

# ELEMENTARY U.S. HISTORY 1: EUROPEAN EXPLORATION

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE STARTED \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

**PREREQUISITES:** Earth 4: Major Geographic Features of Earth course or ability to read and interpret maps well. Time Lines and History course.

**HOW TO DO THIS COURSE:** Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means to get a pass (and an initial) from another student or your academic supervisor if it says that. A \* means get a checkout. All written work is turned in to the supervisor.

**PURPOSE:** Learn about the early exploration of the New World (North and South America) by Europeans.

**ESTIMATED TIME:** 12–14 hours.

## MATERIALS NEEDED TO DO THIS COURSE

### Heron materials:

Heron study booklet, *Elementary U.S. History 1: European Exploration*, with these data sheets (DS):

1247      7266      7267      7525      7526      7270      7527      7528

Exam: 7271, 7272 (review)

### Other required texts/references:

*United States—Adventures in Time and Place* (2000) ISBN 0-02-148855-X, McGraw-Hill School Division. To place orders, call 1-800-442-9685.

Encyclopedia at level of *The New Book of Knowledge*.

### Other recommended texts/references:

*A History of US*, Joy Hakim, Oxford University Press: (paper or cloth)

*Book 1 The First Americans*, ISBN 0-19-515320-0 (paper); ISBN 0-19-515319-7 (cloth)

*Book 2 Making Thirteen Colonies*, ISBN 0-19-515322-7 (paper); ISBN 0-19-515321-9 (cloth)

Access to Internet strongly recommended.

### Other materials:

Map atlas of the world, including raised relief map of the world, globe, roll of butcher paper or newsprint, crayons or markers, yardstick, clay.

## NOTE TO STUDENT

The history book for this course is *United States—Adventures in Time and Place*. Each chapter is divided into lessons. When you read a lesson, there are also illustrations and maps, and extra things to look at. You should read the text and captions of illustrations. You should also understand any illustrations and maps. You do not have to study anything else on the page unless you are told to do so or unless you want to. Each lesson begins with a “Read Aloud,” but you do not have to read it aloud.

## A. HOW TO FIND THINGS IN THE TEXTBOOK

1. PRACTICAL APPLICATION: Find these in the back of *United States—Adventures in Time and Place* (US):
  - a) **Gazetteer** (dictionary of geographical places), starting on p. R60. \_\_\_\_
  - b) Biographical Dictionary, starting on p. R70. \_\_\_\_

- c) Glossary, starting on p. R80. \_\_\_\_
- d) Look up some entries in the Gazetteer, Biographical Dictionary and Glossary. Make sure you understand how these three references are different from each other. Get comfortable with them, so you can use them frequently as you read. \_\_\_\_\_

## B. USING HISTORY

1. READ: The Purpose statement (above) for this course. \_\_\_\_\_
2. READ: Data Sheet (DS) #1247 Using History, to heading “What Is History Good For?” \_\_\_\_\_
3. DEMONSTRATE: Show the two definitions of history given in DS #1247. \_\_\_\_\_
4. READ: DS #1247, section “What Is History Good For?” \_\_\_\_\_
5. ESSAY: Work out for yourself at least one good reason why learning history might be a good thing for you to do and write it down. (You can give more than one reason.) **Supervisor pass.** \_\_\_\_\_
6. READ: DS #1247, Introductory paragraph and Tip #1 in section “Figuring Out What Is Important.” \_\_\_\_\_
7. PRACTICAL APPLICATION: Tell an adult why George Washington was important. If you are not sure, find out more about him first. \_\_\_\_\_
8. READ: DS #1247, Tip #2 in section “Figuring Out What is Important.” \_\_\_\_\_
9. PRACTICAL APPLICATION: Answer these questions in writing:
  - a) Why is July 4, 1776 an important date in American history? \_\_\_\_
  - b) Can you think of another event and date in history that you think is important? Why do you think so? (If you don’t think you know enough to answer the questions, think of something important that happened in your life. Then give the event, the date and why you think it was important.) \_\_\_\_
10. READ: DS #1247, Tip #3 in section “Figuring Out What is Important.” \_\_\_\_\_
11. PRACTICAL APPLICATION: Answer this question in writing: Why did the Americans turn against the King of England and decide to form their own country? (If you don’t know already, research the subject first.) **Supervisor pass.** \_\_\_\_\_

12. PRACTICAL APPLICATION:

- a) Read DS #7266 Elementary U.S. History Projects with Literature, section “Reading Books while Studying History.” \_\_\_\_
- b) Look at the list of books in DS #7267 Elementary U.S. History Book List. Then pick out a book you would like to read while you do this course, and arrange it with your supervisor if needed. \_\_\_\_
- c) Read DS #7266 Elementary U.S. History Projects with Literature, section “After Reading the Book.” \_\_\_\_

You should start the project you chose as soon as you can and complete it in (or before) the final section of this course. The sign-off line for the project is at step H.1. \_\_\_\_\_

C. EUROPEAN EXPLORATION AND TRADE BEFORE 1500

- \*1. READ: DS #7525 The First European Explorers, to heading “Search for a Route to the Indies.” Follow along on a map to see all the places and routes that are being talked about. \_\_\_\_\_
- 2. DEMONSTRATE: Get a raised relief map of the world. Using the map in the text on p. 116 of *United States—Adventures in Time and Place* (US) as a guide, trace the Silk Road on the relief map from China to Persia with your finger. Then trace a line west from Persia to the Mediterranean Sea. (The map shows the Silk Road much simpler than it actually was.) Here is some additional information to help you with the map on p. 116:
  - there are two photographs and captions about the Great Wall on p. 115.
  - Zheng He was a Chinese sea captain
  - Xi'an (pronounced SHE-ANN) is one of China’s oldest cities\_\_\_\_\_
- 3. DEMONSTRATE: Find the Indies on a relief map of the world. \_\_\_\_\_
- \*4. READ AND DEMONSTRATE: DS #7525, section “Search for a Route to the Indies.” As you read, trace a sea route from Portugal to Calicut, India on a relief map. Use the map in US on p. 126 as a guide. \_\_\_\_\_
- 5. DEMONSTRATE: Look at US, pp. 126–127 for a picture of Prince Henry and model of a caravel. For a full picture of an astrolabe, look in an advanced dictionary such as *American Heritage* or *Encarta* (or look at an Internet image). \_\_\_\_\_
- 6. ESSAY: Explain why Portugal was able to take the lead in sea exploration. **Supervisor pass.** \_\_\_\_\_

7. ESSAY: Explain why pepper does not cost as much now as it did when the Spice Route was the main way to get spices. \_\_\_\_\_
- \*8. READ AND DEMONSTRATE: DS #7525, section “Spain Joins the Search for a Route.” As you read, find the places mentioned (Spain, Bahama Islands, North American continent) on a relief map of the world. (You will read the rest of this data sheet later in the course.) \_\_\_\_\_

## D. AMERICA BEFORE THE EUROPEANS

1. READ: DS #7526 The People of America before Columbus, to heading “Native Americans Further South.” Use the map on pp. 76–77 in US to locate the places discussed as you go along<sup>1</sup>. \_\_\_\_\_
2. DEMONSTRATE: In US, Ch. 4, “Native Americans of North America,” look at the illustrations of different North American Indian cultures starting on p. 80 and continuing to p. 109, and read the captions. (You may skip the caption at the bottom of p. 89. The woman is wearing Navajo jewelry made from silver and turquoise.) \_\_\_\_\_
3. PRACTICAL APPLICATION:
  - a) Using the map on pp. 76–77 in US, locate the name of an Indian group that was living in your area in the 1500s. Find out three facts about them. Try to find out if that tribe still exists. (You could use the Internet for data. If so, try looking up *American Indians* and tribe name.) \_\_\_\_\_
  - b) Get whatever help you need from a librarian or other adults, and find three things or places whose present day names use Indian words. (For instance, Spokane, Washington, is named after the Spokan Indians.) \_\_\_\_\_
  - c) Tell what you found out in a) and b). **Supervisor pass.** \_\_\_\_\_
4. READ: DS #7526, section “Native Americans Further South.” Use a map to locate the places discussed as you go along. \_\_\_\_\_
5. DEMONSTRATE: In US, Ch. 3, “Early Peoples of the Western Hemisphere,” look at the illustrations of Maya, Aztecs and Incas, starting on p. 54 and continuing to p. 69, and read the captions. Also look at the time line on p. 70. \_\_\_\_\_
- \*6. READ: DS #7526, section “The Europeans Move In.” \_\_\_\_\_

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<sup>1</sup> Note: The map labels for two of the Native American cultural groups are not correct. The Indian culture labeled *Arctic* should be *Arctic and Subarctic Tundra* because the land is tundra and most of it is south of the Arctic Circle. The *Subarctic* label should be changed to *Boreal Forest*.

7. DEMONSTRATE: Two reasons why Europeans were able to easily move into North and South America, and take over from the Native Americans. \_\_\_\_\_

## E. TIME LINES

1. (Optional) READ: DS #7270 Time Lines. \_\_\_\_\_
2. PRACTICAL APPLICATION: Make a time line outline on a large sheet of butcher paper or newsprint, covering 1200 to 1800:
- a) Neatly tear or cut off a 6 feet long sheet of paper. \_\_\_\_
  - b) Leave a little blank space on the left hand side of the paper and with a marker and yardstick draw a straight line 60 inches long. \_\_\_\_
  - c) Mark off every 10 inches with a large mark and label each as a hundred year mark from 1200 to 1800. \_\_\_\_
  - d) Mark off every 5 inches between the hundred years with a smaller mark. Then label the 50 year marks. \_\_\_\_
  - e) Write BEFORE 1200 to the left of 1200 on the sheet. \_\_\_\_

**Supervisor pass** on making the time line. \_\_\_\_\_

3. PRACTICAL APPLICATION: Fill in the following events and dates on your time line, and anything else you want to include. If the event is too long to write out, you can shorten it. Some examples are included here, but you may figure out your own way for shortening the event names.
- Native American Indians in North America—before 1200 to 1800 (write “Indians”)
  - Spice Route in full use—about 1200 (write “Spice Route”)
  - Prince Henry develops marine technologies and sends ships to explore the coast of Africa—mid-1400s (write “Prince Henry”)
  - Discovery and exploration of the New World begins (Columbus)—1492 (write “Columbus”)

Include some illustrations. \_\_\_\_\_

**NOTE TO STUDENT: Save your time line to use again in the rest of the Elementary U.S. History courses.**

## F. CONTACT AND EXPLORATION

- \*1. READ: DS #7525 The First European Explorers, section “The Search for a Route to the Indies Continues.” \_\_\_\_\_
2. DEMONSTRATE: Read the “Note to Student” on page 1. Then turn to US, pp. 138–139, Ch. 6, Lesson 1 “Europeans Come to the Americas.”

Using this section as an example, here are things you should do and not do:

- a) You do not have to read aloud the “Read Aloud” paragraph on p. 138. \_\_\_\_
  - b) You do not have to read the “Focus Activity” on p. 138. \_\_\_\_
  - c) You should look at the map of “The Taino, About 1492” and understand it. \_\_\_\_
  - d) You should read the “Map Work” below the map of “The Taino.” \_\_\_\_
  - e) You should look at the picture of the ship on p. 138. \_\_\_\_
  - f) You should look at the pictures of hammocks on p. 139. \_\_\_\_
  - g) You should read the caption that goes with the pictures of the hammocks. \_\_\_\_
  - h) You should read the text on p. 138 (“Read Aloud” and “The Big Picture”). \_\_\_\_
  - i) You should read the text on p. 139 (“The Taino” and “The Taino Language”). \_\_\_\_
3. READ: US, pp. 138–145, Ch. 6, Lesson 1 “Europeans Come to the Americas,” through section “Why It Matters.” (Make sure you read the “Excerpt from *The Log of Christopher Columbus*” on p. 141.) \_\_\_\_\_
4. PRACTICAL APPLICATION: In US, do the “Columbus Miscalculates!” math problem on p. 140. \_\_\_\_\_
- \*5. READ: US, p. 144, “Seeds of Change” diagram. \_\_\_\_\_
6. ESSAY: In US, p. 144, answer the “Chart Work” questions. \_\_\_\_\_
7. (Optional) PRACTICAL APPLICATION: Read US, p. 145, “Links to Current Events: Taino News Flash!” Then do what it says. (On the Internet start with “Taino city.”) \_\_\_\_\_
8. DEFINE: viewpoint. Read the definition of *viewpoint* in DS #7527 Glossary: What Did the Spanish Think about Paying for Columbus’ Voyage? \_\_\_\_\_
9. DEMONSTRATE: Show another student:
- a) what the viewpoint of a dog might be about a cat. \_\_\_\_
  - b) what the viewpoint of a cat might be about a dog. \_\_\_\_
  - c) what the viewpoint of the King of Portugal might have been about Columbus’s idea for an expedition across the Atlantic. \_\_\_\_

- d) what the viewpoint of the King and Queen of Spain might have been about giving Columbus money for an expedition. \_\_\_\_\_
10. READ: US, pp. 146–147, “1492: What Did the Spanish Think about Paying for Columbus’ Voyage?” If needed, use DS #7527 Glossary: What Did the Spanish Think about Paying for Columbus’ Voyage? \_\_\_\_\_
11. PRACTICAL APPLICATION: Tell your supervisor the answers to questions 1 and 2 on the bottom of p. 147. Question 3 is optional. **Supervisor pass.** \_\_\_\_\_
12. ESSAY: Write the letter to King Ferdinand and Queen Isabella described in US, p. 147, “Sharing Viewpoints.” \_\_\_\_\_
13. READ AND DEMONSTRATE: US, pp. 152–153, “Infographic,” and p. 153 “Why It Matters.” As you read, trace the route of each explorer on a globe. (*Infographic* is a made-up word that means an illustration that contains a lot of information.) \_\_\_\_\_
14. PRACTICAL APPLICATION: US, pp. 154–155, “Geography Skills.” Read the pages and answer the questions at the end of p. 155 in writing. **Supervisor pass.** \_\_\_\_\_
15. DEMONSTRATE: Trace Magellan’s round-the-world expedition on a globe. \_\_\_\_\_
16. READ: US, pp. 168–171, Ch. 7, Lesson 1 “Early European Settlements,” through section “Why It Matters.” (On p. 171, the *Lumbee people of North Carolina* are an Indian tribe in southeastern N.C.) \_\_\_\_\_
17. PRACTICAL APPLICATION: US, pp. 172–173, “Distinguishing Fact from Opinion.” Read the pages and answer the questions at the end of p. 173 in writing. **Supervisor pass** on writing assignment. \_\_\_\_\_
18. READ: US, pp. 174–177, Ch. 7, Lesson 2 “The Search for a Northwest Passage,” through section “Why It Matters.” \_\_\_\_\_
19. ESSAY:
- a) Why did European explorers want to find a Northwest Passage? \_\_\_\_\_
- b) Although Henry Hudson died while looking for the Northwest Passage, what did his 1609 voyage accomplish? \_\_\_\_\_
- Supervisor pass.** \_\_\_\_\_
20. PRACTICAL APPLICATION: Update your time line, then save for later use. Add these and anything else you want to include:
- Portugal finds a water route to the Indies—1498

- Magellan expedition goes around the world—1519–1522
- Search for a practical NW Passage—1500–1800.

Include some illustrations.

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## G. EARLY ENGLISH SETTLEMENTS OF NORTH AMERICA

1. READ: US, pp. 178–185, Lesson 3 “The Jamestown Colony,” through section “Why It Matters.”  

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2. ESSAY: Explain what the House of Burgesses was, and why the King of England might not have liked it and why he took it over by appointing a governor.  

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3. PRACTICAL APPLICATION: Write a short play for four people that illustrates what may have caused John Smith to tell his men, “He that will not work shall not eat.”  

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4. READ: US, pp. 186–191, Lesson 4 “The Plymouth Colony,” through section “Why It Matters.” (Note on p. 186 that the Roman Catholic Church was the main church in England until Henry VIII set up the Church of England.)  

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5. READ: US, pp. 192–193, “Legacy<sup>2</sup>: Thanksgiving.”  

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6. ESSAY: Explain how Thanksgiving began and then later became a national holiday. **Supervisor pass.**  

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7. PRACTICAL APPLICATION: Update your time line a final time. List ideas, people and/or events that you want to remember from section G. Add your choices to your time line. Be sure to include:
  - Jamestown founded—1607
  - Plymouth Colony—1620
  - The first Thanksgiving—1621.

Notice there is a time line for Ch. 7 on pp. 166–167 of US and another one at the end of the chapter on p. 194.

**Supervisor pass.** The student’s time line should include all the points listed in steps E.3, F.20 and this item, with some illustrations for each step.

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<sup>2</sup> **legacy:** anything handed down from an ancestor.

## H. FINAL APPLICATION SECTION

1. **PRACTICAL APPLICATION:** Complete one of the projects from DS #7266 Elementary U.S. History Projects with Literature. **Supervisor pass.** \_\_\_\_\_
2. **DRILL:** To do this drill, use DS #7528 Important Events and Dates for Elementary U.S. History. Look at the table at the beginning of the data sheet and find the three rows for Elementary U.S. History 1. Then do Part A of the Important Events and Dates Drill with them (the drill follows the table). \_\_\_\_\_
3. **ESSAY:** Name a few people (at least three) you learned about in this course that you think were important people for their time and tell why you think so. \_\_\_\_\_

I have completed the steps of this course. I understand what I studied and can use it.

Student \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor \_\_\_\_\_ Date \_\_\_\_\_

This student has passed the exam for this course.

Examiner \_\_\_\_\_ Date \_\_\_\_\_