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Total Coins Spent: \_\_\_\_\_

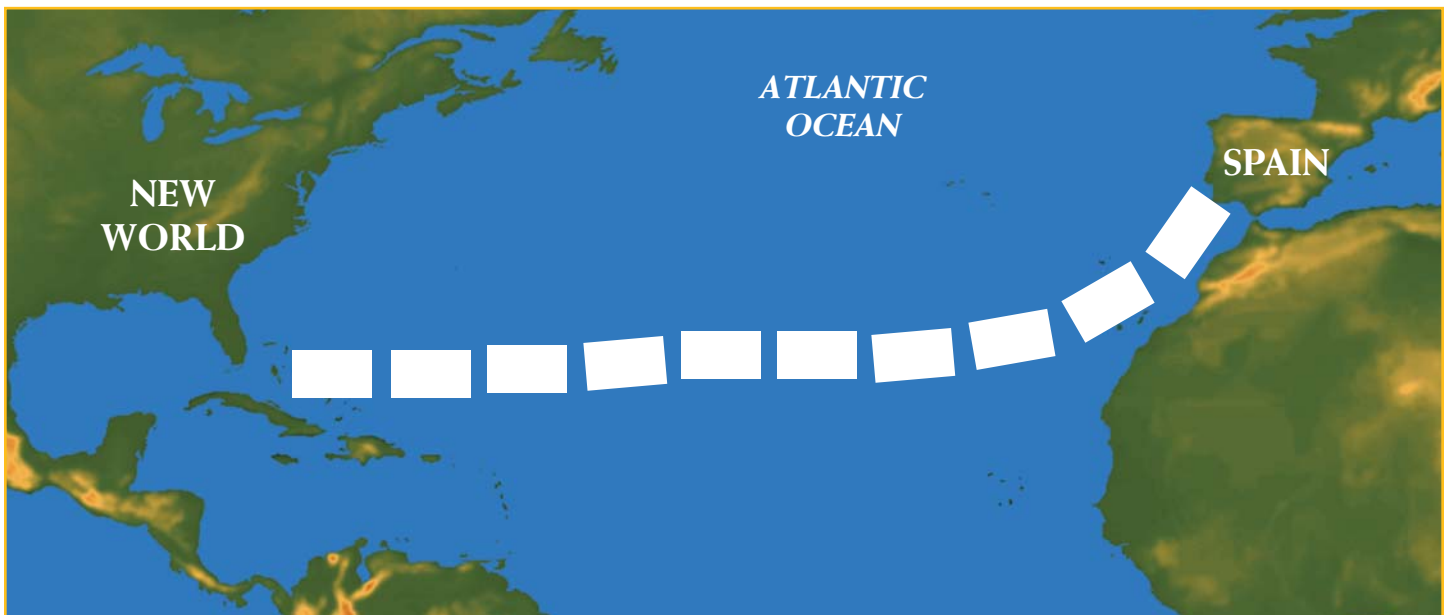


## Preparing for a Voyage—Part 2



**Directions:** The map below shows the sea route you must follow on your expedition. You will start your voyage in Spain. Follow steps 1-7 to make your voyage. Based on the supplies you chose for your voyage, you will move your ship along the route. If you have not reached the New World by the end of step 7, go back to Preparing for a Voyage—Part 1 and start over!

**How to Play:** Read the instructions in each step. For each space you are allowed to move forward along the route, place an X in the box using a pencil. For each space you must move back, erase an X.



### Steps

1. You set sail from Spain on a nice, sunny day. Move forward two spaces.
2. You reach the open sea, but don't know which way to go. If you bought a **compass**, move forward two spaces. If you did not buy one, do not move this turn while your **crew** figures out what to do. If you did not hire a crew, go back to port and rethink your supplies!
3. A fleet from a rival country wants to stop your voyage. If you bought a **cannon**, move forward one space. If you do not have a cannon, move back one space.
4. A storm at sea! Your crew must work hard to keep the ship on course. Move according to what kind of crew you hired: **inexperienced crew**, do not move; **average crew**, move one space ahead; **skilled crew**, move two spaces ahead.
5. After the storm, some of your men are frightened and wish to turn back. Only your trusted officers can keep the men from taking over the ship. Move according to the officers you have: none, move back one; **average officer**, move forward one space; **experienced officer**, move forward two spaces.
6. The voyage has taken longer than expected, and supplies are running low, making it difficult for the hungry crew to work. Move forward one space for every **barrel of food and water** you brought.
7. *Tierra!* Your voyage should have reached the New World by now. If not, you are lost at sea! If you are lost at sea, go back to Part 1 and try again. This time, use your experience to choose the best items.



Performance Assessment: Written

**My Life / \_\_\_\_\_'s Life**

**Directions:** Choose one explorer that you read about in the book. On the lines below, write one paragraph showing how your life and the explorer's life are similar. Write a second paragraph showing how your life and the explorer's life are different. Be sure to use descriptive words to show the similarities and differences.

**My Name:** \_\_\_\_\_ **Explorer's Name:** \_\_\_\_\_

How our lives are similar: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How our lives are different: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Performance Assessment: Oral

## A Royal Presentation

**Directions:** During the age of exploration, explorers often had a difficult time getting the ships, men, and supplies needed to discover uncharted lands. Most of the time the voyages were paid for and supported by kings and queens seeking ways to improve the wealth and status of their countries. However, the explorer had to convince the king or queen that the expedition was worthwhile before he or she would support an expedition. In this activity, you will choose one explorer from the book. Imagine you are that explorer and give a presentation to the class, telling them why you should be given the resources to lead an expedition. In your presentation, be sure to cover the points listed below.

**Your presentation should include:**

- why you are qualified to be an explorer
- what you hope to find on your travels
- what good your efforts will do for the king and queen (money, trade routes, etc.)
- why you want to explore
- a list of supplies you will need for your voyage

**Bonus:** Dress up in costume as the explorer for your presentation!





Performance Assessment: Visual

## Explorers Then and Now

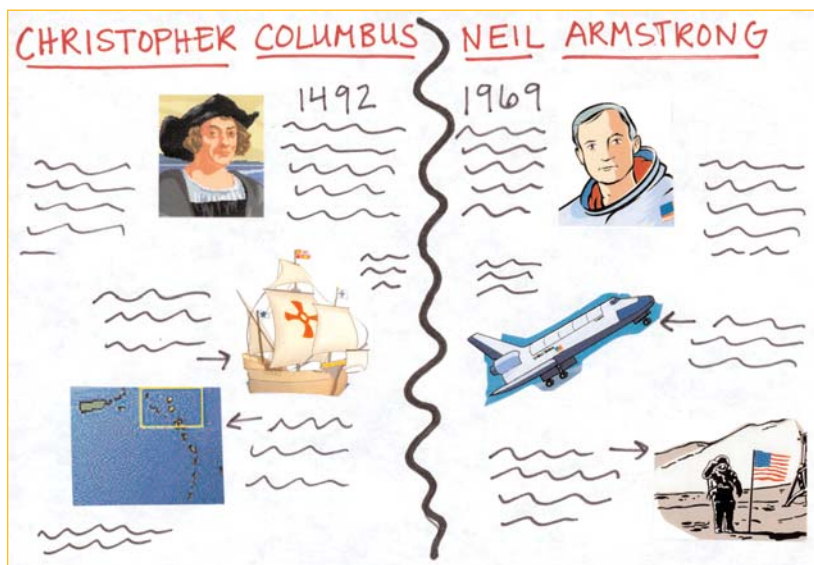
**Directions:** Choose an explorer you read about in the book and someone from modern times who you consider to be an explorer (an oceanographer, astronaut, traveler, etc). On a piece of poster board, make a collage comparing and contrasting the two explorers.

**Important information to include:**

- the explorers' names
- where they explored
- when they explored
- what tools they used to explore
- who they were supported by
- why they explored
- what they discovered
- how their explorations affected other people

**You will need:**

- pictures from old magazines and newspapers
- markers
- scissors
- white poster board (11" x 14" or larger)
- glue or paste
- glitter, buttons, stickers, and other decorations





## Choose the Best Answer

**Directions:** Read each question and circle the best answer.

- The horizontal lines on a map that help sailors measure their position north or south of the equator are called lines of \_\_\_\_\_ .
  - longitude
  - latitude
  - the equator
  - chronometer
- Prince Henry the Navigator proved that the sea would not turn into boiling blood when he sailed past what?
  - Cape Bajador
  - La Navidad
  - Ceuta
  - Spice Islands
- What country turned down Columbus, forcing him to go to Spain to support his voyage?
  - France
  - Portugal
  - Italy
  - India
- When he sailed to the New World, Amerigo Vespucci was not a sailor, but a \_\_\_\_\_ .
  - patron
  - cook
  - mapmaker
  - writer
- When Vasco da Gama sailed around Africa to India, he found that the Indians already had strong trading ties with the \_\_\_\_\_ .
  - French
  - Taino
  - Arabs
  - Huron
- To keep Magellan from finding a route to the Spice Islands from Spain, the Portuguese hired workers to \_\_\_\_\_ .
  - load barrels with rats on his ships
  - provide false information about how much food was on his ships
  - steal his sails
  - throw rocks at sailors

*(continued on next page)*

## Daring Explorers Who Sailed the Oceans

### Take a Test: Activity Sheet #1 (continued)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

7. What was Jacques Cartier looking for when he explored North America?
  - a. old Viking settlements
  - b. a place for his descendants to settle
  - c. a northwest passage through Canada
  - d. a supply of furs to make coats for the king of France
  
8. What fort did Columbus set up during his trip in 1492?
  - a. Genoa
  - b. Hispaniola
  - c. Palos
  - d. La Navidad
  
9. Vasco da Gama is thought to be the first European sea captain to use what to cross the Atlantic Ocean?
  - a. southeast trade winds
  - b. longitude
  - c. a quadrant and compass
  - d. a caravel
  
10. What did Magellan name the strait he passed through on November 1, 1519?
  - a. Strait of Mar Pacifico
  - b. Strait of All Saints
  - c. Strait of Magellan
  - d. Strait of South America



## Mingle and Match

**Directions:** Cut apart the boxes below. Spread the words out on one side of a table and the descriptions out on the other side of the table. Match each word with its correct description.

### Words

Prince Henry of Portugal	latitude
caravel	Jacques Cartier
Christopher Columbus	scurvy
quadrant	Huron
Amerigo Vespucci	Strait of Magellan
trinket	Arawaks
Vasco da Gama	Cape of Good Hope
strait	Queen Isabella
Ferdinand Magellan	gulf

### Descriptions

native people of Hispaniola	sailed east around Africa to India
explored Canada for France	named the Pacific Ocean
a small inexpensive ornament	a water passage connecting two larger bodies of water
an instrument used to find a ship's latitude	large area of ocean partly enclosed by land
has two continents named after him	a native people of Canada
started a school of navigation	supported Columbus's voyages
first European to sail west toward Asia	located at the tip of Africa
a type of ship invented during the 1400s	horizontal grid lines
a disease caused by lack of vitamin C	located at the southern end of South America



## Which Word Doesn't Belong?

**Directions:** In the word groups below, circle the word that does not go with the others. Then write the reason that word doesn't fit in the word group.

1.    *quadrant*                      *chronometer*                      *compass*                      *hammock*  
The word hammock does not fit in this group because a hammock is a bed for sailors and not a navigational instrument.

2.    *Atlantic*                      *Indian*                      *Pacific*                      *Mediterranean*  
The word \_\_\_\_\_ does not fit in this group because \_\_\_\_\_

3.    *biscuits*                      *fish*                      *rice*                      *scurvy*  
The word \_\_\_\_\_ does not fit in this group because \_\_\_\_\_

4.    *gulf*                      *patron*                      *peninsula*                      *strait*  
The word \_\_\_\_\_ does not fit in this group because \_\_\_\_\_

5.    *Hispaniola*                      *Ceuta*                      *Calicut*                      *Genoa*  
The word \_\_\_\_\_ does not fit in this group because \_\_\_\_\_

6.    *Pinta*                      *Niña*                      *Isabella*                      *Santa Maria*  
The word \_\_\_\_\_ does not fit in this group because \_\_\_\_\_

Daring Explorers Who Sailed the Oceans

Take a Test: Activity Sheet #3  
(continued)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

7. *Columbus*                      *di Medici*                      *da Gama*                      *Cartier*

The word \_\_\_\_\_ does not fit in this group because \_\_\_\_\_

---

8. *Queen Isabella*                      *Prince Henry*                      *King Ferdinand*                      *Francis I*

The word \_\_\_\_\_ does not fit in this group because \_\_\_\_\_

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9. *gold*                      *maps*                      *spices*                      *trinkets*

The word \_\_\_\_\_ does not fit in this group because \_\_\_\_\_

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10. *France*                      *India*                      *Portugal*                      *Spain*

The word \_\_\_\_\_ does not fit in this group because \_\_\_\_\_

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11. *Arawaks*                      *Hottentots*                      *Huron*                      *Mombasa*

The word \_\_\_\_\_ does not fit in this group because \_\_\_\_\_

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12. *captain*                      *knight*                      *officer*                      *sailor*

The word \_\_\_\_\_ does not fit in this group because \_\_\_\_\_

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