

COMMON CORE
Lessons & Activities

EXPLORERS

Reading for Information

Higher-Order Thinking

Writing Prompts

Primary Source Analysis

Vocabulary

Graphic Organizers

Map Activities

& More!

REPRODUCIBLE

One teacher is allowed to make copies for use in her/his classroom!



About this Book

This Common Core Lessons and Activities Book allows you to immediately meet new Common Core State Standards for English Language Arts, as well as Literacy and Writing in History/Social Studies. It is designed to supplement your Social Studies resources, adding new Common Core rigor, analysis, writing, inference, text-dependent questions, and more into your daily instruction.

How to Use this Book:

- Work through the lessons and activities as a class to teach your students higher-order thinking, analysis, and 21st century skills necessary to meet new Common Core expectations.
- Allow students to work through the lessons independently to build and practice these new skills.
- Include technology, collaboration, presentation, and discussion in the activities as you desire—you can decide how in-depth to go.
- Watch your class develop new abilities to meet the rigor of Common Core State Standards, right before your eyes!

Tips:

- Use some of the pages—or use them all—based on your grade, your students, your curriculum, and your needs.
- Use the pages at their current size, or if you prefer them to be 8-1/2" x 11", enlarge them 125% on your copy machine.
- Download graphic organizers labeled “GO” in the Table of Contents by going to: www.gallopade.com/client/go
- Use the correlations grid to easily see which Common Core standards are covered in each lesson.

Common Core Lessons & Activities: Explorers

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G: Includes Graphic Organizer

GO: Graphic Organizer is also available 8½" x 11" online
download at www.gallopade.com/client/go

(numbers above correspond to the graphic organizer numbers online)

Age of Exploration

Read the text and answer the questions.

The Age of Exploration describes the time period between the early 1400s and the mid-1600s when European explorers searched for new trade routes to Asia.

Europeans were fascinated with spices, cloths, and dyes from Asia. Spices were of particular value for their ability to improve the taste of food and to preserve food. Bright colored silk cloths were desirable to wealthy Europeans. For centuries, the only trade route between Europe and Asia was a long, dangerous journey over land.

Anyone who could find a faster way to Asia would gain an advantage, and much wealth as a result. This appealed to the rulers of European countries, particularly in Spain, France, England, and Portugal. Kings and queens who ruled these countries gave explorers funds to search for a faster route to trade.

Explorers searched for a water route to Asia. Some explorers sailed south down the coast of Africa. Some explorers sailed east across the vast expanse of unknown sea. Improvements in ships, tools, and maps helped their expeditions go further than ever before.

During this period, explorers discovered new lands, new people, and new knowledge about the world, and eventually, new routes to Asia. As a result of all these important new finds, the Age of Exploration is also called the Age of Discovery.

1.
 - A. What is the Age of Exploration?
 - B. Approximately how long did it last?
2. For each effect below, list two causes:
 - A. Trade between Europe and Asia was slow and dangerous.
 - B. Europeans wanted spices.
 - C. Explorers sailed further than ever before.
 - D. European kings and queens funded the search for a route to Asia.
 - E. Explorers discovered new lands during the Age of Exploration.
3. List at least three differences between the trade route that existed before the Age of Exploration and the trade route that was desired.
4. Why is the Age of Exploration also called the Age of Discovery?

Obstacles and Rewards

Complete the graphic organizer by identifying obstacles and rewards of exploration. Then complete the writing prompt.



Writing Prompt

Exploring the far corners of the world came with high risks. However, sailors were promised riches and fame. Was the risk worth the reward? Pick one side of the argument (*yes* or *no*) and write a short opinion essay. Use logical reasoning to support your side. Proofread and edit your work.

Columbus' Discovery

Read the text and answer the questions.

Christopher Columbus was Italian, but he sailed for Spain after other European monarchs declined to fund his expedition. King Ferdinand and Queen Isabella of Spain paid him to sail west, across the Atlantic Ocean, in search of a new sea route to Asia.

From 1492-1506, Columbus made four voyages across the Atlantic Ocean. On the morning of October 12, 1492, on his first voyage across the Atlantic, Columbus' three ships landed in what he thought was the East Indies. Because of that, he called the native people "Indians." Columbus was actually not in the East Indies at all. He had landed at what is now known as the Bahamas.

The natives were friendly to Columbus. However, Columbus kidnapped many of the natives and took them back to Spain. Additionally, Columbus' expeditions unintentionally spread European diseases to the natives, causing much sickness and death.

Columbus' voyages were important because they led to a period of ongoing exploration, settlement, and colonization of the Americas, first by Spain, then Portugal, and then other European countries. This is why Columbus is credited with having "discovered" the New World.

PART A: Use the text to infer whether each statement is **true** or **false**.

1. _____ Christopher Columbus intended to discover the New World.
2. _____ Columbus' voyages benefited the native people he met.
3. _____ Columbus found a western route to Asia.

PART B: Use the text to determine whether each statement is a **cause** or an **effect** of Columbus' voyages.

4. _____ Many "Indians" die from European diseases.
5. _____ The King and Queen of Spain want a new trade route to Asia.
6. _____ Europeans become interested in the New World.

PART C: Write a ship's log entry from the perspective of a sailor on one of Columbus' ships on October 12, 1492. What has Columbus found?

GRAPHIC ORGANIZER

The Age of Exploration

Complete the graphic organizer with information about the motivations, explorers, and effects of the Age of Exploration. Choose 8 explorers to feature in the center chart.

Motivations:

Economic

--

Religious

--

Political

--

Cultural

--

Explorers:

Name

SAMPLE

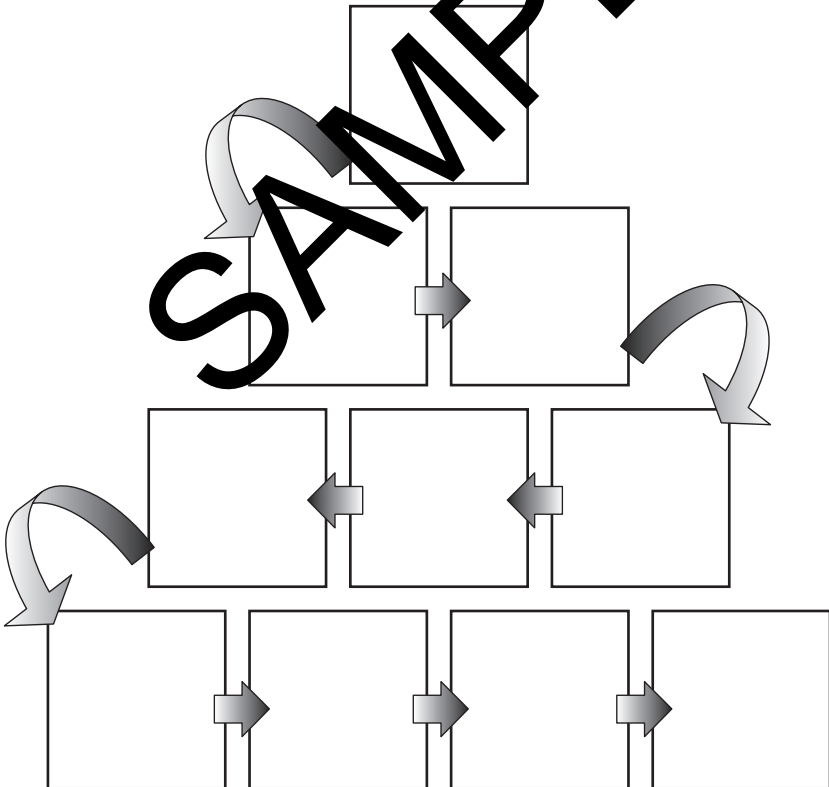
CHRONOLOGICAL EVENTS

Exploring the Americas

Put the events in chronological order on the graphic organizer. Use reference sources as needed.

Champlain finds Quebec	De Soto's last exploration ends	The Age of Exploration begins	Cartier begins his first voyage to Canada	Cabral discovers Brazil
Columbus reaches the New World	Balboa reaches the Pacific Ocean	The Portuguese build the caravel	Da Gama reaches India by sea	Hudson begins his final expedition

Age of Exploration Events:



Common Core Lessons & Activities Books

Social Studies Titles:

- Declaration of Independence
- U.S. Constitution
- Bill of Rights
- Road to the Civil War
- The Civil War: Key Battles & Events
- Jamestown
- Key Events of World War II
- Civil Rights Movement
- Branches of Government
- Basic Economic Concepts
- Women's Suffrage and the 19th Amendment
- The American Revolution
- Explorers
- The Olympics
- Underground Railroad
- Forms of Government: Democracy, Monarchy, & Oligarchy & More
- Ancient Greece
- Ancient Egypt
- Native Americans
- Indian Removal & the Trail of Tears
- Investors & Inventions
- Map Skills
- Westward Expansion
- Communities

Science Titles:

- Habitats
- States of Matter
- Cell Structure
- Weather
- Water Cycle
- Energy
- Solar System
- Sound
- Mammals
- Light
- Rocks and Minerals
- Oceans
- Heredity & Genetics
- Magnetism
- Natural Resources
- Ecosystems
- Force & Motion
- History of the Earth
- Life Cycles
- Wave Properties
- Landforms
- Classification of Organisms
- Electricity
- The Scientific Method

COMMON CORE Lessons & Activities

Are you expected to change how you teach because of new CCSS for English Language Arts & new CCSS for Literacy and Writing in History/Social Studies and Science?

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