



**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

EARLY EXPLORATIONS OF NORTH AMERICA



GRADE 3 UNIT 8 | ACTIVITY BOOK

EDITION 1

Grade 3

Unit 8

Early Explorations of North America

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email
openeducationresources@tea.texas.gov.

Unit 8

Early Explorations of North America

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 8 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1

ACTIVITY PAGE

The Lure of Spices

1. What were European explorers looking for?

2. List your favorite spice from the selection and justify with three reasons why it is your favorite.

My favorite spice is _____.

A. _____

B. _____

C. _____

NAME: _____

1.2

ACTIVITY PAGE

DATE: _____

Toscanelli's Map

Match the term by each letter in the left column to the correct phrase in the middle column. Write the page number that justifies your answer.

A. 1474 1. Cippangu _____ Page _____

B. Toscanelli 2. Math whiz _____ Page _____

C. Japan 3. Landed in the Caribbean and thought
he was close to China _____ Page _____

D. The Spice Islands 4. Continent south of Europe _____ Page _____

E. China 5. Cathay Mangi _____ Page _____

F. Columbus 6. How Europeans knew about China
_____ Page _____

G. *The Travels of
Marco Polo* 7. Islands south of Cathay Mangi _____ Page _____

H. Africa 8. Year Toscanelli made a map of the world
_____ Page _____

NAME: _____

DATE: _____

Family Letter

Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words with them. Helpful activities for your student to do include spelling the words orally, writing sentences using the words, and simply copying the words.

Spelling Words

This week we are reviewing the spelling patterns we've learned for /ue/ (spelled u, u_e, and ue).

Students have been assigned two Challenge Words, *impossible* and *journal*. Challenge Words are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

The Content Word for this week is *explorer*. This word is directly related to the material that we are reading in *The Age of Exploration*. The Content Word is an optional spelling word for your student. If your student would like to try it, but gets it incorrect, it will not count against them on the assessment. We encourage students to stretch themselves a bit and try to spell this word.

1. hue	8. rescue	15. uniform
2. perfume	9. issue	16. confuse
3. unify	10. cubical	17. fuming
4. continue	11. useful	18. mute
5. argue	12. utensils	Challenge Word: <i>impossible</i>
6. amusement	13. bugle	Challenge Word: <i>journal</i>
7. accuse	14. occupy	Content Word: <i>explorer</i>

Student Reader

The chapters your student will read in *The Age of Exploration* include information about explorers from Europe. These selections are historical accounts of the difficulties explorers faced, what they were in search of, their destinations, their discoveries, and the impact they had on Native Americans. This week students will read about the quest for spices and gold, about navigational tools, and about a settlement built by the Spaniards. Be sure to ask your student each evening about what they are learning.

Below are some suggestions for activities that you may do at home to highlight what your student is learning about the European explorers of North America.

1. The Transatlantic Journey: Geography

On a world map or globe, have your student locate Asia, Europe, North America, and the Atlantic Ocean. Once your student shows they can identify these larger geographic areas, ask your student to locate Spain, Italy, and England in Europe; India in Asia; and the Bahamas and other islands in the Caribbean Sea. Ask your student who Christopher Columbus was, in which country he was born, and who funded his expedition. Ask why Christopher

NAME: _____

DATE: _____

1.3
CONTINUED

TAKE-HOME

Columbus thought he would find the East Indies if he sailed west across the Atlantic Ocean. Ask your student what motivated kings and queens to sponsor transatlantic voyages, and what motivated explorers to make uncharted journeys to the Americas, or what explorers called the “New World.”

2. Discussion Topics

Ask your student, “If you were an explorer, where in the world would you want to explore?” Have your student pick a place on the globe. Ask your student to envision what life must have been like there five hundred years ago, without electricity, indoor plumbing, central heating or cooling, advanced medical care, air travel, etc. Ask the following questions: “How would you prepare for the journey? What would you have to bring? How would you get to your destination? What kinds of jobs would people accompanying you on the journey have to be able to do to make the journey possible?” Ask your student how they would feel about arriving in an unfamiliar land with a foreign landscape, seeing unfamiliar people who look different from those in their culture, and who speak an unfamiliar language. Ask, “How would you survive in the new land? How would you communicate with the inhabitants? How would you figure out where to go in an uncharted land? How would you feed yourself? Would you stay and make a new home, or try to find a way back where you came from?” Now ask your student to imagine that they were experiencing explorers arriving on the land where they lived. Ask, “What would you think? How would you feel? How would you respond?”

3. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words in everyday speech with your student if possible. Otherwise make up sentences that use these words.

- *propose*—I propose we order out for dinner tonight instead of cooking.
- *conquistadors*—The Spanish conquistadors were more interested in finding gold in the Americas than they were in the possibility of creating settlements.
- *colonization*—The British colonization of North America resulted in the original thirteen colonies.
- *disastrous*—A disastrous fire swept through the library.
- *investigative*—The scientist's investigative research helped solve the mystery behind the existence of microscopic organisms called bacteria.

4. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and to listen to your student read to you.

Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

DATE: _____

Navigation in the Age of Exploration

1. Circle the items used for navigation by European explorers.

maps compass forerunner astrolabe hourglass road sign estimate stars

2. Why couldn't explorers use landmarks to guide them?

3. Describe items your family uses when traveling.

NAME: _____

2.2

ACTIVITY PAGE

DATE: _____

Creating Sentences Using Linking Words *for example*

Add examples to this group of sentences in the form of a list, using the words for example.

Example:

The sporting goods store has a wide variety of sports equipment _____
(basketballs, footballs, clothing, tennis rackets, skis, boots, gloves, etc.)

A possible sentence could be: *The sporting goods store has a wide variety of sports equipment, for example, basketballs, clothing, and skis.*

1. My story includes many characters.

2. The art camp I attended last summer taught many forms of creating artwork.

3. The library has many magazines about different activities.

NAME: _____

DATE: _____

Multiple Meanings of Vocabulary Words

claim—1. *verb* To say something belongs to you. 2. *verb* To say that something is real or true. 3. *noun* A statement that something is a fact.

hull—1. *noun* The frame of a boat or ship. 2. *noun* The outer covering of a seed or fruit.

league—1. *noun* A distance between 2.4 and 4.6 miles. 2. *noun* A group of people with a common interest, such as a sports team.

noble—1. *adjective* Having good qualities, such as honesty. 2. *noun* A person from a family of high social rank, similar to patricians in ancient Rome.

page—1. *noun* A boy servant. 2. *verb* To find someone by calling out to them. 3. *noun* One side of a sheet of paper in a book. 4. *verb* To thumb through a book.

plain—1. *adjective* Not fancy. 2. *noun* A large, flat area of land with no trees.

prune—1. *verb* To cut off unnecessary branches from a tree to help it grow. 2. *noun* A dried plum.

tan—1. *noun* A light brown color. 2. *verb* To turn animal skin into leather using a specific process. 3. *noun* Something you have when you sit out in the sun and your skin becomes darker.

watch—1. *noun* The time that someone is on duty to guard or protect something. 2. *noun* A small timepiece you wear on your wrist. 3. *verb* To look at for a period of time. 4. *verb* To be aware or careful of something.

Write a sentence using one of the definitions that has not been used yet. Write the number of the definition you chose.

Definition number _____

NAME: _____

DATE: _____

2.4

ACTIVITY PAGE

1

2

3

4

NAME: _____

DATE: _____

Navigation in the Age of Exploration

Do you ever go on trips with your family? How do the adults in your family find the places they want to visit? Do they write down directions? Do they use maps? Do they look for **landmarks** along the way? Do they have an electronic **device** that tells them where to turn?

Early European explorers didn't have most of those things. Most sailors in those days stayed close to land and looked for familiar **landmarks**. However, this would not work for explorers. They could not look for familiar **landmarks** because they were sailing into unknown waters.

Early explorers did have some maps but they were not always **accurate**. So how did the explorers **keep track** of where they were?

They had several tools that they might have used. One of them was a **compass**. A **compass** is a very simple **device**. It is just a little **magnet** that sits on a pin so it can spin. The pointer on the **magnet** points north. Back then, nobody knew why. Now, we know it's because Earth has a **magnetic field**, which is strongest at the poles. **Magnets** are attracted to the **magnetic field** of the North Pole.

Using a **compass**, an explorer could figure out which direction was north. Plus, if he knew which direction was north, he could figure out south, east, and west. That was a big help.

Explorers also used the stars to **keep track** of their position. Sailors in this day used two **gadgets**. One was called a **quadrant**. The other one was called an **astrolabe**. The details of how these **gadgets** work are complicated but the basic idea is not. The idea is that you can **keep track** of your position on Earth

by **keeping track** of where certain stars appear to be in the night sky. If you can tell where the sun, the North Star and other key stars are, you should be able to figure out where you are on Earth.

Others may have **kept track** of how far they had traveled using a **method** called **dead reckoning**.

Here's how **dead reckoning** worked: a sailor had a piece of wood that was tied to a rope. The rope was knotted at regular intervals. There might be a knot every five feet. The sailor would toss the piece of wood overboard while the ship was sailing. When the wood hit the water, the sailor would turn over an **hourglass**.

The sailor or the captain of the ship would then watch to see how much rope was pulled out of the ship and into the sea. If the ship was going fast, it would quickly leave the piece of wood behind. It would pull many yards of rope out of the ship before the **hourglass** ran out. If the ship was going slower, it would not pull as much rope out. Then, the person would count how many knots of rope got pulled out of the ship before the **hourglass** emptied out. If you have ever heard of a ship's speed referred to as knots, this is a **forerunner** of that measurement of speed.

A ship's captain could use **dead reckoning** to make an **estimate** of how fast the ship was moving. Then, he could **estimate** how far the ship would travel in an hour or a day. He could use a **compass** to know which way he was heading. He could put all this together to make an **estimate** of where he was.

NAME: _____

DATE: _____

3.1

ACTIVITY PAGE

Expedition Log

Directions: Draw and/or write in sentences what you have learned about Christopher Columbus and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



1. Why did Columbus sail?

2. Which country helped Columbus in his voyage?

3. What area(s) did Columbus explore?

4. Describe the land, the people encountered, and the resources found.

“Navigation in the Age of Exploration” Re-Reading

Vocabulary

Directions: Refer to the chapter “Navigation in the Age of Exploration” in your Student Reader. Draw a picture, write the definition, and write a sentence for each word. Make sure to write down the page number(s) where you found your information.

Picture	Vocabulary Word	Definition	Sentence	Page(s)
	landmark			
	compass			

NAME: _____

DATE: _____

Picture	Vocabulary Word	Definition	Sentence	Page(s)
	dead reckoning			
	hourglass			

NAME: _____

DATE: _____

Short Answer

Directions: Answer the following question in complete sentences beginning with a capital letter and ending with a period. Use specific examples from your Reader in your answer.

What were some of the challenges of traveling that early explorers faced?

Answer found on page: _____

Refer to the text and glossary and then use your own words to explain how a compass works.

Answer found on page: _____

NAME: _____

3.3

ACTIVITY PAGE

DATE: _____

Word Shelf

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Then write those words and their definitions on the table on the following page.

pro- means forward or before	
provision	
project	
prologue	
progress	

NAME: _____

DATE: _____

Prefix *pro-*: Meaning *forward* or *before*

provision —(noun) something provided beforehand	
project —(verb) to throw forward	
prologue —(noun) an introduction to a book or play that comes before the book or play starts	
progress —(noun) movement forward; improvement or development over time	

Write the correct word to complete each sentence.

propel	proposal	project	provision
provide	progress	propose	prologue

1. We needed to _____ our own snacks for the field trip.
2. I made _____ on my Native American project over the weekend and I only have one part left to do.
3. Sam needed something to _____ a car forward for his science experiment.
4. Grandpa said, “I _____ we go to the zoo since it is such a nice day out today. What do you think?”

propel

proposal

project

provision

provide

progress

propose

prologue

5. My sister was able to _____ light onto the wall so we could trace shadows on paper.
6. Carter was missing one _____ for the hike: water.
7. Tyra agreed with her mother's _____ that she get all the cookie ingredients out before baking.

Write your own sentence using the one word left in the box.

NAME: _____

3.5

ACTIVITY PAGE

DATE: _____

Word Shelf

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Then write those words and their definitions on the table on the following page.

<i>anti-</i> means <i>against</i> or <i>opposite</i>	
antibodies	
antifreeze	
antidote	
anticlimactic	

NAME: _____

3.6

ACTIVITY PAGE

DATE: _____

Prefix *anti-*: Meaning *against* or *opposite*

antibodies —(noun) substances in the body that fight against disease	
antifreeze —(noun) a substance that prevents (or works against) freezing	
antidote —(noun) a substance that works against poison or something bad	
anticlimactic —(adjective) the opposite of climactic; disappointing	

Write the correct word to complete each sentence.

anticlimactic	antidote	climax	freeze
perspire	antifreeze	antibiotic	antiperspirant

1. He needed to put on more _____ after his workout because he was still sweating.
2. Grandma put raspberries and water in ice cube trays to _____ so we could put the fruit cubes in our drinks the next day.
3. I thought the end of the play was _____; it should have ended with a big celebration instead of just the lights dimming.
4. Some Native American tribes know an _____ for when you come in contact with poisonous things, like plants and insects.

anticlimactic

antidote

climax

freeze

perspire

antifreeze

antibiotic

antiperspirant

5. The _____ the doctor prescribed for my infection was not working, so Mom called his office to ask for something else.
6. When it is very hot outside in the summer, I _____ a lot and need to drink a lot of water to stay hydrated.
7. The _____ of the story involved the main character finally finding her family after being lost for a long time.

Write your own sentence using the one word left in the box.

NAME: _____

DATE: _____

Linking Words *in conclusion*

Add a concluding sentence for each paragraph, beginning with the words in conclusion.

Our substitute teacher, Mr. Brown, was a “grammar whiz” and excitedly taught the grammar lesson to our class. It seemed as though he loved grammar more than any other subject. His examples were full of details and information. He called on students to share their ideas and made everyone feel very smart. At the end of the lesson, all of us understood what he taught us.

Our class trip to the zoo was a day to remember! We all got on the bus and took our assigned seats. Mrs. Washington had paired us up with friends so we all chatted happily as we rode to the zoo. Then, we arrived at the zoo and began to follow the guide around to look at the many kinds of animals. It was so cool to see lions, tigers, and the different kinds of birds, and many of us were taking pictures. We must have walked for miles and miles to see all of the animals. At the end of the day, we were all tired but full of great memories.

Performing before an audience for the first time is both scary and exciting. When I reached third grade, my parents decided I should take piano lessons, something I had dreamed of for years. They bought a second-hand piano at a thrift shop, had it put in my bedroom, and hired a teacher named Miss Sanders. She and I were instant friends, and I loved each and every lesson I took from her. After three months, it was recital time, and I was ready to play two songs I had learned by heart. As I walked up to the piano in her studio to play my songs, I looked at all the parents and families who had gathered to hear Miss Sanders' students perform, and I thought I would faint. I was so afraid I would make a mistake or forget how to play the songs. But I just took a deep breath and was able to remember every note. When I was finished, I happily took a bow as the audience applauded.

NAME: _____

3.8

TAKE-HOME

DATE: _____

Blank Busters

hue	cubical	perfume	useful	unify
utensils	continue	bugle	argue	occupy
amusement	accuse	uniform	mute	confuse
rescue	fuming	issue		
Challenge Word: impossible				
Challenge Word: journal				
Content Word: explorer				

Fill in the blanks in the sentences below with one of the spelling words in the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -ed, -ing, -er, or -ly.

1. Anthony's sister wears very strong smelling _____.
2. _____ traveled on the high seas and hoped to discover riches of many kinds.
3. My angry brother _____ the television so he could finish _____ with me about where I was sitting.
4. He was _____ because I _____ the comfy chair.

5. The police _____ dog became _____
when he picked up two scents.
6. Today, sailors wear a _____, and some may play a
_____.
7. His _____ said they saw him take the money off of the
park bench.
8. The _____ park ride _____ for the longest time!
9. Did the early explorers write in a _____?
10. The rainbow had a soft _____ that seemed to drift
across the sky.

NAME: _____

DATE: _____

3.8
CONTINUED

TAKE-HOME

Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You may use the Challenge Words or Content Word in your sentences.

1. _____

2. _____

3. _____

NAME: _____

DATE: _____

Expedition Log

Directions: Draw and/or write in sentences what you have learned about Juan Ponce de León and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



1. Why did Ponce de León sail?

2. What country supported Ponce de León's trip to the Americas?

3. What area(s) did Ponce de León explore?

Describe the land, the people encountered, and the resources found.

ACTIVITY PAGE

El Castillo de San Marcos

1. Record five facts as you read.

-
2. Pretend you are a settler from Spain in the 1600s. Write a paragraph describing what it would have been like to have either lived in or helped to build the fort El Castillo de San Marcos in St. Augustine.

[illegible]

NAME: _____

4.3

ACTIVITY PAGE

DATE: _____

Linking Words *in the same way* and *in contrast*

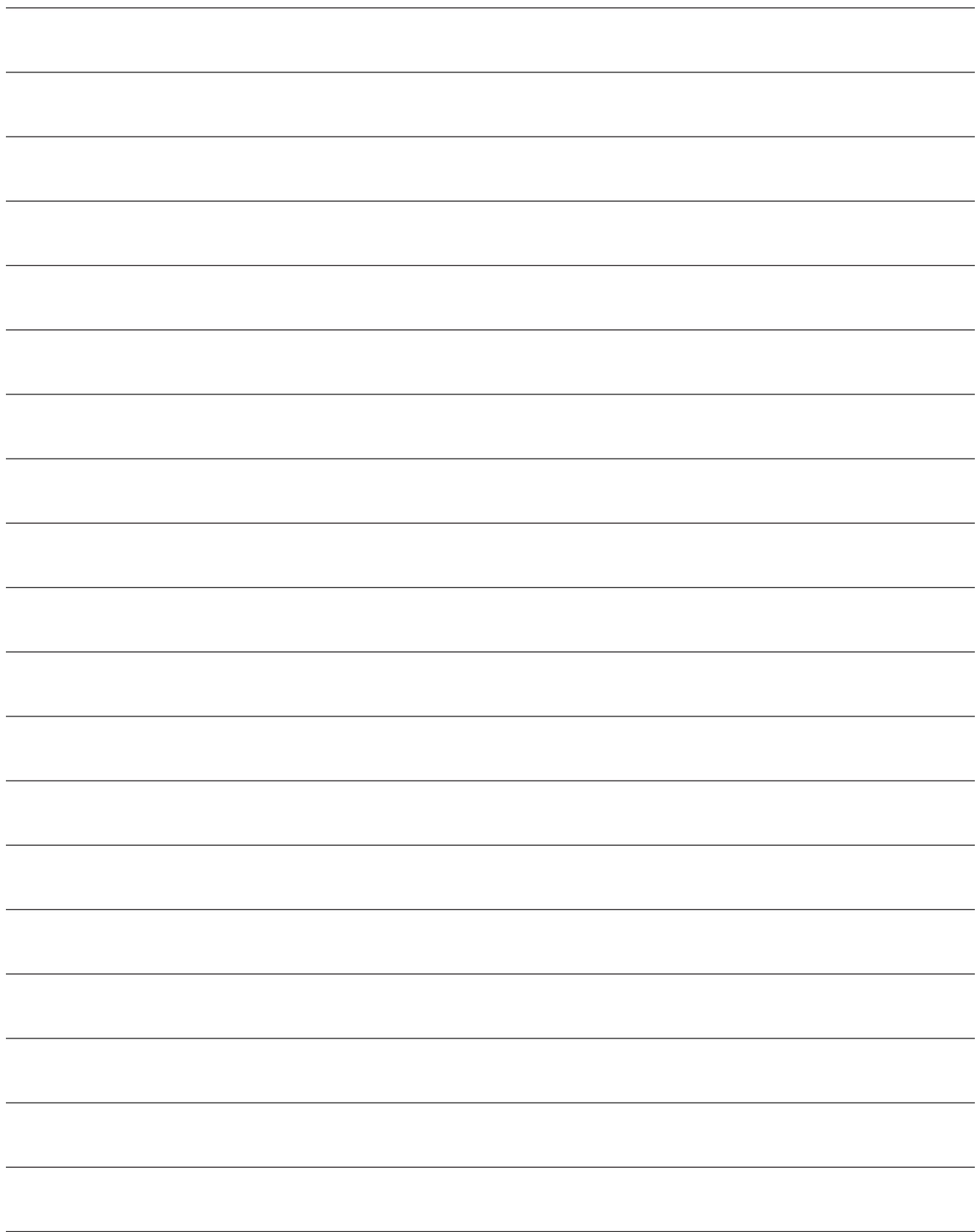
Look carefully at the pictures of the two balls. Write characteristics about each ball on the lines below it. Underline characteristics that match. Write an X in front of characteristics that do not match. On the back of this page, write sentences about the two balls using in the same way and in contrast.



Characteristics of a Soccer Ball



Characteristics of a Football



NAME: _____

DATE: _____

Prefixes *pro-* and *anti-*

Choose the correct word to complete the sentence and write it on the line.

1. I asked my grandmother to _____ with caution because the sidewalk still had icy spots on it.
(propel, proceed)
2. In my opinion, the book ended in an _____ way because the mystery was never solved.
(anticlimactic, climactic)
3. The doctor said my _____ must be strong because I am the only one in the family who did not get sick.
(antibodies, antonym)
4. In the movie, a wizard described a _____ he believed would come true in the year 2015.
(progress, prophecy)
5. When we learned about light, we learned how to _____ light onto a surface and create shadows.
(project, propel)
6. She forgot to pack _____ in her travel bag for the marathon, so she will have to buy some when she arrives in the city.
(antibiotic, antiperspirant)
7. For the science experiment, our group had to make something to _____ the car we built towards the target.
(propel, progress)

8. In some ancient civilizations, people used _____ to help
(antifreezes, antidotes)
others get well after getting bitten by something bad or poisonous.

Write a sentence using each word listed.

1. *proposal*

2. *antisocial*

3. *progress*

NAME: _____

4.5

TAKE-HOME

DATE: _____

Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /ue/ sound. Write the words under each header that matches the header's spelling pattern.

'u' > /ue/**'u_e' > /ue/****'ue' > /ue/**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

queen	unicycle	mule
miscue	huge	Utah
pew	conquer	spun
tissue	venue	guess
compute	disvalue	view
costume	commune	ukulele
profuse	mutter	Europe
cubicle	suit	quench
fumigate		

NAME: _____

DATE: _____

El Castillo de San Marcos

In 1565, the Spaniards **established** a settlement in St. Augustine, Florida. While there are other, older European settlements in North America, it is the oldest **continuously occupied** European settlement in the 50 states of the United States. You can visit there today and still see the old buildings standing.

This **fort** was built by the Spaniards in the 1600s. It is called El Castillo de San Marcos. That is its Spanish name. Its English name is the Castle (or **Fort**) of Saint Mark.

El Castillo de San Marcos was not the first **fort** the Spaniards built in St. Augustine. They built seven or eight **forts** before they built this one. But these earlier **forts** were made of wood and were not very strong. Some of them were **destroyed** in wars. Others were **wrecked** by hurricanes. In 1672, the Spaniards decided to build a new **fort**. This time, they decided they would use stone to make it strong.

Can you guess what the walls of El Castillo de San Marcos are made of? Believe it or not, they are made of seashells! The Spaniards used a kind of rock called **coquina**. **Coquina** is a mixture of **fossils** and seashells. Those shells are the remains of tiny animals that lived in the sea long, long ago. The Spaniards found **coquina** along the Florida seashore. They used it to build the **fort**.

Coquina turned out to be a good stone for building **forts**. It is softer than other rocks. That means it does not crack or **shatter** when cannonballs hit it. A cannonball might make a dent in a **coquina** wall or it might be absorbed into the wall. But, in most cases, it would not crack the wall.

The **fort** was surrounded by a **moat**. It is no longer filled with water. It is now a dry **moat**.

There was only one way into the **fort**. You had to enter a mini-**fort** that stood just in front of the main **fort**. This mini-**fort** was called the **ravelin**.

A bridge led from the **ravelin** across the **moat** and into the main **fort**. The last part of this bridge was a drawbridge. It could be lifted up to keep people from getting in.

It was not easy to open the drawbridge. It took five men fifteen minutes to open it.

El Castillo de San Marcos was a strong **fortress**. It was attacked many times but it was never captured.

NAME: _____

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

‘u_e’ > /ue/

‘u’ > /ue/

‘ue’ > /ue/

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1.

2.

NAME: _____

5.2

ACTIVITY PAGE

DATE: _____

Expedition Log

Directions: Draw and/or write in sentences what you have learned about Hernando de Soto and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

1. Why did Hernando de Soto sail?

2. Which country supported Hernando de Soto's trip to the Americas?

3. What area(s) did Hernando de Soto explore?

4. Describe the land, the people encountered, and the resources found.

5. Why do you think Hernando de Soto decided to explore Florida even though several other Spanish explorers had previously attempted this and been unsuccessful?

NAME: _____

5.3

ACTIVITY PAGE

DATE: _____

Spanish Explorer Routes

Directions: Study this map. Answer the questions using the map. Remember to write complete sentences that begin with a capital letter and end with correct punctuation.



1. This map shows the routes of two Spanish explorers. Who are they?

2. Which explorer traveled to Florida's east coast?

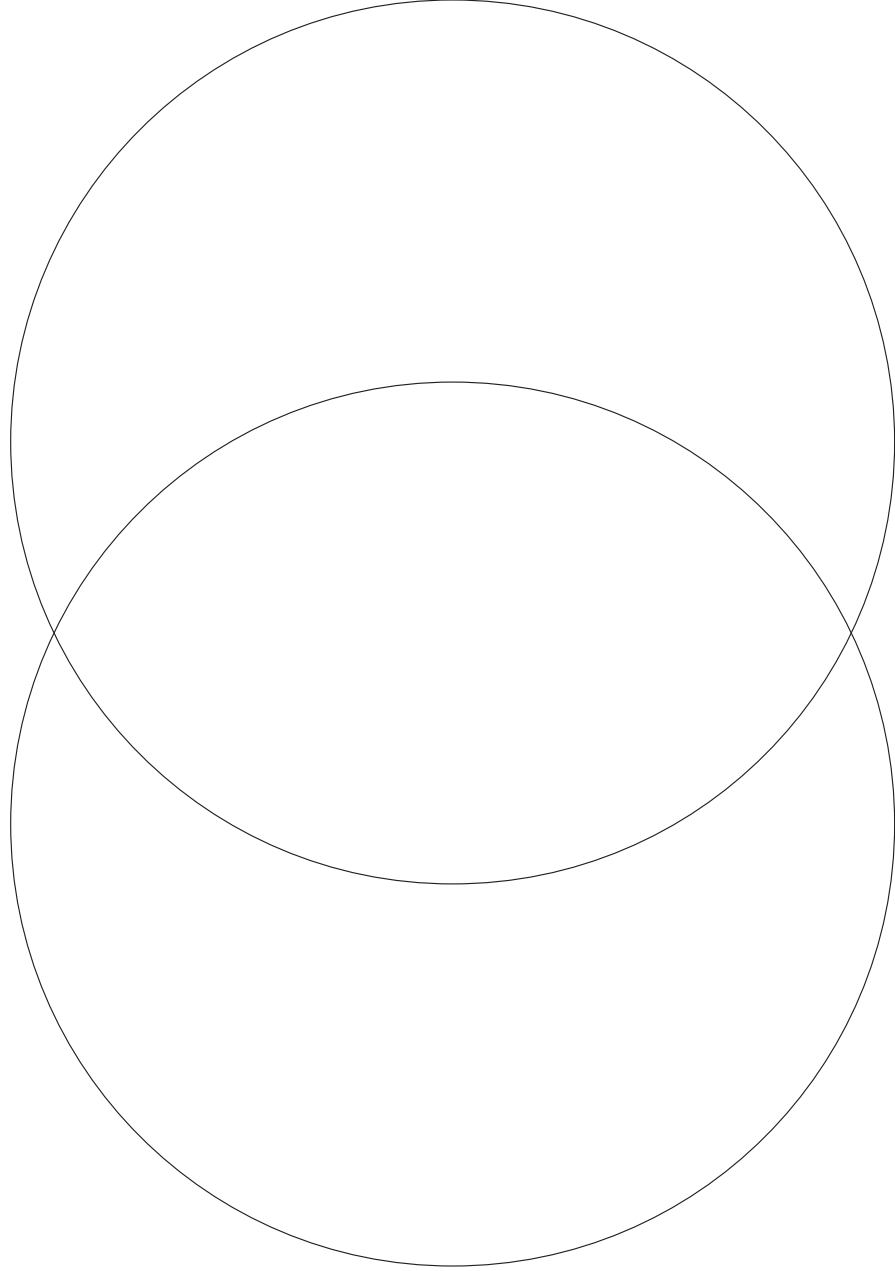
3. Which explorer reached the Mississippi River?

NAME: _____

DATE: _____

Compare and Contrast

Using the information from Activity Page 4.3, compare and contrast the two balls using the Venn diagram. Label each circle with either the words soccer ball or the word football. Write characteristics that the two balls have in common where the circles overlap. Write characteristics unique to each ball in the separate circles. Use the sentences that you wrote on the back of Activity Page 4.3 to help you.



NAME: _____

DATE: _____

Second Sons

Did you know that many explorers had older brothers? Very few of them were the oldest sons in their families.

Can you guess why that might be?

It's not because firstborn children didn't want to go out and explore the world. It has to do with the laws in Europe at the time. Most countries in Europe had laws about who could **inherit** an **estate**. These laws stated that the oldest son in a family would **inherit** all of his father's land, goods, and money.

This was true for kings. When a king died, he would be replaced on the **throne** by his eldest son. A daughter could only become queen if a king had no sons.

This was also true for **nobles**. For example, if the Duke of Richland died, his eldest son would become the new Duke of Richland. This eldest son would **inherit** everything his father owned.

What did the younger sons and daughters get? Nothing.

This system is known as **primogeniture**. Primo means "first." "Geniture" means born. **Primogeniture** is a system in which the firstborn son **inherits** everything when his father dies.

This way of doing things seems very strange to us today. It also seems unfair. Most parents today would not leave all their money and **property** to their oldest son. They would split the money and **property** up among all their children. Why, then, did Europeans do things differently back in the 1400s and 1500s?

There is actually a good reason. Let's go back to the Duke of Richland. Imagine that he is a wealthy landowner living in a land with no law of **primogeniture**. Let's say he owns 1,000 acres of good farmland. But, alas, he dies. His land is split between his two sons. So now we have two men, each of whom has 500 acres of land. Now, suppose each of these two men has four sons. When the fathers die, their lands are split again. So now we have eight men with 125 acres each. Do you see what is happening? The **estate** of Richland is being split up. It is no longer big and **impressive**. It is becoming small and unimportant. The men of Richland are probably also becoming less powerful because they each have less land.

Also, who is the Duke of Richland now? Are all eight of his grandsons now dukes? Will their grandsons also be dukes? At this rate, the land will be **overrun** by dukes!

The **nobles** did not want this to happen. They wanted to keep their lands together, so their families would remain powerful. They wanted there to be one Duke of Richland and they wanted him to remain one of the most powerful men in the country. That is why they passed laws of **primogeniture**.

This was good news for the oldest son in each family. It was bad news for the other sons and for all the daughters. They had to find other ways to make money and gain power.

One way to do this was to be an explorer. If you could not **inherit** anything in your home empire, why not sail off and discover some other way to make your fortune?

This is, in fact, what many second sons did in the late 1400s and 1500s. They went in search of ways to make money they would never have **inherited** if they stayed in Europe.

NAME: _____

DATE: _____

Expedition Log

Directions: Draw and/or write in sentences what you have learned about Francisco Vasquez de Coronado and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

1. Why did Coronado explore?

2. Which country supported Coronado's trip to the Americas?

3. What area(s) did Coronado explore?

4. Describe the land, the people encountered, and the resources found.

NAME: _____

6.2

ACTIVITY PAGE

DATE: _____

Coronado

Directions: Study this map of explorations led by Francisco Vasquez de Coronado. Answer the questions using the map. As you complete each sentence, remember to end with the correct punctuation.



1. The broken line shows

2. Coronado and his men traveled through the states of what are now Texas, Kansas, Oklahoma, New Mexico, and

3. Some of Coronado's men traveled as far northwest as the

NAME: _____

DATE: _____

Spanish Explorers Chart

Directions: Refer to the Student Reader to complete the chart.

Explorers	Picture	Motivation Why did they explore? What were they looking for?	Interactions Describe the interactions between Native Americans and explorers and their crews.	Outcomes What were the outcomes of their exploration (achievements and/or negative impacts)?
Christopher Columbus				
Juan Ponce de León				

Explorers	Picture	Motivation Why did they explore? What were they looking for?	Interactions Describe the interactions between Native Americans and explorers and their crews.	Outcomes What were the outcomes of their exploration (achievements and/or negative impacts)?
Hernando de Soto				
Francisco Vasquez de Coronado				

NAME: _____

DATE: _____

Family Letter

Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words with them. Helpful activities for your student include: spelling the words orally, writing sentences using the words, and simply copying the words.

Spelling Words

This week we are reviewing spelling patterns we've learned for /oo/: *oo*, *ew*, *o*, and *o_e*. Your student will be assessed on these words.

Students have been assigned three Challenge Words, *country*, *through*, and *threw*. Challenge Words are words used very often and need to be memorized. The Challenge Word *threw* does follow one of the spelling patterns for this week. Although *through* also makes the /oo/ sound, it contains a very rare spelling.

The Content Word for this week is *discovery*. This word is directly related to the material we are reading in *The Age of Exploration*. The Content Word is an optional spelling word for your student. If your student would like to try it, but gets it incorrect, it will not count against them on the assessment. We encourage students to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and Content Word, are as follows:

1. remove	8. newborn	15. kangaroo
2. dewdrop	9. chewing	16. toothache
3. groove	10. whoever	17. improve
4. shrewd	11. strewn	Challenge Word: country
5. booth	12. disapprove	Challenge Word: through
6. movement	13. undo	Challenge Word: threw
7. balloon	14. lose	Content Word: discovery

Student Reader

The chapters your student will read this week in *The Age of Exploration* include information about Spanish, English, and French explorers. Also, your student will read about two reasons for exploration: to claim land for a specific European country and to establish trade with Native Americans. Students will also read a description of a young sailor's life on a ship. Be sure to ask your student each evening about what they are learning.

NAME: _____

DATE: _____

Coronado Reports to the King

Francisco Vasquez de Coronado was a Spanish conquistador. He explored what is now the American Southwest in search of the Seven Cities of Cibola [SEE-boe-lə], which were said to have streets paved with gold. During the trip, Coronado wrote letters to the King of Spain. In his second letter, written in October of 1541, he described his march across the Great **Plains** to Quivira [Kee-VEE-rə], in modern-day Kansas. He told the king about the Native people he and his men met. He also described the bison they saw, which he called “cows.” On the pages that follow is an edited version of Coronado’s letter.

Your Majesty,

After I sent my last letter, I met some Native people from a **distant** land. They **boasted** of their land, which is called Quivira. They said the men there lived in large houses. They said their chiefs dined on dishes made of gold. I did not know whether to believe these reports. I made up my mind to go and see Quivira.

We set off last spring and reached the **plains**. These **plains** were **vast**—so **vast** that we could not see the end of them. They were flat and open with grasses that blow in the breeze. We traveled over them for more than 300 **leagues**. The **plains** were full of cows. There were too many of them to count. There was not a single day when we did not see some of them.

After 17 days, we met some Native people. They are called Querechos [Ker-AE-koez]. They do not plant crops. They travel around with the cows. They eat the flesh of the cows they kill. They **tan** the skins of the cows and

make clothes from them. They have little tents made of cowhide. They live in these tents while they travel around with the cows. They have dogs that carry their tents and poles from place to place.

We traveled 42 days more. At times, it was hard to find the way. On the **plains**, there are few landmarks. There are no hills. There are no stones, trees, or shrubs. All we could see was a sea of grass.

We lived on the flesh of the cows we killed. We went many days without water. Sometimes, what we drank was more mud than water. There are no trees on the **plains** except by the rivers. So, we could rarely find firewood.

After 77 days, we arrived in Quivira.

This was the place our guides had described. They had told us of stone houses that were many stories tall. But we found only little grass huts. There were only a few people in the place and they were as **barbarous** as the others we have met. They swore to obey Your Majesty and placed themselves under your **royal lordship**.

The Natives gave me a piece of **copper**. I have sent this back to the **viceroy** of New Spain. I have not seen any other metal in these parts except this and some little **copper** bells.

We stayed in Quivira for 25 days. I searched the nearby lands to see if there is anything which could be of service to Your Majesty. Besides the land itself and people who live on it, I have not found or heard of anything. I am sure there is no gold here.

NAME: _____

DATE: _____

6.5
CONTINUED

TAKE-HOME

The land in Quivira is the best I have seen for producing crops. The soil is black. The land is well-watered by springs and rivers. I found some **prunes** like those in Spain. There are some nuts. There are also very good sweet grapes and **mulberries**.

I have treated the Natives as well as was possible, as Your Majesty commanded. They have received no harm in any way from me or from those who went in my company.

This is my report. I have done all that I possibly could to serve Your Majesty. I remain Your Majesty's **humble** servant and **vassal**,

Francisco Vasquez de Coronado

NAME: _____

7.1

ACTIVITY PAGE

DATE: _____

Spanish Missions

Directions: Draw and/or write in sentences what you have learned about Spanish missions in the American Southwest. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

1. What is a mission, and why did the Spaniards want to start missions in the American Southwest?

2. In what area(s) of North America did the Spaniards start missions?

3. Describe what the missions looked like, what activities took place at the missions, and how different Native people reacted to what the missionaries tried to do.

ACTIVITY PAGE

Spanish Settlements

1. Record five facts as you read.

2. Choose one of the following points of view and write a paragraph describing life on a mission during the Age of Exploration. Use linking words *for example* and *in conclusion* in your paragraph.

A. You are a missionary.

B. You are a Native American.

[illegible]

NAME: _____

7.3

ACTIVITY PAGE

DATE: _____

Short Answer/Opinion: Spanish Explorers

Directions: Answer the following questions in complete sentences beginning with a capital letter and ending with a period. Use opinion phrases, such as I feel, I believe, and I think in your answer.

Write a short response about what you think life in a mission would be like. Do you think you would like it? Why or why not?

NAME: _____

7.4

ACTIVITY PAGE

DATE: _____

Building Sentences with Adverbs, Adjectives, and Linking Words *for example*

Read the sentence below. Using the sentence, fill in the following chart with examples of adverbs and adjectives to improve the sentence.

The boy broke his leg.			
Adjectives to describe the boy	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
Ex: clumsy	Ex: quickly	Ex: on Sunday	Ex: on the soccer field
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Use the descriptions from the chart above to re-write at least two new, more descriptive versions of the sentence, The boy broke his leg.

Ex: The clumsy boy quickly broke his leg on Sunday while playing on the soccer field .
1.
2.
3.

Practice adding more detail to the following sentences using the linking words
for example.

Ex: *The boy broke his leg and has to miss playing sports,*
for example, basketball, baseball, and soccer.

1. The boy broke his leg, and now he has to spend Saturday playing board games,

2. The boy broke his leg and spends the evenings reading,

3. When the boy broke his leg, friends sent him flowers,

NAME: _____

DATE: _____

Read the sentence below. Using the sentence, fill in the following chart with examples of adverbs and adjectives to improve the sentence.

My mother cooks spaghetti.		
Adjectives to describe mother	Adverbs to describe how	Adverbs to describe when
Ex: talented	Ex: expertly	Ex: regularly
1.	1.	1.
2.	2.	2.
3.	3.	3.

Use the descriptions from the chart above to re-write at least two new, more descriptive versions of the sentence, My mother cooks.

Ex: My talented mother expertly cooks spaghetti regularly .
1.
2.
3.

Practice adding more detail to the following sentences using the linking words
for example.

Ex: My talented mother cooks Italian food

for example, spaghetti, lasagna, and cannolis.

1. My mother loves to cook breakfast foods,

2. My mother loves to barbeque foods on the grill,

3. My mother needs to buy ingredients for a cake,

NAME: _____

DATE: _____

7.5

TAKE-HOME

Family Letter

Dear Family Members,

We hope your student is enjoying learning about the European explorers of North America. We are now embarking on the second half of this unit. In these lessons, students will learn about the Spanish settlements in North America, including the first continuously inhabited European settlement of St. Augustine in present-day Florida. Your student also will learn about the expeditions of John Cabot, Henry Hudson, and Samuel de Champlain.

Below are some suggestions for activities that you may do at home to underscore what your student is learning about European explorers of North America.

1. Discussion and Geography

Ask your student to tell you what they have learned so far about the Spanish settlements in North America. Ask your student to describe how the objectives of the explorers changed over time from conquest to settlement. Ask your student to explain the differences between what conquistadors wanted versus what the later missionaries wanted in the Americas. (In the beginning, the Spanish conquistadors were looking for riches. The missionaries wanted to share Christianity with the Native Americans and secure the land and people for the Spanish empire.) Ask your student to locate on a map the present-day states where these Spanish settlements were. Guide your student in locating the states of Florida, Texas, Arizona, New Mexico, and California on a map.

2. Explorers

Over the next several days, ask your student to tell you what they know about the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Ask her or him what countries they were from and which countries funded their expeditions. Ask your student to identify the areas of North America that these men explored on a world map or globe. Have your student describe the explorations of these Europeans.

3. Compass and Directions Activity

Go outside with your student, taking along a compass. Relative to your home, identify the directions of east, west, north, and south. Have your student draw an aerial view of your home and its surroundings and indicate these directions on their sketch. Remind students that they learned a mnemonic device to remember the cardinal directions: “Never Eat Soggy Waffles.” (Start at the top of the map and label it ‘N’ for north; then proceed clockwise to place the other cardinal directions on the map.) Think about the states that border Texas. Ask your student in which direction they would have to go to get to those various states. Now ask about the countries of Canada and Mexico: which way would they have to travel to get to those countries? In which direction would they travel to get to the Atlantic Ocean or Pacific Ocean?

4. Sayings and Phrases: Touch and Go

Discuss with your student what the saying “touch and go” means. The saying “touch and go” refers to a dangerous situation or precarious condition. The saying comes from a nineteenth-century British nautical term used to describe a ship that has almost run aground. If the ship touches bottom without getting stuck, it is able to float clear or go again. Think of a recent “near miss” you or your student experienced, and how this saying can be used to describe that incident.

NAME: _____

DATE: _____

5. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *achievements*—The Noble Peace Prize winner’s many achievements were celebrated at the last award ceremony.
- *navigational*—The compass is a navigational tool because it always points north and helps you know where you are and where to go.
- *unfamiliar*—When Dorothy came out of her tornado-damaged house and saw the unfamiliar world of Munchkin Land, she knew she wasn’t in Kansas anymore.
- *envisioned*—Christopher Columbus envisioned a much smaller world than what he encountered in reality.

6. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and to listen to your student read to you.

Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

DATE: _____

Vocabulary Review: John Cabot

Use context clues and the glossary of your Student Reader to fill in the graphic organizer with the terms that your teacher has assigned.

Vocabulary Term		
Define the Word		
Use it in a Sentence		
Create an Illustration		

NAME: _____

8.2

ACTIVITY PAGE

DATE: _____

Comparative and Superlative Adjectives

Write the correct form of the adjective in the blank.

1. (*high*) A skyscraper is _____ than my house.
2. (*goofy*) That cartoon is the _____ cartoon I've ever seen!
3. (*short*) My legs are _____ than yours because I'm younger than you are.
4. (*jolly*) My grandfather is a _____ person who is always laughing.
5. (*thin*) The bread on your sandwich is cut in _____ slices than the bread on my sandwich.
6. (*lucky*) My brothers and I are _____ to have such a great family!
7. (*red*) That delicious apple is the _____ apple in the whole bunch.
8. (*rare*) I am told that a purple and orange butterfly is very _____.
9. (*fuzzy*) My sister likes my sweater better because it's _____ than hers.
10. (*neat*) Why is your bedroom always _____ than mine?

Write a sentence using the word in parentheses.

1. (*largest*) _____

2. (*lazier*) _____

3. (*deeper*) _____

4. (*bigger*) _____

NAME: _____

8.3

TAKE-HOME

DATE: _____

Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /oo/ sound. Write the words under each header that matches the header's spelling pattern.

'oo' > /oo/**'ew' > /oo/****'o' > /oo/****'o_e' > /oo/**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

disapprove	blood	whoever	blooming
Andrew	review	droop	crew
doable	cashew	cruise	proof
move	glove	torn	stood
notebook	stewed	newspaper	glue
smoke	cocoon	renew	spoon
redo	shook	noodle	tune

NAME: _____

DATE: _____

Opinion Prewriting Part A

Prewriting: Positive and Negative Aspects of Life as a Sailor

Positive	Negative

Part B

Opinion Writing: Life as a Sailor

Assignment: Pretend to be a sailor on board John Cabot's ship. Write a paragraph giving your opinion of whether or not the hardships you face are worth the adventure or glory. Use the examples from the passage that you recorded on Activity Page 9.1A.

[illegible]

NAME: _____

9.2

ACTIVITY PAGE

DATE: _____

John Cabot Re-Reading

Vocabulary:

Match the vocabulary term on the left with the definition on the right.

	1. landmass	a) a hard bread that has been baked many times
	2. page	b) to become rotten and not able to be eaten
	3. hardtack	c) a disease caused by not eating enough fruits or vegetables with vitamin C
	4. spoil	d) a large, continuous area of land, such as a continent
	5. scurvy	e) a boy servant

Cause and Effect:

Fill in the missing cause or effect of an event from the chapter.			Page #
Cause	→	Effect	
	→	Cabot decided to turn back for England after his first attempt to find the Northwest Passage.	
	→	England had a new desire to explore and create settlements in North America.	
The ship sprang a leak.	→		
The voyage is going well.	→		
	→	Sailors got scurvy.	

NAME: _____

DATE: _____

Timeline:

Fill in the missing descriptions in the timeline of John Cabot's journey.		Page #
1496		
1496	Cabot decided to turn back for England.	
1497	Cabot reached the coast of North America on his second attempt to find the Northwest Passage.	
1497		
1497	Cabot sailed back to England and gained support for another, much larger, expedition.	
1498		

Short Answer:

Answer the following question in complete sentences beginning with a capital letter and ending with a period. Use specific examples from your Reader in your answer.

Even though John Cabot did not find the Northwest Passage, do you think his exploration was a success for England? Why or why not?

Answer found on page: _____

NAME: _____

DATE: _____

Challenge:

Answer the following question in complete sentences.

Even if people had known how to prevent scurvy, why might they still not have been able to prevent or cure it?

NAME: _____

9.3

ACTIVITY PAGE

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

'o' > /oo/

'oo' > /oo/

'o_e' > /oo/

'ew' > /oo/

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1.

2.

NAME: _____

DATE: _____

John Cabot

John Cabot (known as Giovanni Caboto [JEE-oe-VO-nee CA-bu-toe] in his native Italy) had the same dream as Columbus: to reach Asia by sailing west. However, unlike Columbus, Cabot thought the best chance of reaching Asia would be to sail around the northern part of Earth, where the distance around would be **substantially** shorter than the distance at the **equator**. Cabot, like other explorers, wanted to find the Northwest Passage, which was thought to be a shorter route west from Europe to Asia. Finding a shorter route to Asia meant finding a shorter route to spices.

Many details of Cabot's life and voyages are unknown. He did not keep records during his voyages nor was much written about his life. However, it is known that he was Italian and had support from King Henry VII of England for his voyages. King Henry VII gave Cabot a **charter** to explore and **claim** land for England.

Cabot made his first **attempt** to find the Northwest Passage in 1496. This **attempt** was a failure. He had a disagreement with some members of his crew. There was also a **shortage** of food and he ran into bad weather. Cabot decided to turn back for England.

Cabot tried again in 1497, with a single ship and a crew of 18. This time, he reached land, which he thought was Asia. However, this land turned out to be the coast of North America. It is not known exactly where he first sighted land, though. It may have been the coast of Newfoundland. Cabot spent a short time exploring the coast and it is possible that he sailed as far south as the Chesapeake Bay. During this voyage, Cabot found a large area of **shallow** water

that was abundant with fish. This area, known as the Grand Banks, is still one of the best fishing areas in the world today. At any rate, Cabot and his men became one of the first European **expeditions** to see the **landmass** now known as North America.

Cabot sailed back to England with his news. Certain that he had found a new, shorter route to Asia, Cabot gained support for another, much larger **expedition**. This **expedition** left England in 1498, but it never returned. Nobody knows for certain what happened to Cabot and his men. In time, it became clear that Cabot had not, in fact, located the Northwest Passage. However, England based its later **claims** to North American **territory** on Cabot's explorations. When Cabot had first sighted land, he had gone **ashore** and **claimed** it for England. Cabot's exploration began England's desire to explore and create settlements in North America.

Do you think you could be a sailor on Cabot's ship? Here is a description of what it might be like to be a young sailor.

On a ship, young boys served as **pages**. On land, a **page** worked for a knight. At sea, he worked for a captain. **Pages** did all sorts of odd jobs. They carried messages, mopped the deck, helped pass out food, and cleaned up after meals.

Older boys might be asked to work the **bilge pumps**. Even the best ships sometimes sprang a leak. If a ship leaked too much, it might sink. To keep that from happening, sailors had to pump water out of the ship using a **bilge pump**. This was a terrible job. The bilge water was disgusting. It smelled bad and it made the sailors sick.

After pumping bilge water all day, it would have been great to sit down to a nice, warm meal. Unfortunately, sailors did not get many warm meals. For most meals, they got **hardtack**.

NAME: _____

DATE: _____

Hardtack was a kind of bread that was baked over and over. **Hardtack** was so hard, it was tough to eat. Sailors had to soak it in a drink to soften it up. The good thing about **hardtack**, though, was that it would not **spoil** on a long voyage. It was so hard, bugs had trouble getting into it—unless it got wet. Once it got wet, **weevils** and other bugs could and did get into it. But you could usually see them and brush them off with your fingers.

If a voyage was going well, sailors might get other kinds of food. They might get a little salted meat now and then. They might get some fish or a few beans. But if supplies were running low, they might get nothing but **hardtack**.

The diet on sailing ships was so bad that many sailors got sick. Lots of them got a disease called **scurvy**. Today, we know that **scurvy** is caused by a lack of vitamin C, found in fresh fruits and vegetables. In the Age of Exploration, people did not know this. So many sailors died.

After a long day of work, sailors were ready to fall into bed and rest their aching bones. They were ready—but there were no beds for them to fall into. The captain had a bed to sleep in, but the sailors did not. They slept on the deck. As the ship rolled back and forth with the waves, the sailors rolled with it.

Most sailors had to stand **watch** for part of the night. When that was done, they could sleep for a few hours. In the morning, they would get up and do it all over again. A sailor's day started bright and early.

So, what do you think? Does a sailor's life sound good to you?

NAME: _____

DATE: _____

Henry Hudson

Cause-and-Effect Relationships during Henry Hudson's Exploration

For each of the following cause-and-effect relationships, fill in the missing piece of information. Be sure to write in complete sentences and record the page number where you found your answer.

Cause	→	Effect	Page #
		Hudson abandoned his first voyage and turned back to England.	
Hudson disobeyed orders and sailed across the Atlantic on this third voyage.	→		
	→	Hudson realized the river was not the Northwest Passage across the continent.	
Native Americans thought Hudson was afraid of their bows and arrows.	→		
	→	Hudson sailed back to Europe even though he wanted to continue his third voyage in the Americas.	

Hudson and his men found a strait and a bay that led right into the center of North America.	→		
	→	A fight broke out between Hudson and his crew.	
Hudson's crew mutinied.	→		

Challenge: Pretend to be one of Henry Hudson's crew who sailed back to England without him. Use strong adjectives to explain why you left him behind. (Write your paragraph on a separate piece of paper.)

NAME: _____

DATE: _____

Vocabulary Review: Henry Hudson

Use context clues and the glossary of your Student Reader to fill in the graphic organizer with the terms that your teacher has assigned.

Vocabulary Term		
Define the Word		
Use it in a Sentence		
Create an Illustration		

Vocabulary Term		
Define the Word		
Use it in a Sentence		
Create an Illustration		

NAME: _____

DATE: _____

Henry Hudson

An Englishman named Henry Hudson tried four times to find the Northwest Passage. He died trying.

First, in 1607, he tried sailing north from England. If you look at a globe, you can see what he was trying to do. He understood that Earth was round and he thought he could sail across the North Pole. He didn't understand that **solid** ice always covers the Arctic Ocean. "I hoped to have a clear sea," Hudson wrote of his first journey, but "that proved impossible due to the ice surrounding us."

Hudson tried again in 1608. He sailed northeast and again found **icebergs** and freezing weather. He turned his boat around and tried sailing northwest. When his crew realized that they weren't heading home, they **rebelled** against Hudson, saying they wouldn't work unless they sailed to England. So, home they went.

In 1609, Henry Hudson sailed west. This time, he was working for a group of businessmen called the Dutch East India Company. On this trip, he reached North America and claimed land for Holland.

Hudson saw many Native people. One man who sailed with him wrote in his journal, "They are well-dressed in loose deer skins and brought green tobacco which they gave us in exchange for knives and beads." The Native people also gave the sailors bread made of **maize**.

Hudson sailed past "a very good piece of ground and a cliff close by of white-green color...on the side of the river called Manna-hata." It was the island we now call Manhattan (the center of New York City today). Next, Hudson sailed

up a river that still bears his name. You'll find the Hudson River on a map of the state of New York.

In 1610, Hudson tried once more to find a shortcut from Europe to Asia. He sailed a ship called *Discovery* into a wide **expanse** of water in the northern part of Canada. Today, it is named after him: the Hudson Bay.

On the map, the Hudson Bay looks like a big, open body of water. But in many places, the water gets too shallow for sailing. In many other places, it is frozen **solid** almost all year long. Once again, Henry Hudson had sailed into icy waters, just as winter was coming.

Hudson and his crew went ashore during the winter. They ran short of food and water. Some of the crew got sick. Some died. The sailors blamed Hudson for caring more about finding the Northwest Passage than about keeping his crew safe and healthy.

When the ice began to melt, the crew **rebelled**. They forced Hudson, his son, and a few crew members loyal to Hudson to get into a small boat with no oars. Then, they left them behind and sailed the *Discovery* back to England. No one ever heard from Henry Hudson again.

NAME: _____

10.4

TAKE-HOME

DATE: _____

Family Letter

Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words with them. Helpful activities for your student include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are reviewing spelling patterns we've learned for /f/ spelled 'f', 'ff', 'ph', and 'gh'. On Friday, your student will be assessed on these words.

Students have been assigned three Challenge Words, *probably* and *weather/whether*. Challenge Words are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

The Content Word for this week is *expedition*. This word is directly related to the material that we are reading in *The Age of Exploration*. The Content Word is an optional spelling word for your student. If your student would like to try it, but gets it incorrect, it will not count against them on the assessment. We encourage students to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and Content Word, are listed on the back of this Activity Page.

1. fare	8. roughly	5. fairest
2. enough	9. phony	16. phrase
3. elephant	10. identify	17. tougher
4. trophy	11. spherical	Challenge Word: probably
5. giraffe	12. laughing	Challenge Word: weather
6. funnel	13. stuffing	Challenge Word: whether
7. phases	14. affect	Content Word: expedition

NAME: _____

11.1

ACTIVITY PAGE

DATE: _____

Character Traits of Samuel de Champlain

Determining Character Traits: This chart contains information about Samuel de Champlain. Read each sentence and think about what the author is telling you about Samuel de Champlain. Then match the sentences on the left with the character traits in the box below.

Information from the Text	Page #	Character Trait
Earned the title of “royal geographer” for his accomplishments as a navigator		
Made maps and published reports about his expeditions		
Took his time to explore and map areas along the Atlantic coast to find a new location for colonization		
Spent the rest of his life making his dream a reality		
Supported Native American tribes and learned from them		
Recruited new settlers to support his colony		
Quebec prospered and is now a major city in Canada.		
Character Traits		
Successful	Careful	Convincing
		Determined
Cooperative	Smart	Talented

Challenge: Imagine that you are one of the first settlers in the colony at Quebec. Use comparison adjectives and opinion sentence starters to write your opinion about whether Samuel de Champlain is a good leader. Give at least two reasons why or why not.

[illegible]

NAME: _____

DATE: _____

Vocabulary Review: Samuel de Champlain

Use context clues and the glossary of your Student Reader to fill in the graphic organizer with the terms that your teacher has assigned.

Vocabulary Term		
Define the Word		
Use it in a Sentence		
Create an Illustration		

NAME: _____

11.3

ACTIVITY PAGE

DATE: _____

Comparative and Superlative Adjectives Using *more* and *most*

Write the correct form of the adjective in the blank.

1. (*serious*) My next door neighbor is the _____ person I've ever met.
2. (*magnificent*) What could be _____ than the snow-capped Rocky Mountains?
3. (*beautiful*) You are such a marvelous artist! Your painting is _____ than anything I could paint.
4. (*impressive*) Just look out your window and you'll see the _____ landscapes seen anywhere!
5. (*imaginative*) Mr. Smith's newest book is _____ than his first book.
6. (*unusual*) The animals that live on the bottom of the ocean floor are the _____ I've ever seen!
7. (*excited*) Was your little brother _____ than you were when the circus came to town?
8. (*plentiful*) The vegetables from our garden are _____ this year than they were last year.

9. (*worried*) I seem to be _____ than you are about our grades on the history test.

10. (*thoughtless*) The main character in that play is the _____ girl in her whole family.

Write a sentence using the words in parentheses:

1. (*more famous*) _____

2. (*more colorful*) _____

3. (*more interesting*) _____

NAME: _____

11.4

TAKE-HOME

DATE: _____

Word Meanings

Use the example as a guide to complete this worksheet. Write what you think the word means from context, its part of speech, and its definition. Then write a sentence that uses the word to answer the question.

Example:

Who would be more **gregarious**, a clown or a loner?

gregarious funny, talkative

gregarious—part of speech adjective: meaning sociable, liking companionship

A clown would be more gregarious than a loner.

1. If you were hungry and saw a **flapjack**, would you eat it?

flapjack _____

flapjack—part of speech _____ meaning _____

Sentence _____

2. If you had a flood in your house, would you wish for it to **subside**?

subside _____

subside—part of speech _____ meaning _____

Sentence _____

3. After returning from a great adventure, would you **regale** us with your experiences?

regale _____

regale—part of speech _____ meaning _____

Sentence _____

4. If you made an **offhand** comment, did you put a lot of thought into it?

offhand _____

offhand—part of speech _____ meaning _____

Sentence _____

5. Would you look at the **marquee** to find out what movie is playing?

marquee _____

marquee—part of speech _____ meaning _____

Sentence _____

NAME: _____

12.1

ACTIVITY PAGE

DATE: _____

Review of English and French Explorers

English and French Explorers Chart			
Explorers	Motivation Why did they explore? What were they looking for?	Interactions Describe the interactions between Native Americans and explorers and their crews.	Outcomes What were the outcomes of their exploration (achievements and/or negative impacts)?
John Cabot			
Henry Hudson			
Samuel de Champlain			

NAME: _____

12.2

ACTIVITY PAGE

DATE: _____

True or False Comprehension Statements about the Fur Trade

Read the statements listed in the chart below. Use your Student Reader to determine whether the statement is true or false. If the statement is true, write “true” in the box to the right. If the statement is false, write “false” in the box to the right. Then, in the next box, rewrite the underlined part of the sentence so that it is true. Be sure to record the page number where you found your answer.

Statement	True/False	Corrections	Page
1. Beaver fur was popular because it was <u>thick and waterproof</u> .			
2. Samuel de Champlain was known for his work in the <u>spice trade</u> .			
3. Many Europeans were willing to pay for beaver pelts imported from <u>North America</u> .			
4. A <u>mountain range</u> is named after Samuel de Champlain.			
5. The French settlers made treaties with some of the Native groups, such as the <u>Algonquin people</u> and the <u>Huron people</u> .			
6. The French traders would trade things with Native people in exchange for <u>beaver pelts</u> .			

7. Many of the things Native people bartered for were made of <u>wood</u> .			
8. In 2011 the people of Canada put an image of a <u>fur trader</u> on their nickel.			

NAME: _____

DATE: _____

Vocabulary Review: The Fur Trade

Use context clues and the glossary of your Student Reader to fill in the graphic organizer with the terms that your teacher has assigned.

Vocabulary Term		
Define the Word		
Use it in a Sentence		
Create an Illustration		

NAME: _____

DATE: _____

Prewriting Graphic Organizer for Opinion Writing

The Most Impactful Explorer	
Opening: Who? Why?	Example 1
Example 2	Example 3
Closing	

NAME: _____

12.5

ACTIVITY PAGE

DATE: _____

Prefix Review: *pro-* and *anti-*

If the sentence shows an example of the correct meaning of the underlined word, write yes on the blank that follows. If the sentence does not show an example of the correct meaning of the underlined word, write no.

1. To propel the canoe forward, I sat still with the oars inside the boat with me. _____
2. Dad picked up some antifreeze at the hardware store to pour into the truck's engine because it didn't start up as easily in the middle of the winter with such cold weather every day. _____
3. Zeus wanted to prohibit humans from having fire. _____
4. She was so antisocial that she always invited new students to sit at our lunch table so they wouldn't feel left out. _____
5. I decided to proceed with the other parts of my project while I waited for the glue to dry on the solar system model I created. _____
6. He presented a good prologue after the play ended that described what happened to the characters in the future. _____
7. I used the last of my antiperspirant at the gym after the cycling class, so I made a note to myself to buy more on the way home. _____

8. I like how proactive the group leader was, making sure everyone had the necessary materials and knew where things should go before telling us to start working. _____

Write a sentence for each word like the sentences above that you can answer with yes.

1. *proposal* _____

2. *antidote* _____

3. *progress* _____

NAME: _____

12.6

TAKE-HOME

DATE: _____

The Fur Trade and Samuel de Champlain

Many of the Frenchmen who came to North America in the 1600s and 1700s were fur **traders**. These **traders traded** with the Native people. They gave them European goods **in exchange** for animal skins and furs.

The **traders** collected many kinds of fur but they were most interested in beaver **pelts**. Beaver hats were popular in Europe. You could sell beaver hats in England, France, Germany, and Russia.

Why were beaver hats so popular? For one thing, beaver fur is thick. It is thick enough to keep your head warm in a cold Russian winter and it is waterproof. Rain runs off a beaver hat. Your head stays dry.

Some hatmakers used the beaver fur as it was. They made soft, puffy hats. Others processed the beaver fur to make **felt**. The smooth, waterproof **felt** was then formed into hats. **Felt** hats did not look like they were made of beaver fur. But, they were.

In many parts of Europe, there were no beavers left. Hunters had killed too many of them. The beaver had almost gone extinct. Europeans could not get beaver **pelts** at home. So, they were willing to pay for beaver **pelts** imported from North America.

Samuel de Champlain and other Frenchmen took the lead in the fur **trade**. They set up **trading posts** in North America. There were **trading posts** along the Atlantic Coast. There were **trading posts** in Quebec and along the St. Lawrence River. There were even **trading posts** farther west, along the shores of the Great Lakes.

The following is an adaptation of Champlain's journey down the River of the Iroquois to the lake that came to bear his name: Lake Champlain.

July, 1609

We continued on our journey until we came to an island. The island was about three leagues long and had the **finest** pine trees that I had ever seen. We went hunting here and captured some wild animals.

The next day, we started out again, floating down the river as far as the entrance to a large lake. There were many pretty islands there. They all contained many **fine** forests and **lush** meadows. There were too many birds to count. Also, we saw all kinds of wild animals such as deer with their young fawns, bears, and many animals that move from the mainland over to the islands and back again. We captured many of these animals as well. There were many rivers that emptied into the lake as well as dense forests of **fine** trees. I found chestnut trees on the border of the lake. I had never seen trees like this before. There were great numbers of fish in the lake.

I noticed that many of the mountains in the distance to the north had snow on top of them. I was told that the Iroquois lived there and that there were many beautiful valleys with fruit and grain there.

Many different Native groups lived in these lands. The French settlers made **treaties** with some of them, including the Algonquin [al-GON-kwin] people and the Huron [HYER-on] people. The French agreed to **trade** with these people and not fight with them.

NAME: _____

DATE: _____

Native people would bring beaver **pelts** to **trade**. In some cases, they would bring **pelts** they had gathered themselves. In other cases, they would bring **pelts** they had **obtained** by **trading** with other Native people.

The French traders would **barter** with Native people. They would give them things they wanted **in exchange** for the beaver **pelts**.

Many of the things Native people wanted were made of metal. Most Native people did not make their own metal products. They had to **trade** for these items. Many Native people **traded** furs for knives and ax blades. Others **traded** for kettles and fishhooks. Still others **traded** for glass beads from Europe, which were highly desirable.

The French merchants would gather up lots of beaver **pelts**. Then, they would ship the **pelts** back to France and sell them. They made a lot of money doing this, so they did it again and again.

As time went on, the French traders learned what the Native people liked. They learned that many Native people would **trade** beaver **pelts** for wool blankets. Some would **trade** for tobacco. Others would **trade** for guns and gunpowder.

In 2011, the people of Canada put an image of a beaver on the back of their nickel. They did not put the beaver on their nickel because he is cute. They put the beaver there because the fur **trade** is an important part of the history of Canada. For two hundred years, the fur **trade** was a source of **income** for French and Native people alike.

NAME: _____

13.1

ACTIVITY PAGE

DATE: _____

Word Meanings

Follow your teacher's directions to complete this worksheet. Write what you think the word means from context, its part of speech, and its definition. Then write a sentence that uses the word to answer the question.

Example:

Who would be more **feeble**, your 92-year-old great grandmother or your 10-year-old sister?

feeble old, frail

feeble—part of speech adjective: meaning weak; not strong

My great-grandmother would be more feeble than my sister.

1. If you were playing outside and suddenly saw a thunderstorm heading your way, would you **skedaddle**?

skedaddle _____

skedaddle—part of speech _____ meaning _____

Sentence _____

2. Which would more likely be a **monstrosity**, a kitten or a dinosaur?

monstrosity _____

monstrosity—part of speech _____ meaning _____

Sentence _____

3. Would you rather **chisel** away at a piece of bark or the Atlantic Ocean?

chisel _____

chisel—part of speech _____ meaning _____

Sentence _____

4. Which of the following two pairs of colors would be more in **contrast** with each other: two different shades of green, or black and white?

contrast _____

contrast—part of speech _____ meaning _____

Sentence _____

5. Do you get more **nutrients** from spinach or a chocolate cupcake?

nutrients _____

nutrients—part of speech _____ meaning _____

Sentence _____

ACTIVITY PAGE

What is the Purpose?

1. What was the author's purpose in writing this poem? Explain your answer using evidence from the text.

NAME: _____

DATE: _____

Unit 8 Assessment

Christopher Columbus

Could you imagine sailing into the unknown
No radio, computer, or even a phone
Not knowing how long the trip would take
Columbus and his crew sealed their fate.

Christopher Columbus sailed the ocean blue.
Would he make it?
No one knew.

The ships were jostled around, like eggs in a basket
So much time spent at sea, would they ever move past it?
“I know the Indies are out there, if anything is”
To turn back or sail on, the decision was his.

Christopher Columbus sailed the ocean blue.
Would he make it?
No one knew.

“We have to keep going! Just wait and you’ll see!”
They couldn’t have known how right he would be
They sailed for months with the stars as their guide
When one day at daybreak, it was land that they spied.

Christopher Columbus sailed the ocean blue.

Would he make it?

No one knew.

“The Indies!, The Indies”, Columbus shouted.

He sent a few men to get this land scouted

With excitement and wonder, they claimed land for Spain

Columbus knew then they would remember his name.

Christopher Columbus sailed the ocean blue.

He explored the world, His dream came true.

NAME: _____

DATE: _____

1. Use the following portion of a dictionary page to answer the questions below.

spied 1. *verb* To learn secrets about others without their knowledge
2. *verb* To observe or notice

Which definition of spied is used in the following sentence?

When one day at daybreak, it was land that they spied. _____

What part of speech is spied in this sentence? _____

2. What do the words “with the stars as their guide” mean in the following sentence from the selection?

They sailed for months with the stars as their guide

- A. The crew would watch the stars every night.
 - B. Columbus thought Earth was smaller than what people thought.
 - C. Columbus and his crew studied the position of the stars to determine which direction to travel.
 - D. The ship lost an important part and had to be fixed.
3. Stanzas 2, 4, and 6 are repeated. Stanza 8 starts the same but ends differently. What changed?
- A. Columbus and his crew gave up and sailed back to Spain.
 - B. Columbus and his crew reached land.
 - C. Columbus and his crew sailed around the world.
 - D. There is no change.

4. Read the following sentence.

The ships were jostled around, like eggs in a basket

The author uses a simile to show:

- A. how calm the ocean was
- B. how rough the ocean was
- C. how the size of the waves changed
- D. how the crew got seasick

5. Which sentence best describes the stanzas of the poem?

- A. Each stanza has lines that repeat.
- B. Each stanza has words that rhyme.
- C. Each stanza describes a new event for the reader.
- D. Each stanza tells a different story.

6. Read line 18.

When one day at daybreak, it was land that they spied.

How would Columbus and his crew feel about spotting land?

- A. worried
- B. melancholy
- C. thrilled
- D. furious

NAME: _____

DATE: _____

7. Which is the best summary of the poem?
- A. Christopher Columbus and his crew set out to find the Indies. They were unsuccessful and, ultimately, turned around and returned to Spain.
 - B. Christopher Columbus and his crew set out to find the Indies. It was a long journey, which was ultimately successful. They found new land.
 - C. Christopher Columbus and his crew set out to find the Indies. It was an easy journey, and they got there much sooner than expected. They found new land.
 - D. Christopher Columbus and his crew set out to find the Indies. The journey was difficult, and they were lost many times.
8. Read stanza one. How do you think Columbus and his crew felt about sailing off into the unknown?
- A. exhilarated
 - B. depressed
 - C. anxious
 - D. overjoyed

Bartolomé de Las Casas: Protector of Native Americans

Have you ever changed your mind about something? That is what happened to Bartolomé de Las Casas.

Las Casas lived with the conquistadors for many years. He helped them conquer the Americas. Then, he decided that this conquest was wrong. He spent the rest of his life fighting against the conquistadors and trying to protect Native Americans.

Las Casas was born in Spain in 1484. He was eight when Columbus made his first voyage. Ten years later, in 1502, he sailed to the Americas. He became a plantation owner on the island of Hispaniola. He owned enslaved people. He helped conquer the Native people that lived there.

In 1510, Las Casas became a Catholic priest. He was the first priest ordained in America. But his newfound religion caused him to rethink his views on what Spain was doing.

In 1513, he took part in the conquest of Cuba. What he saw shocked him. He thought that the Spanish conquerors treated the Native people cruelly. Las Casas found this disturbing.

Las Casas made a big decision. He decided what the Spanish conquerors were doing was wrong and not consistent with his Christian faith. It was wrong to kill and enslave people. It was not moral. It was not ethical.

NAME: _____

DATE: _____

Las Casas felt ashamed of himself. He felt ashamed of the things he had done. He felt ashamed of the way he had been living. He gave up his plantation. He freed the people he had enslaved. He tried to convince others to do the same, but he did not have much luck.

For the rest of his life, Las Casas fought to protect Native Americans. He went back to Spain. He spoke to the king and other important men. He told them what was happening in the colonies. He told them about the cruelty of the conquistadors. He tried to change the way people thought about Native Americans.

At the time, many Spaniards felt that it was okay to use force against non-Christians. They believed that it was okay to conquer the Natives and force them to accept Christianity.

Some people went even further. They argued that conquest, or conquering by force, was the only approach that made sense to save the souls of Native Americans.

Las Casas argued against this way of thinking. He insisted that Native Americans were capable of thinking for themselves. They deserved to be treated as free men. They should not be conquered and enslaved. They should be converted to the true faith. But, they should be converted by peaceful means.

Las Casas fought to change the laws. He worked to set up colonies where Native Americans would be treated fairly.

Las Casas also wrote books. His most famous book was *A Brief Account of the Destruction of the Indies*. This book is an attack on the conquistadors. Las Casas blamed these men for their cruel treatment of the Natives. “These men did not behave like human beings,” Las Casas said. “They behaved like lions and tigers. What made them behave this way? It was greed. They were driven by greed for gold.”

As you might have guessed, Las Casas was not popular in the Spanish colonies. Many Spanish settlers hated him. They felt that he was trying to take away land, power, and the enslaved people they had acquired fairly. They saw Las Casas as a traitor. They saw him as a man who sided with the enemy against his own country.

Las Casas was not afraid to be hated. He was a man of great courage. He was sure he was right. He kept fighting for fifty years, until his death in 1566.

NAME: _____

DATE: _____

9. What does the word **converted** mean in the following sentence from the selection?

They should be **converted** to the true faith.

- A. protected
 - B. ashamed
 - C. enslaved
 - D. changed
10. What happened that caused Las Casas to change his mind and free people he had enslaved?

11. Why did Las Casas have trouble convincing others to free the people they had enslaved?

This image shows a single page from a notebook or ledger. It features ten evenly spaced horizontal blue lines across its width, providing a guide for writing. The background is white, and there are no margins, text, or other markings present.

NAME: _____

DATE: _____

13. Choose the word that fits the underlined meaning in the sentence.

The boy's having the characteristics of or like someone who is ridiculous and acts without good sense behavior angered his mother so she decided they would leave the zoo.

- A. stylish
- B. snobbish
- C. foolish
- D. feverish

14. Add adjectives and adverbs to the first row of the chart. In the second row, write simple sentences including the new adverbs or adjectives. In the bottom box, add details to the sentences using the linking words *for example*.

Starter Sentence: The girl broke her arm.			
Adjectives to describe the girl	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1.	1.	1.	1.
2.	2.	2.	2.
A list of examples to answer the following: Because the girl broke her arm, list the activities she can no longer do.			
1.			
2.			

NAME: _____

DATE: _____

15. Use the following portion of a dictionary page to answer the questions below.

land 1. *verb* To arrive on a runway after flying in the air. 2. *verb* To achieve something you have applied for. 3. *noun* The ground under your feet. 4. *noun* A country.

Which definition of *land* is used in the following sentence?

This great *land* of ours is called the United States of America. _____

What part of speech is *land* in this sentence? _____

16. Circle the correct word to complete the sentence.

My new jacket is _____ which means I can wear it outside out
(reverse, reversible)
or inside out.

17. Write the correct linking words in the blank in the sentence.

The prince wears rich clothing and rides a fearsome stallion.

_____ the princess wears lavish dresses and flowing
(In the same way, In contrast)
scarves and rides a sleek, white steed.

The Duke and His Guest

Many years ago, in a land far, far away, there lived a wise king. One day, while he was out riding, the king passed a beautiful house.

“Who lives in that house?” he asked his servant.

“Your Majesty,” the servant replied, “the Duke of Luxford lives there. He is one of the richest men in the land. He puts on the most wonderful feasts for his wealthy friends!”

“Does he help the people who ask him, like the poor?” asked the King.

“He has not.” answered the servant.

The next day, the king dressed himself in old, ragged clothes and went to the duke’s house.

The duke came to the front door.

“O Great One,” said the king, bowing low, “won’t you give me a little food and let me rest in your beautiful home? I am hungry and tired.”

“Be gone!” shouted the duke. “Get off my property at once or I will have my servants beat you away. I will not have beggars hanging around my house!”

The king went away.

The next day, the king put the old, ragged clothes on again. Then, he covered his ragged clothing with a handsome, silken cloak trimmed with gold and jewels.

He went once more to the duke’s home.

NAME: _____

DATE: _____

As before, the duke came to the door. When he saw the stranger in the rich cloak, he spoke to him and invited him in.

“Come in, my friend,” the duke called out. “Come in and join us! It is a great pleasure to entertain a man like you in my home!”

The king took some of the rich food and broke it into small pieces. But, instead of eating the food, he put it into the folds of his rich cloak.

“Why do you not eat the food?” asked the duke. “Why do you put it in your cloak?”

“Because it is my cloak you are feeding and not me,” answered the king. “Yesterday I came to you dressed like a poor man and you drove me away. Today, because I have this fine cloak, you have invited me to dine with you. But, I am the same today as I was yesterday—still your king.”

Then, the duke knelt down.

“Oh, forgive me, Your Majesty!” he cried. “I have been proud and selfish. I will mend my ways. From this day on, no poor man shall be driven from my door. You have taught me that a man is more than his clothes.”

18. Why did the king ask the servant what the duke did for the poor?

19. What does the word **entertain** mean in the following sentence from the selection?

It is a great pleasure to **entertain** a man like you in my home!

- A. to make someone feel welcome
 - B. to put on a play to an audience
 - C. to enslave someone for life
 - D. to sing for someone who listens well
20. Why did the king put small pieces of food in the folds of his cloak instead of eating them?
- A. to save the food for later
 - B. to teach the duke a lesson
 - C. to make the duke laugh
 - D. to hide the food because he didn't like the taste of it
21. What is the moral to the story?
- A. Look before you leap.
 - B. Rich and fancy is not always best.
 - C. Don't judge a book by its cover.
 - D. Good things come in small packages.

NAME: _____

DATE: _____

22. Why was the king described as wise?

- A. He told a story to the duke.
- B. He dressed in rags when he went to the duke's house for dinner.
- C. He ate a wonderful feast at the duke's house.
- D. He showed the duke how to treat people kindly.

23. Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

verb: floats

adverb: higher

24. Which of the following words with the suffix *-ness* means “in the state or condition of being without others?”

- A. happiness
- B. sadness
- C. quickness
- D. loneliness

25. Use the following portion of a dictionary page to answer the questions below.

does 1. [doez] *noun* Female deer. 2. [duz] *verb* The singular present tense form of the verb *to do*.

Which definition of *does* is used in the following sentence?

The *does* gently graze in lush, green fields. _____

What part of speech is *does* in this sentence? _____

26. Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

verb: freezes **adverb:** quickly

27. If someone is *antisocial*, the person is _____

NAME: _____

14.2

ASSESSMENT

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

'ph' > /f/

'f' > /f/

'gh' > /f/

'ff' > /f/

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1.

2.

Christopher Columbus and John Cabot: Parallel Lives

Christopher Columbus was an important explorer. So was John Cabot.	10
The two men lived at the same time. They were almost the same age.	24
They were rivals, too. Their lives were connected in interesting ways.	35
Columbus was probably born in 1451. John Cabot may have been born the same year.	47 50
Columbus was Italian. He was born in Genoa. Cabot was also Italian.	62
We are not sure where he was born. He may have been born in Genoa.	77
In the 1470s, Columbus worked as a sailor. He sailed to many ports in the Mediterranean. During those years, Cabot worked as a merchant. He lived in Venice, but he traded all around the Mediterranean.	92 104 112
Columbus spent many hours studying maps. In 1485, he came up with a bold plan. He believed he could reach the Indies by sailing west.	125 137
Columbus set out to find a king who would pay for a voyage. He went to see John II, King of Portugal. John said no. Columbus kept trying. He presented his plan to other kings, including Henry VII of England. Finally, he found a sponsor. King Ferdinand and Queen Isabella of Spain agreed to pay for a voyage.	152 165 177 189 195
Columbus set sail in 1492. He did not make it to the Indies. He ran into North America. But Columbus did not realize this. He believed he had reached the Indies.	210 223 226

In 1494, Cabot learned about Columbus and his journeys. Cabot had 237
studied maps, too. He thought Columbus had made a mistake. He had sailed 250
west in the middle latitudes, near the equator. But that is where the distance 264
around Earth is greatest. Why sail there? Why take the long way? Why not 278
sail farther north? The distance around the Earth would be much shorter 290
there. It would be a better way of sailing to the Indies. 304

Cabot had an idea. He thought he could beat Columbus at his own game. 316
He drew up a plan. Then, he went looking for a sponsor, just as Columbus 331
had done. 333

Cabot looked for funding in Portugal. He was turned down. He went to 346
Henry VII of England. Henry had turned down Columbus, but he liked the 359
sound of Cabot's plan. He agreed to sponsor a voyage. 369

For the next few years, both men were busy exploring. 379

Columbus made three more voyages for Spain. He explored the Caribbean 390
Sea and the coast of South America. 397

Cabot made three voyages for England. He explored the coast of 408
North America. 410

There were many similarities between these two men. But there was one 422
big difference. Columbus ended up famous. Cabot did not. In fact, for many 435
years, Cabot was almost forgotten. Even today, historians are still digging 446
up facts about Cabot. The world has never forgotten about Christopher 457
Columbus, but it had to be reminded about John Cabot. 467

NAME: _____

DATE: _____

14.3
CONTINUED

ASSESSMENT

W.C.P.M. Calculation Worksheet

Student: _____

Date: _____

Story: *Christopher Columbus and John Cabot: Parallel Lives*

Total words: 467

Words Words Read Uncorrected Mistakes Words Correct	Time <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: small;">Minutes</td> <td style="text-align: center; font-size: small;">Seconds</td> <td></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: right; font-size: small;">Finish Time</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: right; font-size: small;">Start Time</td> </tr> <tr> <td colspan="3" style="text-align: center; border-top: 1px solid black; height: 10px;"></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: right; font-size: small;">Elapsed Time</td> </tr> <tr> <td colspan="3" style="text-align: center; padding-top: 10px;"> (× 60) + = Time in Seconds </td> </tr> </table>	Minutes	Seconds				Finish Time	-	-				Start Time						Elapsed Time	(× 60) + = Time in Seconds		
Minutes	Seconds																					
		Finish Time																				
-	-																					
		Start Time																				
		Elapsed Time																				
(× 60) + = Time in Seconds																						

W.C.P.M.

÷

×

60

=

Words Correct
Time in Seconds
W.C.P.M.

Compare the student's W.C.P.M. scores to national norms for Spring of Grade 3 (Hasbrouck and Tindal, 2006):

W.C.P.M.	National Percentiles for Winter, Grade 3:
162	90th
137	75th
107	50th
78	25th
58	10th

Comprehension Total ____ / 4

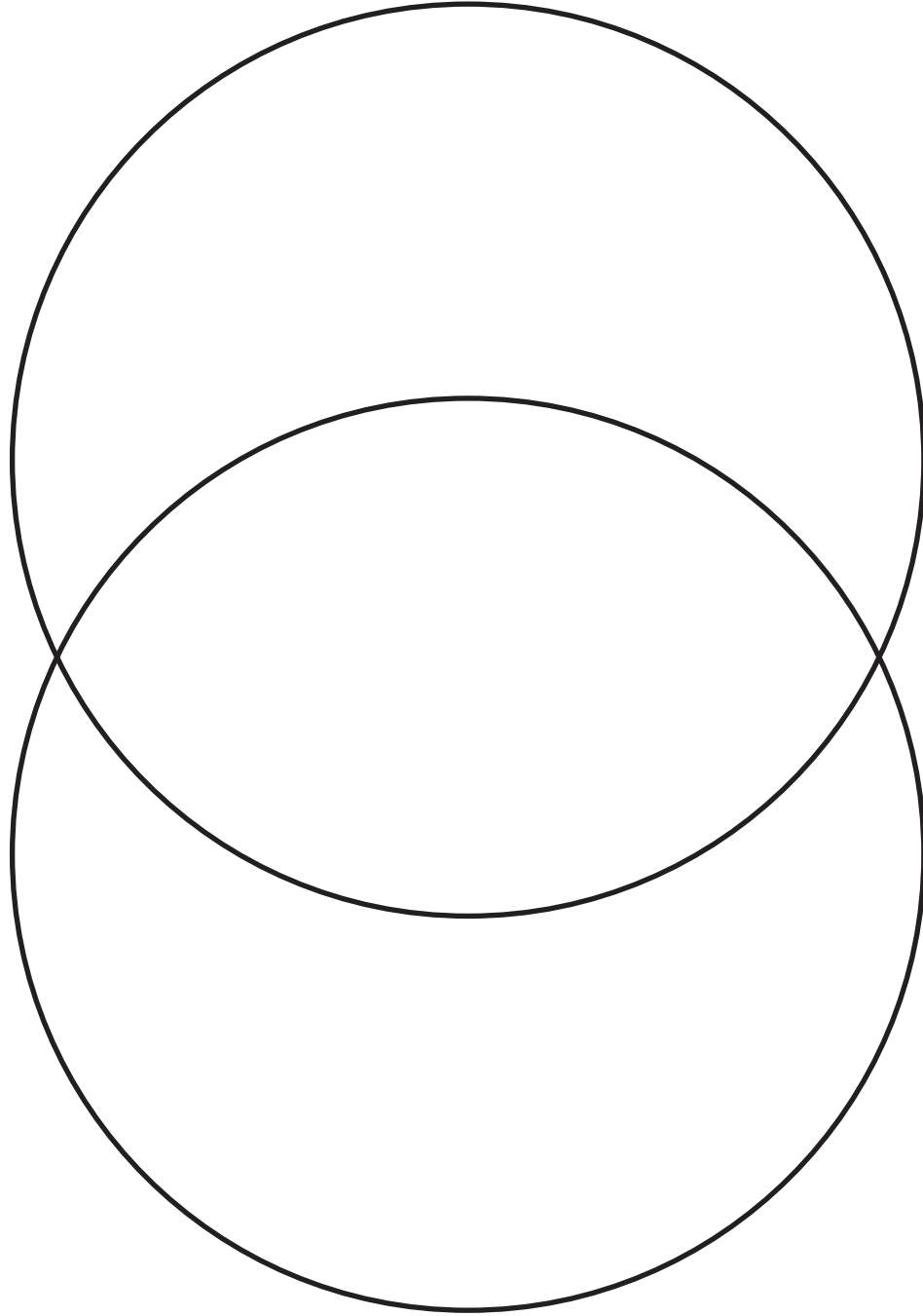
Answers Correct	Level
4	Independent comprehension level
3	Instructional comprehension level
2	Frustration comprehension level
0-1	Intensive remediation warranted for this student

NAME: _____

DATE: _____

Venn Diagram

Directions: Choose two topics you learned about in this unit that you can compare and contrast. Write those topics on the lines near each circle. Write how your topics are alike in the overlapping part of the Venn diagram. Write how they are different in the non-overlapping part of each circle for each topic.



NAME: _____

PP.2

ACTIVITY PAGE

DATE: _____

Irregular Comparative and Superlative Adjectives

Write the correct form of the verb in the sentence.

1. (*good*) When I was in first grade, I was the _____ swimmer in the whole school.
2. (*bad*) My brother had a _____ day than I did.
3. (*much*) How _____ money did you bring with you today?
4. (*little*) The unhappy child got the _____ piece of cake because that was all that was left.
5. (*far*) My aunt and uncle live _____ away from our house than my grandparents.
6. (*many*) Our neighbors have _____ pets than we have.

Write a sentence using the word in parentheses.

1. (*good*) _____

2. (*most*) _____

3. (*farthest*) _____

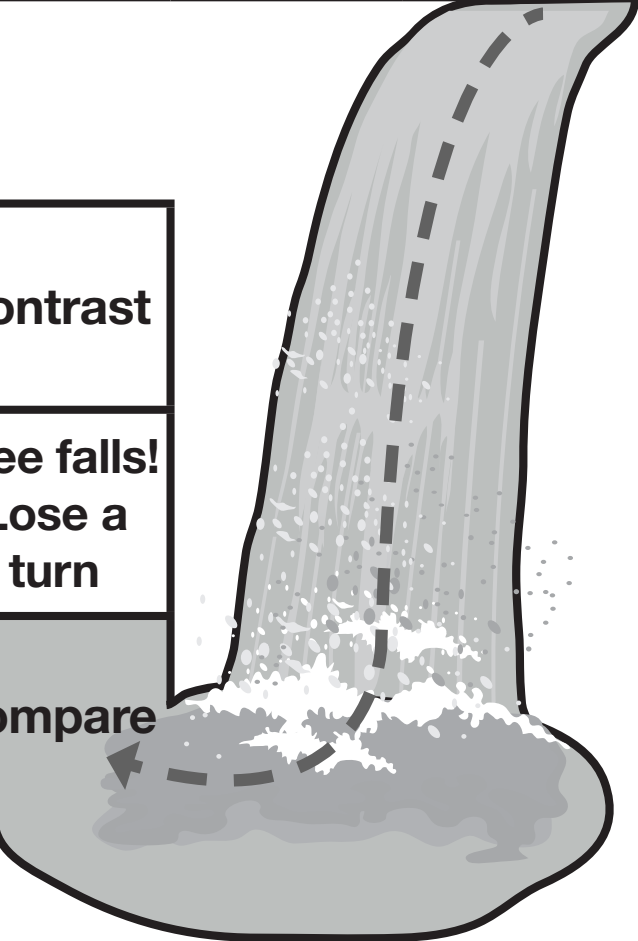
4. (*worst*) _____

START
➔

compare	Sorry, lose a turn	contrast	Ride the waterfall!
---------	--------------------------	----------	------------------------

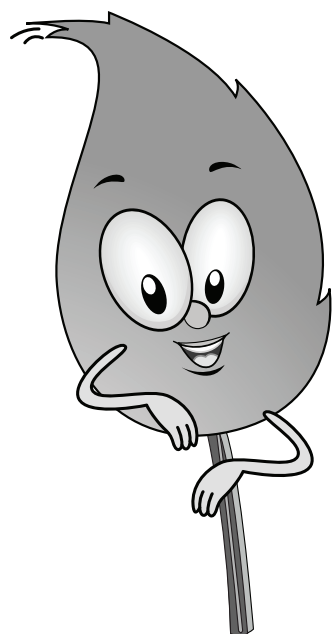
FINISH!

compare	contrast			
	Tree falls! Lose a turn			
contrast	compare	compare		
compare				
contrast	compare	Take a card from your opponent	contrast	Sorry, lose a turn



compare	contrast	compare	Take another turn	contrast
---------	----------	---------	-------------------------	----------

Match Me If You Can



compare
Give a card to your opponent
contrast
compare
contrast

contrast	compare	contrast	Take another turn	compare
----------	---------	----------	-------------------------	---------

NAME: _____

PP.4

ACTIVITY PAGE

DATE: _____

**Compare or
Contrast?**

**Steve and Dan both
play basketball.**

**Compare or
Contrast?**

**Our dice are red and
yours are blue.**

**Compare or
Contrast?**

**We live in the city
and you live in
the country.**

**Compare or
Contrast?**

**Fran smiles
all day long while
Fred frowns.**

**Compare or
Contrast?**

**Police cars and
fire engines both
have sirens.**

**Compare or
Contrast?**

**Sam's puppy barks
and Sally's
kitten purrs.**

**Compare or
Contrast?**

**Fairy tale giants
are very tall while
children in my class
are short.**

**Compare or
Contrast?**

**The two brothers
are very different;
one likes to read
while the other
would rather play
video games.**

**Compare or
Contrast?**

**Father works during
the day while
Mother works
at night.**

**Compare or
Contrast?**

Carla and Kevin tell
funny jokes.

**Compare or
Contrast?**

All of the children
will sip their
lemonade on the
hot, summer day.

**Compare or
Contrast?**

The graceful dancer
leaps high in the air
while the clumsy
one trips.

**Compare or
Contrast?**

The grass on the
hillside is green and
lush, while plants in
the desert are brown
and spindly.

**Compare or
Contrast?**

Motorcycles zoom
down the road
while scooters
move slowly.

**Compare or
Contrast?**

We all spelled our
spelling words
correctly on Friday.

**Compare or
Contrast?**

The lemons
tasted sour and
the peaches
tasted sweet.

**Compare or
Contrast?**

Molly drives to work
slowly and Milly
speeds to get there.

**Compare or
Contrast?**

My brother is older
than I am and my
sister is younger
than I am.

ISBN 979-8-89072-684-1

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike

4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA



**Bluebonnet
Learning**

K-5 Reading Language Arts

ENGLISH

**EARLY EXPLORATIONS
OF NORTH AMERICA
GRADE 3 UNIT 8 | ACTIVITY BOOK**

EDITION 1

