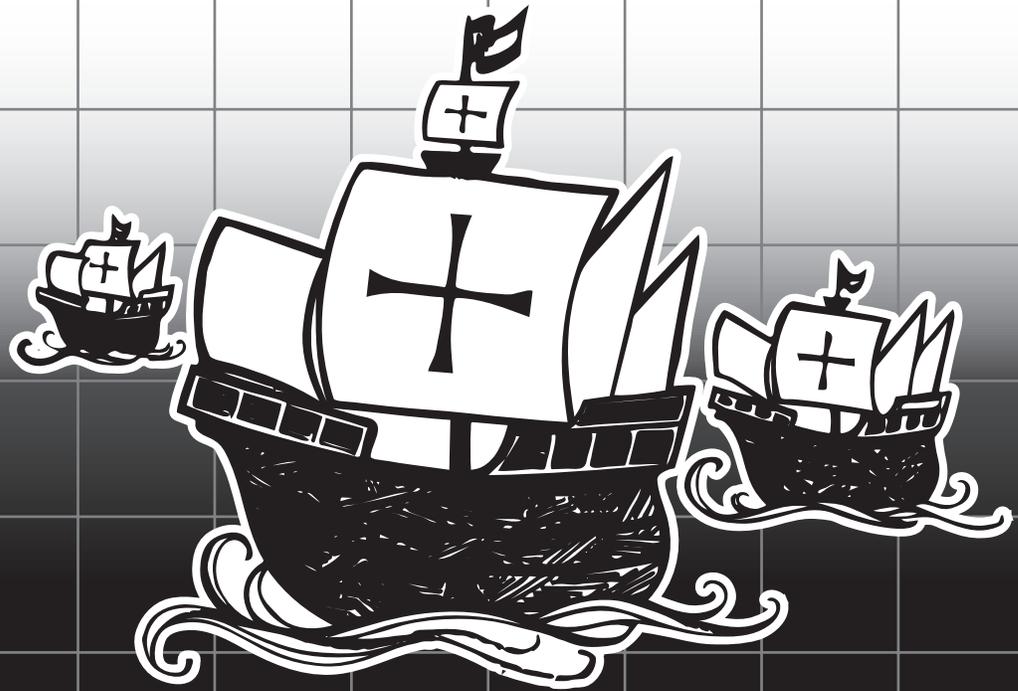


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# EXPLORERS



A Simulation of Encounters Between Native Americans and European Explorers

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# Welcome to Explorers!



**Hours of Instruction:** 15

**Grades:** 4–7

**Overview:** EXPLORERS provides a multi-faceted introduction to the European conquests in the New World during the great Age of Exploration. Working in cooperative groups, students study specific Native American Nations and the European explorers who first encountered them. They share what they learn with other students, and prepare a final Grand Encounter presentation for invited guests.

**Your students will:**

- Create and design a Codex of a Native American Nation describing four major components of their civilization
- Create a Bio Card of one European explorer including significant facts about his life and accomplishments
- Reenact encounters between these two different worlds relating the personal, political, economic and cultural impacts of European expeditions

*These related titles and others are available at [www.teachinteract.com](http://www.teachinteract.com)*

## LEWIS & CLARK

Grades: 3–8

Students become members of a Corps journeying into the unknown Northwest Territory as they retrace the westward expedition of Lewis & Clark in the early 1800s. Assuming and rotating roles of Captain, Interpreter, Journal Writer and Private, students perform daily duties and apply map skills as they chart their daily progress.



FREE  
transparencies  
included!

Teacher Guide and  
35 Student Guides  
INT120

## SAIL AMERICA

Grades: 3–6

Students apply their research skills, historical knowledge, cooperation skills and creativity to recruit settlers to Colonial America in the 1600s. They design and create a travel brochure and Travel Agency Display that highlights their colony. Finally, students create travel documents and book prospective clients for passage to the New World at the Sail America Expo!



Teacher Guide and  
35 Student Guides  
INT102

## S.O.S.

Grades: 4–7

Students work to discover the location of a stranded family while learning about ocean currents, density, water temperature and salinity. Each cooperative team is given a “message in a bottle” found in a different part of the world. Students research the clues within and, with their new knowledge, determine where their bottle was first thrown into the sea.



Teacher Guide and  
35 Student Guides  
INT976

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## ICONS KEY



### Grouping

This icon shows if your students work independently, in partners or in cooperative groups for each activity.



### Timing

Many activities vary in length. Use this icon to help plan your teaching time.



### Teaching Tip

In the margins of your Teacher Notebook, these tips clarify materials or procedures.



### Read or Tell

This is important information your students need for the activity. Be sure to read the passage or clearly instruct your students as stated in your Teacher Notebook.



### Answer Key

For student activities with specific objective responses, this icon directs you to the answer key.



### Learning Tip

Found in the Student Guide, this icon directs your students to important procedures or directions.



# EXPLORERS

**A Simulation of Encounters between Native Americans and European Explorers**

PEGGY TODD is a fifth grade teacher in North Kingstown, Rhode Island, with over 25 years in the classroom. She received her B.A. in Education at Rhode Island College. Peggy has conducted teacher workshops for Strategy Based Instruction in Rhode Island and New Hampshire. For Interact Peggy also wrote SAIL AMERICA: Booking Voyages to Colonial America. One of her greatest joys is guiding her students to become independent learners and thinkers.

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The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. EXPLORERS is a content-rich, standards-based program addressing National History Thinking Standards, American History Content Standards, Social Studies Standards, Theater Standards, and English Language Arts Standards. The content and skills presented in this unit are the targets of most state frameworks for American history, map reading, and language arts. EXPLORERS provides many opportunities for performance assessment. In the first part of the simulation students demonstrate their understanding of the Native American civilization that existed before the arrival of European explorers. In the second part, students learn the reasons why the explorers came to the New World. They research individual explorers to learn which lands and resources they claimed for their European monarchs. In the final activity, students participate in reenactments of the encounters between Native Americans and explorers. Applied Learning Standards are addressed throughout.

### **National Standards for History** **Standards in Historical Thinking**

#### **Standard 1: Chronological Thinking**

The student is able to:

- Identify temporal structure of a historical narrative or story.

#### **Standard 2: Historical Comprehension**

The student is able to:

- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to the developments, and what consequences or outcomes followed.
- Differentiate between historical facts and historical interpretations.
- Read historical narratives imaginatively.
- Appreciate historical perspectives—(a) describing the past on its own terms, through the eyes and experiences of those who were there; (b) considering the historical context in which the event unfolded.
- Draw upon data in historical maps.
- Utilize visual, mathematical, and quantitative data presented to clarify, illustrate, or elaborate upon information presented in the historical narrative.

#### **Standard 3: Historical Analysis and Interpretation**

The student is able to:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- Consider multiple perspectives of various peoples in the past by demonstrating differing motives, beliefs, interests, hopes, and fears.
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.

STANDARDS

- Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.

## **Standard 5: Historical issues analysis and decision making**

The student is able to:

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

## **U.S. History Standards**

### **Era 1: Three Worlds Meet (Beginnings to 1620)**

**Standard 1:** Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

- **1A** The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages.
- **1B** The student understands changes in Western European societies in the age of exploration.

**Standard 2:** How early European explorations and colonization resulted in cultural and ecological interactions among previously unconnected peoples

- **1A** The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries.
- **1B** The student understands the Spanish and Portuguese conquest of the Americas.

## **NCSS Curriculum Standards for Social Studies**

**Standard 1: Culture**

The student will:

- Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

**Standard 2: Time, Continuity, & Change**

The student will:

- Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

**Standard 3: People, Places & Environments**

The student will:

- Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- Describe ways that historical events have been influenced by, and have influenced physical and human geographic factors in local, regional, national, and global settings.

**NCTE Standards for the English Language Arts**

**Standard 4:** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

**Standard 5:** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**Standard 6:** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print text.

**Standard 11:** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

**California Theater Standards**

**Standard 2: Creative Expression**

- Students develop knowledge and skills in acting, directing, and script writing through their own experience and imagination as well as through their research of literature and history.

**Standard 5: Connections, Relations, and Applications**

- Students apply what they learn in theater to learning in other subjects.

**California Applied Learning Standards**

**Standard 6.** Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

**Standard 8.** Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

STANDARDS

When I first began to think about this unit, I was a bit overwhelmed. I have taught both curricula of Native Americans and Explorers for over 20 years to 5th graders, but I had never combined them as one unit. What a challenge! There are so many Native American Nations and so many Explorers. I had to decide which to include and which not to include. Let me explain my selections.

I selected the five Native American Nations for Phase One based on the fact that the first European Explorers came into contact with some nations more than the others. Also, I selected Native American Nations that best represented the different geographical areas along the Atlantic Coast, Mexico, South America, and along the Mississippi River, inland to the American Southwest. I selected both Iroquois and Algonquin because, although they are close to each other geographically, each offered something different and important to this unit. I made a similar decision to include both the Aztec and the Inca. These two tribes lived under similar societal structures, but they lived on different continents and have subtle cultural differences. I chose the Pueblo to represent a Native American culture in the Southwest. I used the Inuit when I modeled lessons, but they had little interaction with the explorers in this unit.

For Phase Two I had to choose which Explorers to study. I first focused chronologically on those who sailed between the late 1400s to mid-1500s. However, I also wanted the explorer list to represent all the European powers during that time—Spain, England, France, and Holland. This second consideration is why I included Drake and Hudson who sailed later. All these European countries were trying to find a water passage to the Far East. However, my research made clear that the Spanish abandoned the search for a water route to instead search for gold. They sailed to the New World to conquer as well as convert the natives to Christianity. (The word *conquistador* is crucial for your students to understand during EXPLORERS.) Finally, I decided to use Columbus when I modeled lessons so that the students will study 13 other explorers.

There is far more to remember about this time in history than the **Twenty-eight Facts**. However, I chose these facts because they broadly cover the reasons for exploration, general information about the explorers, and the locations where explorers claimed land. These facts provide a knowledge base that will allow your students to understand subsequent events in American history including the arrival of settlers, the Louisiana Purchase, and the French and Indian War. Your students will also come to understand why Canadians speak both French and English, and the obvious presence of Hispanic people and culture in Southern California, the Southwest, Texas, and Florida.

The basic unit of EXPLORERS runs 15 days, and covers only a fraction of the major events and people. If you have more time and resources, I hope that you will allow your students to complete the extension activities provided. Or you may use EXPLORERS as a starting point for much more extensive research.

I believe that EXPLORERS, unlike so many other publications on the same topic, will help your students better understand this significant time in history. Through the study of both Native Americans and specific explorers they will see that the Age of Discovery must be looked at from two sides. The final activity, the Grand Encounter, will certainly impress upon them that historical events are always reported from the point of view of the person relating the history.

Peggy Todd

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Were all encounters between the Native Americans and the European explorers of the 1400s, 1500s, and 1600s like the peaceful and friendly pictures of the first Thanksgiving? Were all explorers just looking for a new trade route to Asia? In EXPLORERS students will learn the answers to these questions and much more. First, they will become experts on five major Native American Nations. They soon will realize that the New World was not two “empty” continents waiting to be “discovered.”

Although students may be familiar with Columbus, they will learn about 13 other explorers who sailed during the *Age of Discovery*. They also will learn more specific reasons why explorers and their sponsors risked so much.

In EXPLORERS your students will experience the following:

### Knowledge

- Identify five major Native American Nations, their geographical location, major resources and significant cultures
- Identify 13 European explorers, the country that sponsored them, and where they explored
- Understand that Native American Nations had specific beliefs, gender roles, ceremonies, and lifestyles
- Understand that geographical location and natural resources of Native American Nations dictated their lifestyles
- Recognize that various differences and similarities existed among Native American Nations
- Understand that European explorers sailed for various economic and religious reasons
- Understand that European explorers claimed different parts of North America
- Realize that initial encounters between Native Americans and explorers were both hostile and friendly
- Realize that European expeditions negatively impacted the Native American Nations
- Realize that 95–98% of the Native American population eventually died of diseases brought by Europeans

### Attitudes

- Recognize that history can be recorded from more than one point of view
- Appreciate the Native Americans’ attitudes towards the land and its uses
- Understand that European explorers were men whose emotions, needs, and desires blended with the goals European governments
- Develop historical curiosity
- Gain a sympathetic feeling toward the Native Americans who endured the arrival of Europeans to their homeland
- Form a personal but informed opinion of the impact of Europeans upon the Americas

PURPOSE

## PURPOSE

# PURPOSE

### Skills

- Using maps to correctly identify specific geographical areas of the Old World and New World
- Participating in Expert/Jigsaw groups
- Recording information on Codices, Bio Cards, and graphic organizers
- Comparing and contrasting Native Americans cultures
- Sharing information through readings and role-playing
- Writing and performing short scripts based on historical information
- Role playing people in history to gain better understanding of their motives and impact upon others
- Working cooperatively with others to reach a common goal

**Phase One**

Students begin work as members of Jigsaw Groups. They then join Expert Groups to study one of five major Native American Nations. They learn that North and South America were populated by Native Americans who had developed nations with established territories, community housing, reliable sources of food, unique religions, and distinct cultures. Individuals create codices about the Native American Nation studied, then share their information with their Jigsaw Group members.

**Phase Two**

Working in a different Expert Group configuration, students learn about some of the famous explorers who arrived in the New World from 1492 through the 1500s. They create Explorer Bio Cards that tell about each explorer's life and where—and why—that individual sailed. Their research will show how ruthless the explorers were and how the Native Americans suffered. Students will engage in various activities that allow them to use their multiple intelligences.

**Phase Three**

Students participate in a culminating activity called the *Grand Encounter*. They role play either one of the five Native American Nations or one of five European explorers as they describe their historic meetings. Around a simulated campfire, the Native American teams will retell their story as an oral history. The teams playing European explorers will retell their story, either as a report to the King who sponsored their voyage to the New World or to encourage their sailors/soldiers by recounting all that they have accomplished.

**Special Needs Students**

Like all Interact units, EXPLORERS provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, and listening). Activities offer students the opportunity to demonstrate their knowledge through several of Gardner's Multiple Intelligences including Interpersonal, Intrapersonal, Visual, Kinesthetic, and Verbal. Adjust the level of difficulty or challenge to best fit your students. Assist special needs students in selecting activities that utilize their strengths and allow them to succeed. Work together with the Resource Specialist teacher, Gifted and Talented teacher, or other specialist to coordinate instruction.

OVERVIEW