Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

THE AGE OF EXPLORATION



GRADE 3 UNIT 8 | READER

EDITION 1

Grade 3 | Unit 8

The Age of Exploration

Reader

Acknowledgement:

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Introduction to *The Age of Exploration*

In 1491, most Europeans did not know that North and South America existed. The people of the Americas did not know that Europe existed. Although other **explorers** had visited the Americas before, Europeans did not know that.

In 1492, that changed. In that year, Christopher Columbus sailed across the Atlantic Ocean and happened to land on islands off the coast of the Americas. His **explorations** marked the start of the Age of **Exploration**.

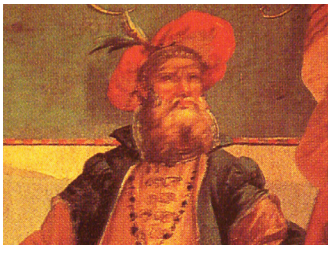


An artist's illustration of Columbus landing in the Americas

As news spread about what Columbus had found, men from all over Spain raced to find treasure. Spanish **conquistadors**, such as Francisco Vasquez de Coronado, set out in search of silver and gold. They slashed their way through swamps. They marched across deserts. They **explored** and conquered many lands.

A few years later, other European countries got involved. John Cabot went **exploring** for England. Henry Hudson **explored** for England and for the Netherlands. Samuel de Champlain **explored** for France.

These **explorers** changed the world. They uncovered land that was new to Europeans. But they also impacted the Native populations in the Americas, who had been living there for thousands of years. You will read about some of their journeys here.

Some European Explorers		
Explorers	Name	Source of Funding
	Christopher Columbus	Spain
	Francisco Vasquez de Coronado	Spain
	John Cabot	England
	Henry Hudson	England Dutch East India Company (Netherlands)
	Samuel de Champlain	France

Chapter 1 The Lure of Spices

Many European **explorers** were hoping to find gold and other precious metals.

You can probably understand why **explorers** were eager to find gold. Gold is a valuable metal even today. However, you may be surprised to learn that many **explorers** were also excited about finding **spices**. You might be saying, "**Spices**? Really? Why were they so eager to find **spices**?"

Here's the answer: Things that are scarce, or hard to find, tend to be expensive. That's why gold is expensive today. That's also why **spices** were expensive five hundred years ago. Back then, **spices** were scarce in Europe. They were hard to find. So they cost a lot. Some **spices** were almost worth their weight in gold.



Gold



***Spices** displayed in a **spice** market*

The red balls in the center of this image are red peppercorns. A cook can add a few whole peppercorns to soup. They can use a spice grinder to grind the peppercorns into tiny bits. Either way, the pepper will add flavor to the soup. It will make the soup spicier and tastier.

To the left of the red peppercorns, you can see white peppercorns. These come from the same plants as red peppercorns but they are prepared in a different way. White peppercorns start out as red peppercorns but the outer hull of the red peppercorn is removed to reveal the inner kernel, which is white. They can be used in the same way as red peppercorns.

The black bowl in the upper right of this image is filled with cloves. Cloves are dried flower buds. They are used to add flavor to meats and stews, some teas, and pumpkin pie. Cloves are very strong. Cooks who use them must be careful because adding too many of them may **overwhelm** other flavors in the dish.

Peppercorns can't be grown in Europe. They can only be grown in warm, wet places, like India. The image shows unharvested peppercorns.



Unharvested peppercorns

Today, we can get peppercorns from India pretty easily. An airplane or a ship can transport large amounts of them. You can go to a grocery store and get almost any **spice** you want. A little jar of cloves might cost a dollar or two. A can of peppercorns might cost five or six dollars.

Five hundred years ago, Europeans were not so lucky. The world was not as well-connected as it is today. **Spices** were hard to get and transport. They cost a lot of money.

A Spaniard who wanted pepper would have to pay for a lot more

than just the pepper. He would have to pay the cost of shipping the pepper over land all the way from India, using donkeys, mules, and camels.

It was the same with cloves and cinnamon. These plants could not be grown in Europe. They had to be **imported**, or brought in, to Europe from faraway places, like the Indies.

Many of the **spices** we use are the flowers, the fruits, or the seeds of the plant. Cinnamon is different. In this case, the part of the plant we use is the bark. Strips of bark are cut off the tree. The outer bark is cut away. The inner bark is kept and rolled up like little scrolls. These are called cinnamon sticks. Cinnamon can also be ground up, like pepper.

Do you like the taste of cinnamon? Do you like cinnamon on toast? How much do you like it? Would you be willing to sail across an ocean to get some cinnamon for your toast? In a sense, that is what European **explorers** were trying to do.



Star anise, cinnamon, and cloves (clockwise from star anise)

Chapter

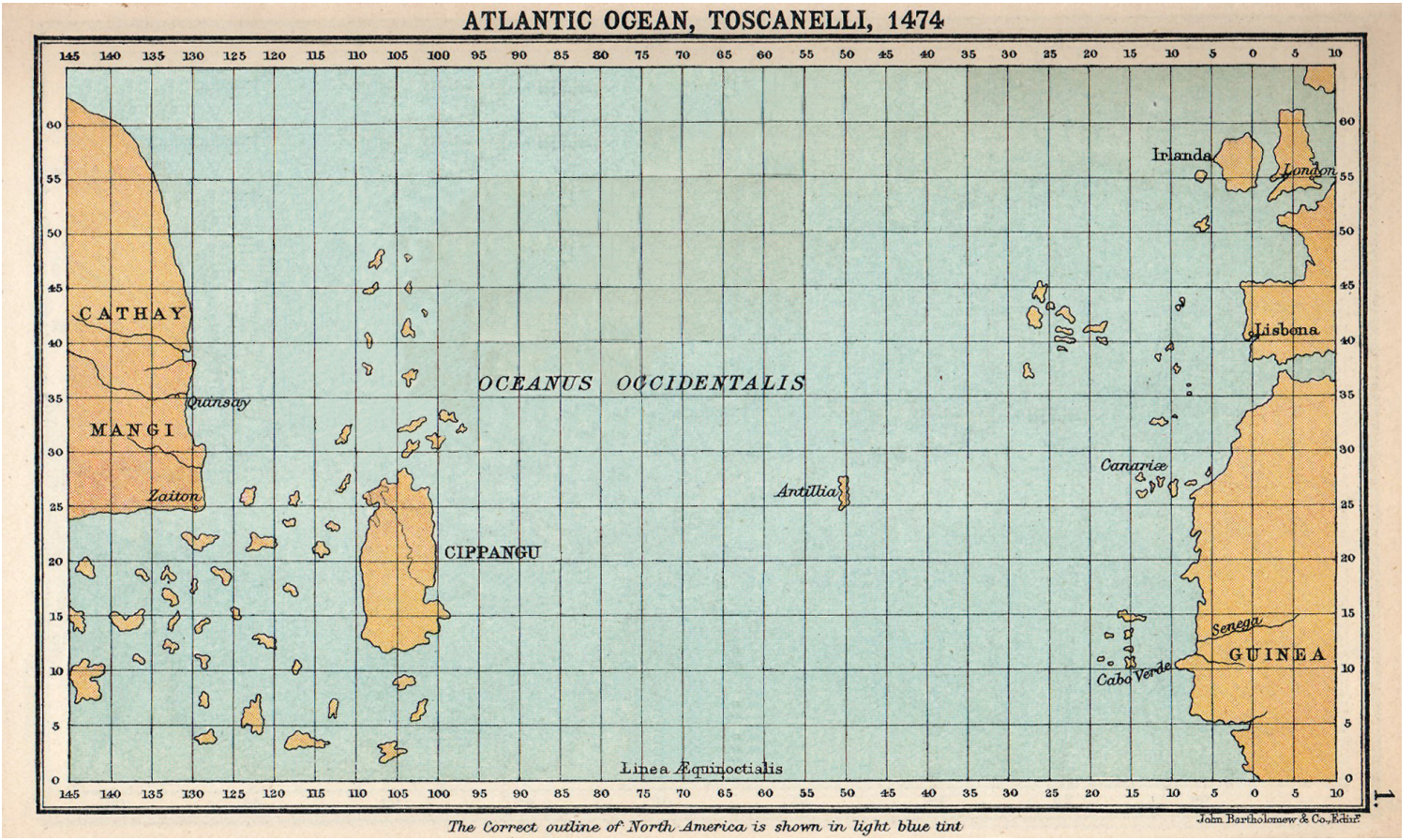
2 Toscanelli's Map

An Italian man named Paolo [pow-loe] Toscanelli [tos-kəh-nel-ee] may have been responsible for the Europeans landing in the Americas.

Toscanelli was a math **whiz**, an astronomer, and a mapmaker. In 1474, he made a map of the world, which he sent with a letter to the King of Portugal telling how to reach the Indies by sailing west. The King was very interested but Toscanelli was not correct.

On the right side of Toscanelli's map, you can see some parts of Europe in orange. You may know some of them: Ireland, labeled "Irlanda;" London, England; and Lisbon, Portugal, labeled "Lisbona."

To the south of Europe, you can see part of Africa. The part Europeans called Guinea is labeled. The Canary Islands, just off the coast of Africa, are labeled "Canariae."



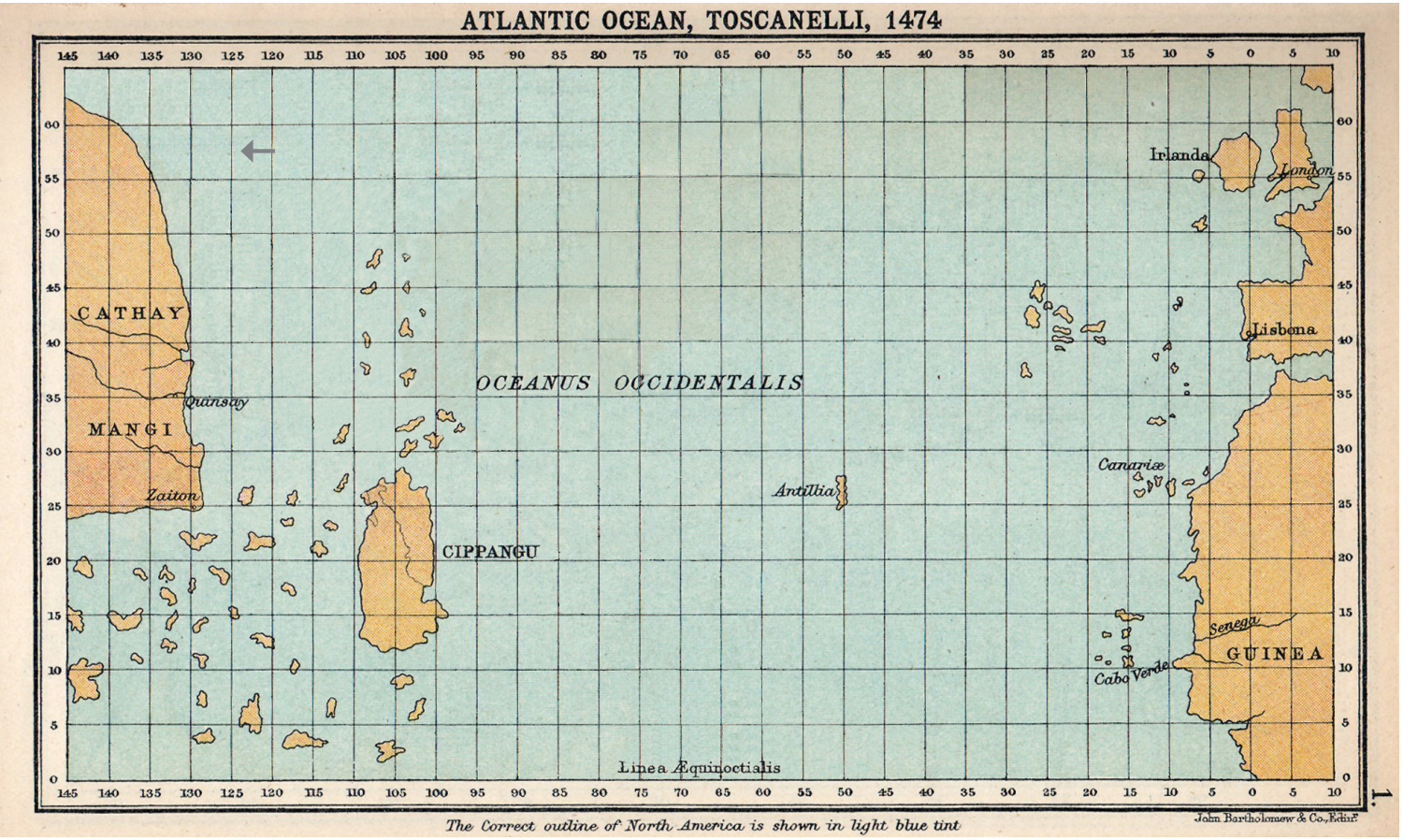
The right side of this map is mostly correct.

Look at the left side of the map. This side shows parts of Asia, or, rather, it shows parts of Asia where Toscanelli thought they might be.

Do you see the big island labeled "Cippangu"? That was what Toscanelli and other Europeans called Japan. They had heard about Japan. They knew it was somewhere in Asia. But they did not know exactly where. Toscanelli put it on his map where he thought it might be.

Do you see the land labeled "Cathay Mangi"? That was what Toscanelli and others of his day called China. They had read about China in a book called *The Travels of Marco Polo*. But they did not know exactly where it was. Again, the map shows where Toscanelli thought China was, not where it really is.

Do you see the islands just south of Cathay Mangi? Those are parts of the Indies. They are the "**spice** islands" that Europeans were so eager to reach.



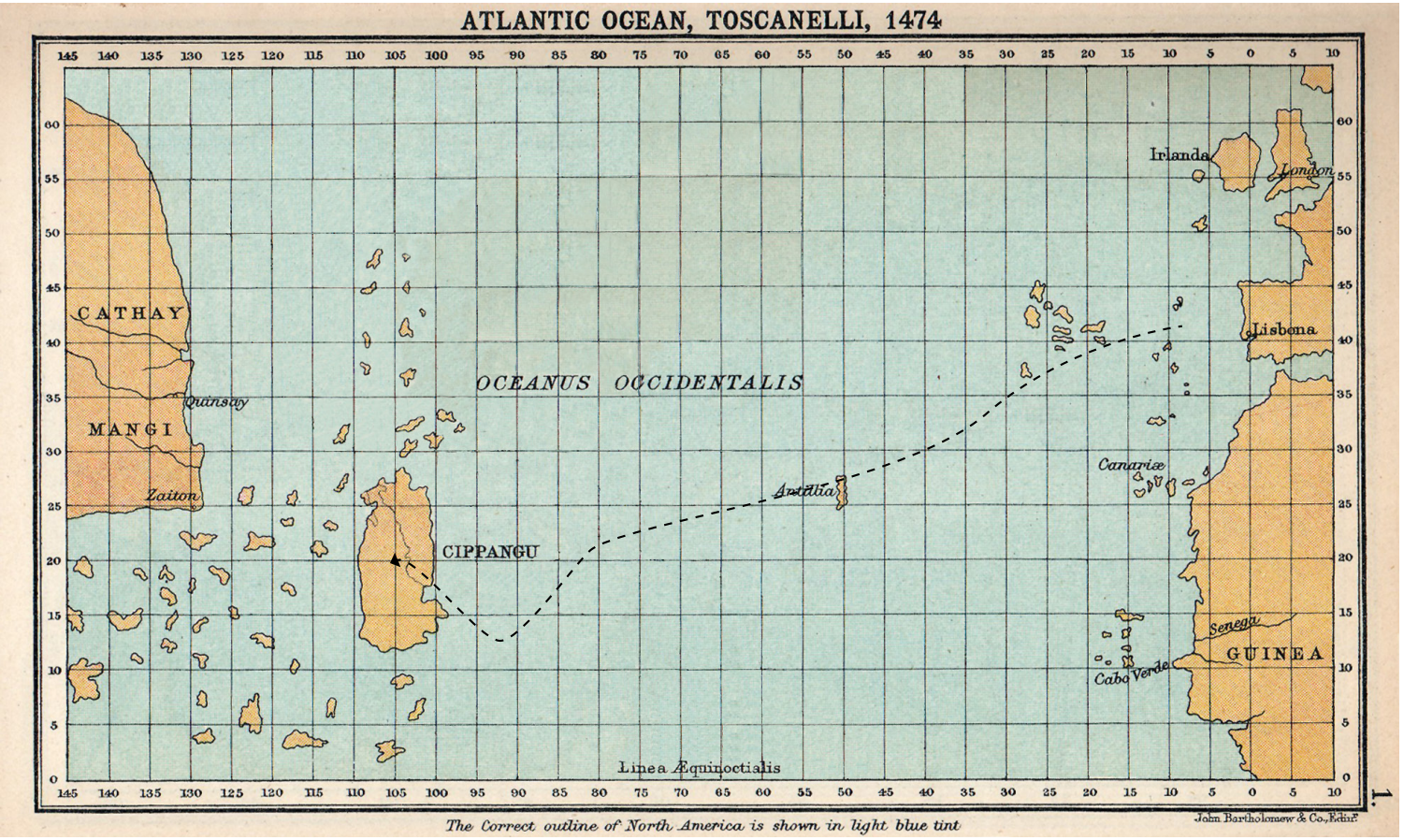
The left side of the map is what Toscanelli thought was there.

Notice that Asia does not seem to be too far from Europe. That was one of Toscanelli's big ideas. He thought Earth was not that big. He thought Asia was probably not too far from Europe. So that's how he drew it on his map.

Now, imagine you are Christopher Columbus. You want to find a way to get to the Indies. You look at Toscanelli's map.

"Wow!" you say. "Look at that! Asia is right there. It's not so far from Europe. There's nothing in between but a little water! It would not be hard to get to Asia! Why, I could get there in a few weeks. All I would need to do is sail west!"

We can never be sure what was in Christopher Columbus's mind when he first looked at Toscanelli's map. We do know he made a plan to travel to the Indies based on Toscanelli's map. Then, he set out to find someone who would pay for his **voyage**. In the end, he convinced King Ferdinand and Queen Isabella of Spain to pay for it.

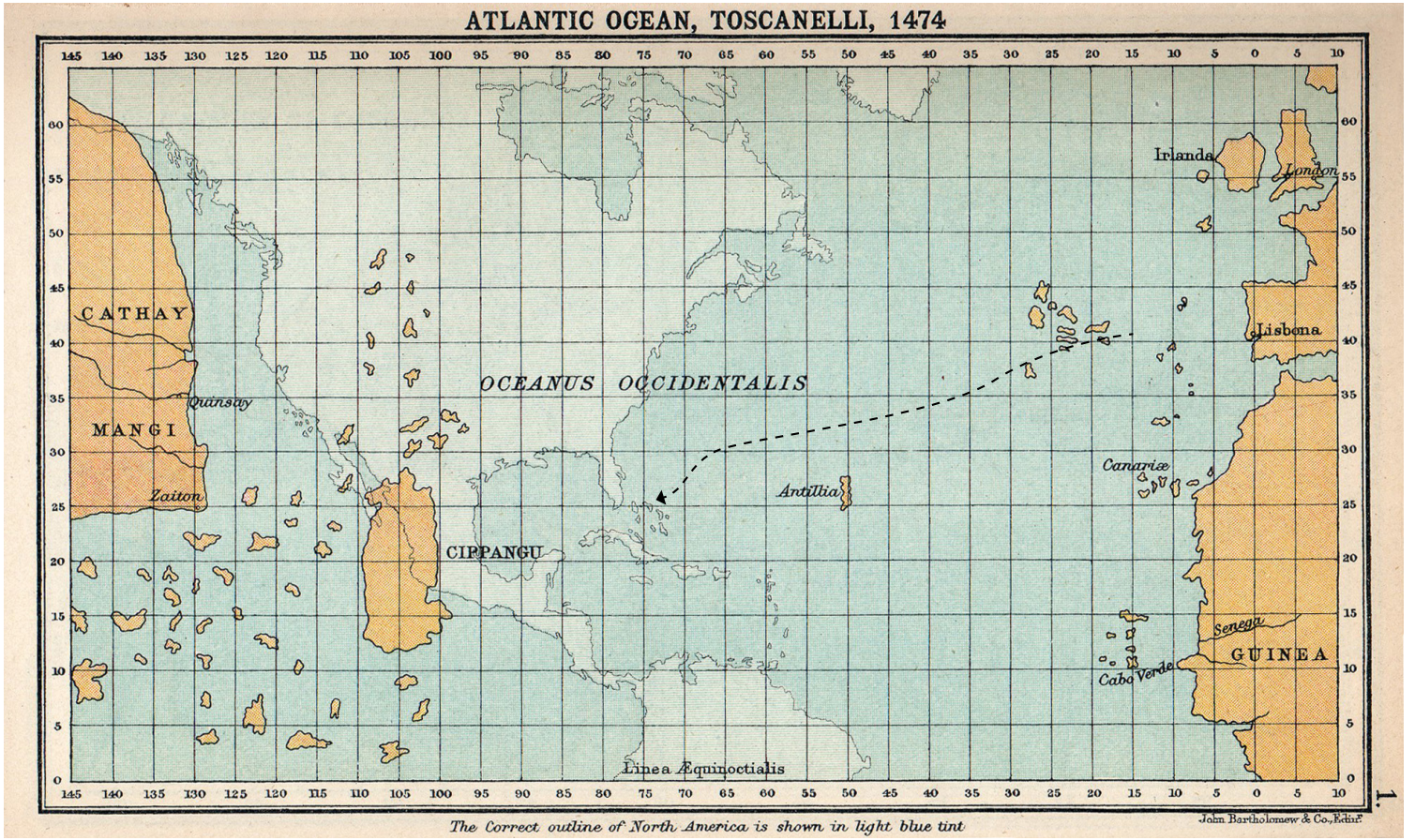


The route Columbus planned to take

Now, here is the same map with something added. The light blue shows what is really there, not what Toscanelli thought was there. You can see the outline of North America and part of South America.

The orange parts of the map show the Asian lands Columbus expected to reach. The light blue outline shows the lands where he actually accidentally landed.

Toscanelli's map explains a lot. It helps us see where Columbus got the idea of sailing west to reach the Indies. It also helps us see why he ran into the islands of the Caribbean and why he thought he was close to China.



The route Columbus actually took

Chapter 3 Navigation in the Age of Exploration

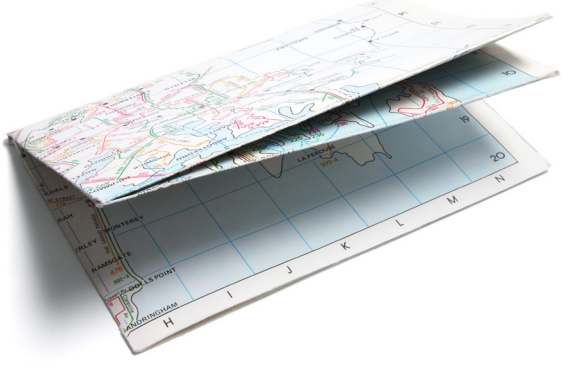
Do you ever go on trips with your family? How do the adults in your family find the places they want to visit? Do they write down directions? Do they use maps? Do they look for **landmarks** along the way? Do they have an electronic device that tells them where to turn?

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?









Things we use today to find places we want to visit

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**, a sailor 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.



*A **compass***

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.

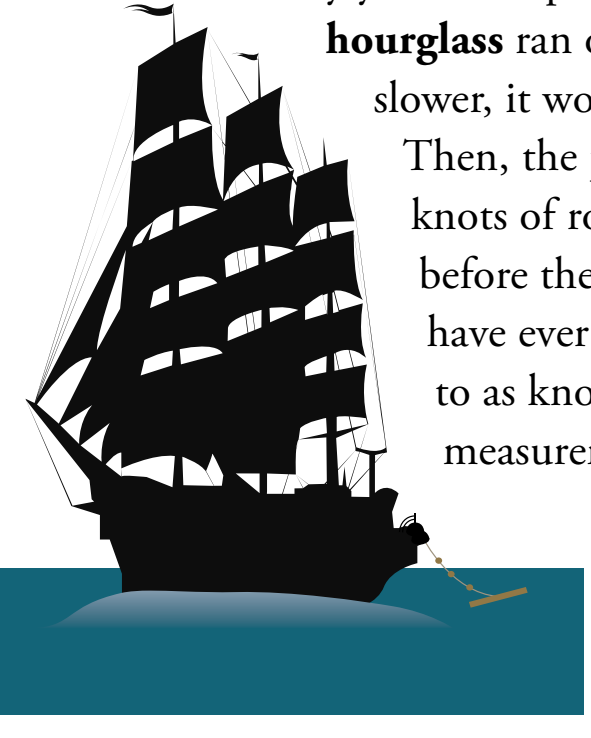


An astrolabe

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.



Dead reckoning *helped sailors* ***keep track*** *of how fast and how far they had traveled.*



Explorers *used many tools to help them navigate.*

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.

Chapter 4 El Castillo de San Marcos

The building on the right is a fort in St. Augustine, Florida, where the Spanish **established** a settlement in 1565. 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.



*The inside of the fort is shaped like a square. On each corner, there is a **bastion** shaped like an arrow. A **bastion** is a raised gun platform. The **bastions** stick out from the fort. They let the Spaniards fire out of the fort in just about any direction.*

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.



*A **bastion***

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.

Look at the stone on the right. It is coquina. Can you see the 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.



Coquina

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.

In this image, you can see the bridge that leads into the fort. It is on the left.

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



*The drawbridge leading from the **ravelin** to the main fort*

Chapter 5

Hernando de Soto

On May 30, 1539, the veteran **conquistador** Hernando de Soto led a group of Spaniards ashore on the western coast of Florida. De Soto staked a flagpole into the sandy beach and claimed the land for the king of Spain on behalf of the Spanish King and Queen who had provided the resources for the journey.



*De Soto's landing in Florida and map of prior Florida **exploration**.*

De Soto was not the first Spaniard to explore Florida. Juan Ponce de León had **explored** the area in 1513 and again in 1521, but he had failed to **establish** a permanent Spanish colony in Florida. Another Spaniard, Pánfilo de Narváez [pahn-fee-lo de nar-vay-uz], also tried to **conquer** Florida but did not succeed. Many of his men died fighting with Natives; others died from dehydration, being lost at sea, or drowning when a hurricane hit and sank their boats. In the end, of the six hundred men who began the **voyage**, only four men managed to get back to Mexico to tell the tale.

Hernando de Soto knew about the **explorations** of Ponce de León and Narváez. He knew it would be dangerous to explore Florida, but he felt he could achieve more than the men who had **explored** before him. After all, de Soto had been in Peru with Francisco Pizarro, one of the most successful of all the **conquistadors**, when Pizarro captured and held for ransom the Inca Emperor, Atahualpa [ah-tah-wal-pa]. De Soto had helped collect the great ransom of silver and gold that made Pizarro very rich.

And de Soto, too, became a very wealthy man through his relationship with Pizarro. Hernando de Soto believed he could make even more money by **conquering** Florida and gathering up the gold that



Hernando de Soto preparing for the expedition.

was rumored to be there. De Soto invested much of his own money in his Florida **expedition**, and he prepared for it carefully. De Soto signed up lots of other experts, including soldiers, sailors, tailors, shoemakers, engineers, and priests. Most of the seven hundred men on his **expedition** were Spaniards, but there were a number of recruits from other countries in Europe. The **expedition** sailed from Spain in April of 1538. After a year in Cuba, de Soto and his men sailed to Florida, arriving at the end of May in 1539.

De Soto sent a **scouting party** inland and discovered an **abandoned** Native village. Finding abandoned Native villages was not unusual. By this time, many Native people had learned about the arrival of Spaniards and many chiefs decided that it would be best to avoid these strangers, so they **abandoned** their villages. Sometimes, they would return to the village after the Spaniards moved away.

De Soto and his men **established** a base in the **abandoned** village and began to explore the surrounding land. They made a surprising discovery on their **exploration** when they found a Spaniard who had been



Hernando de Soto finding Ortiz at de Soto's base camp.

living among Natives and had learned a little of their language. His name was Juan Ortiz, and he had been a member of the **disastrous** Narváez **expedition**. Ortiz's life was spared by the Native Americans, and he was allowed to live amongst them. The Spaniards listened to his stories and decided to make Ortiz one of their **translators**.

De Soto left some men near the coast and took some other men to **explore** inland. He and his men made their way through swamps and forests. They found more

De Soto and his men marching inland.



deserted villages and helped themselves to whatever food and supplies were left behind. Some Native Americans fought the Spanish colonists. De Soto fought viciously, hoping that if the Natives heard how dangerous the Spaniards were, they wouldn't continue to fight.

By mid-September, de Soto and his men arrived at a village called Napituca [na-puh-tue-kah]. The local chief, Vitachuco [vee-ta-choo-ko], seemed friendly, but Juan Ortiz told de Soto that this friendliness might be an act. Ortiz had heard rumors that Vitachuco was plotting against de Soto.

De Soto decided to take no chances. He attacked the people of the village and took Vitachuco prisoner. Vitachuco wasn't treated as poorly as other prisoners. He was allowed to keep some of his servants and often ate with de Soto. De Soto thought that if he kept the chief happy, Vitachuco and his people would cooperate with him. This plan seemed to be working, until one night Vitachuco and his people attacked, in attempt to gain back control over their village. The Spaniards eventually won this battle and killed Vitachuco.

After that battle, the Spaniards went farther north into Florida claiming more land and resources. A Native de Soto took as a prisoner told them of a city to the north in what is now South Carolina called Cofitachequi, [co-fit-a-chehkwee] where the chief was a woman who had lots of gold and pearls.

De Soto and his men went through what is now Georgia and into what is now north-central South Carolina, in search of the these treasures. There they met

De Soto meeting with the Lady of Cofitachequi



la Señora de Cofitachequi, the Lady of Cofitachequi. At first, the Lady of Cofitachequi was friendly, allowing them to stay in her village. She had very little gold, but she did have some pearls that she gave to the Spaniards as gifts. Later, despite her generosity, de Soto arrested the Lady of Cofitachequi, held her hostage, and marched on.

No one is sure what happened to the Lady of Cofitachequi, but some historians say that she remained with de Soto and his men for a while until she had a chance to escape through the woods. The Spaniards could not track her down because they were **unfamiliar** with the land. They never saw her again.

De Soto and his men went on a trek north and west through what is now Georgia and South Carolina, to the edge of the Blue Ridge Mountains. They passed through territory controlled by the Mississippians. Everywhere they went they looked for gold but had very little success. The de Soto **expedition** eventually reached the area now known as Alabama. De Soto and his men were on a search for supplies, land, and gold. On their quest, de Soto and his men were ambushed by the Native Mississippians. This resulted in one of de Soto's biggest battles. They killed more than two thousand Native Mississippians. Only twenty-two of de Soto's men were killed, and two hundred were injured, including de Soto himself. By November



De Soto's route with Native territories marked

of 1540, the de Soto **expedition** had entered into Mississippian territory in northeastern Mississippi. They spent the winter in what they thought was an **abandoned** Native village. However, the Native Mississippians attacked De Soto's men by firing flaming arrows. The Spaniards managed to escape with the help of their stampeding horses, which scared off some of the Native people.

With all of the constant marching and fighting, De Soto's men grew very tired and were ready to go home. They no longer believed that there was much gold to be found in these parts of America. Some of

them began to plan a **mutiny** against de Soto. De Soto, however, did not want to give up and go home empty handed. He pushed his men on. They marched and fought their way west.

In May of 1541, they reached the mighty Mississippi River. De Soto and his men constructed flatboats to carry the men and horses, and crossed the river at night to hide from the Natives.

De Soto crossing the Mississippi



After de Soto and his men crossed the Mississippi River, they **explored** what is now Arkansas. They met Natives near what is now Camden, Arkansas, who lived in tipis and hunted bison. De Soto and his men spent the winter there.

By the spring of 1542, even de Soto was starting to lose faith and energy in his quest for riches. De Soto had found almost no gold. He had lost many of his men, and his horses could barely walk. His **translator**, Juan Ortiz, had died, and the other **translators** were having trouble understanding the local Natives.

In May of 1542, de Soto came down with a bad fever. He spent his days in bed, but the fever got worse. He finally died on May 21, 1542. According to legend, de Soto's men attached stones to his body and then sank it in the Mississippi River, so that the Native Americans would not find it and realize that de Soto had told them a lie about being immortal, or able to live forever.

The remaining men of the de Soto **expedition** made their way back to the Gulf of Mexico where they built seven boats. In July of 1543, they floated along the Gulf Coast, past Texas, and eventually made their way back to the Spanish **outposts** in Mexico. Throughout this

difficult journey, the men on the de Soto **expedition** were the first known Europeans to explore the southeastern United States north and west of present day Florida.



De Soto remembered in the Mississippi

Chapter 6 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** of Texas, including modern-day Amarillo, and then to Oklahoma to Quivira [Kee-VEE-rə], in modern-day Kansas. Here is a quote from his original letter:

"After nine days' march I reached some plains, so vast that I did not find their limit anywhere that I went, although I traveled over them for more than 300 leagues. And I found such a quantity of cows in these, of the kind that I wrote Your Majesty about, which they have in this country, that it is impossible to number them, for while I was journeying through these plains, until I returned to where I first found them, there was not a day that I lost sight of them."


Coronado

In the rest of the letter 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.



A bison, which Coronado called a "cow"

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 forty-two 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.



Tents made of "cowhide"

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.



Copper

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



*The **plains** with bison, called "cows" by Coronado*

Chapter 7

Spanish Settlements

As the Age of the **Conquistadors** was coming to an end, many Spanish explorers realized that the fabulous riches they hoped to find were nowhere to be found. The **expeditions** of de Soto and Coronado ended unsuccessfully, and while Coronado made it back to Spain, he was discouraged after losing the large **investment** he made in his expedition trying to find wealth. Instead, many Spanish explorers began to focus their attention on





De Soto (left) and Coronado (right)

the colonies they had already established farther south in the Caribbean, Mexico, and South America. However, they kept a close watch on their North American colonies by building forts to protect their ships and settlers.

The Spaniards sent missionaries who worked to introduce the Native people to Christianity and convince them to adopt European ways of living. Pedro Menéndez, the first Spanish colonial governor of Florida, was an important influence in having missionaries brought to North America. Menéndez insisted that any ships coming from Spain must include a priest who could serve as a missionary.

The Spanish missionaries made many contributions to American culture by sharing their faith with Spanish settlers and Native Americans. They built many church buildings in early America, also known as **missions**, that are some of the oldest buildings still standing in the United States today.

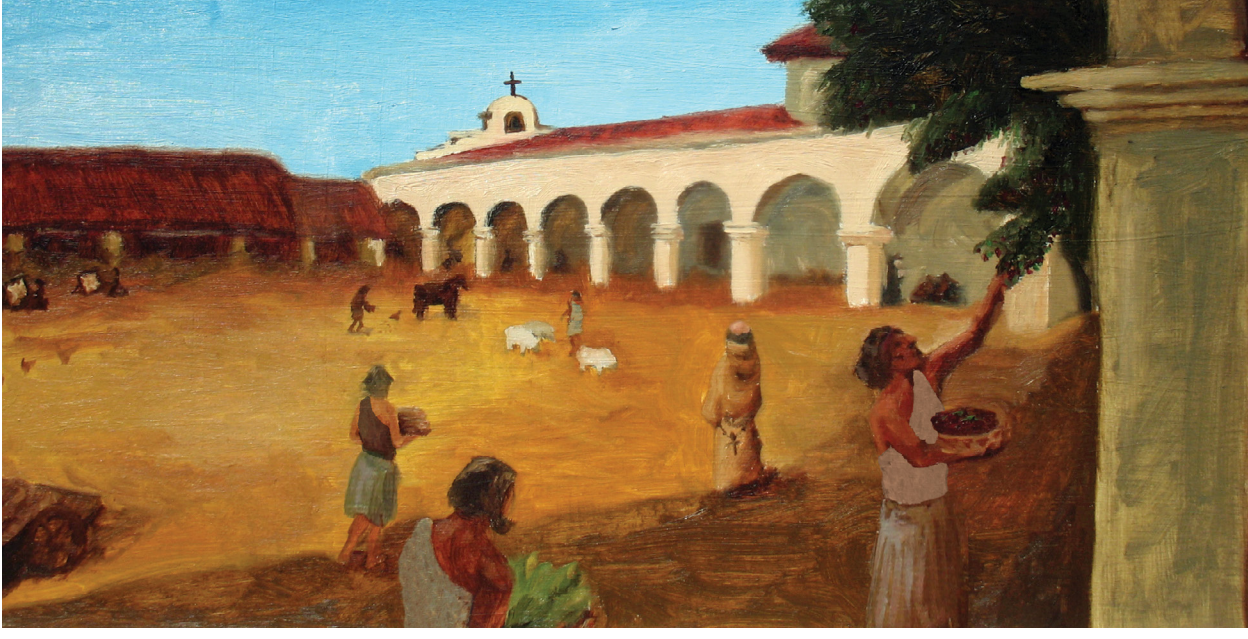
Spanish missionary



In the 1590s, the Spaniards began establishing missions in what is known as the Southwest, including the states we now call New Mexico, Arizona, and Texas. Many American cities in the Southwest began as missions. Some examples include San Diego, San Francisco, San Jose, and Santa Barbara in California as well as San Antonio in Texas.

Every mission was centered around a church. Missionaries would often live in one building. The Native Americans would live within the mission in their own houses. Most missions also included **orchards** and farms where they raised cattle, sheep, and other animals. Most missions also had bakeries, craft shops, and storerooms for the crops grown on the farms and orchards. The Native Americans that the Spaniards encountered already had many skills of their own, including farming, hunting, weaving, pottery making, and weather tracking. However, once Native Americans lived in the missions, the Spanish taught them other skills such as woodworking, soap making, and candle making.

In the missions, the Native people attended a school where they received instruction from priests who taught about Spanish customs, Catholicism, and the Bible. Adults and children were taught to read, write, and speak in Spanish in an effort to **integrate** Native Americans into



Spanish mission

Spanish culture, tradition, and faith. As time went on, the younger generations began growing up immersed in Spanish culture and adopted the language, style of clothing, and cultural traditions taught to them by the missionaries.

From 1682 to 1793, many missions were **established** across Texas. However, not all of them were successful in establishing thriving communities. Many Native American tribes in the southwest were **nomadic**, which meant they often traveled with the seasons or to follow food sources. This meant they weren't interested in settling down on a permanent Spanish mission. However, there were many successful missions in Texas, such as the ones established in San Antonio, Texas. Does the Alamo ring a bell? The Alamo and four other missions built in the 1700s still have an influence on the culture of the city. Mission San



Spanish mission

Jose, Mission San Juan, Mission Espada, and Mission Concepción were all built in the same area near the San Antonio River. These missions are the largest number of Spanish missions in one spot in North America.

Spanish missionaries in San Antonio were successful in integrating Native Americans into the mission community. The San Antonio Missions consisted of multiple churches, granaries, workshops, ranches, and fields with irrigation systems. By the 1700s, many Native Americans in the area spoke Spanish and practiced Christianity. Another success was Mission Espiritu Santo in Goliad, Texas, which became the first large Texas cattle ranch. The cattle and crops raised in the mission were used to trade with other missions in East Texas and Louisiana.

Mission Ysleta, located in El Paso, Texas, is one of the most well-known missions. In 1682, Antonio de Otermín, Fray Francisco de Ayeta, and members of the Tigua Native American tribe helped build the original mission church from logs and reeds. Ysleta became a community meeting place because of its close location to the Rio Grande River. Ysleta was unique because of how well the Spanish and Tigua Native Americans were able to combine their cultures. Even today, it is known as the oldest continuously occupied settlement in Texas.

Around the same time these communities were being built, a Spanish leader named José de Escandón began founding towns and missions along the Rio Grande Valley. Because of his large impact on this area, he is known as the Father of the Lower Rio Grande Valley. In

An old Spanish mission building





Jose Escandón

1746, Escandón was sent by the viceroy of Mexico (or New Spain) to inspect the area between Tampico and the San Antonio River and develop a plan to colonize it. He was made governor and captain general of the colony Nuevo Santander. Under Escandón's plan, he had a budget for the community and five hundred pesos for each colonist who agreed to move to these new towns. It was advertised in many areas and attracted a number of colonists and allies. Escandón brought in many **blacksmiths**, carpenters, and **artisans**, which helped

these communities succeed. Between 1748 and 1755, he founded over twenty towns and missions across the area.

As the United States gained more territory in North America, most of the Spanish missions were abandoned. However, a few of them still operate today throughout Texas, New Mexico, Arizona, and California. Many have been recognized as World Heritage Sites, which means they have been designated as important cultural landmarks. If you ever head to the Southwest, check out some of these historical markers located in cities like El Paso, San Diego, and Tucson.

Photo of a Mission Today



Chapter

8 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.


ATLANTICVS
Carled Town
Charlestown P.
Augustinus
Prom. Floridae
CUBA
VII ANGLIAE REX IOANNEM
AM ET SEBASTIANUM FILIUM
NOMIAE REIQ NAUTICAE PERI
OS ANNO MCCCCXCVI NAVA

John Cabot

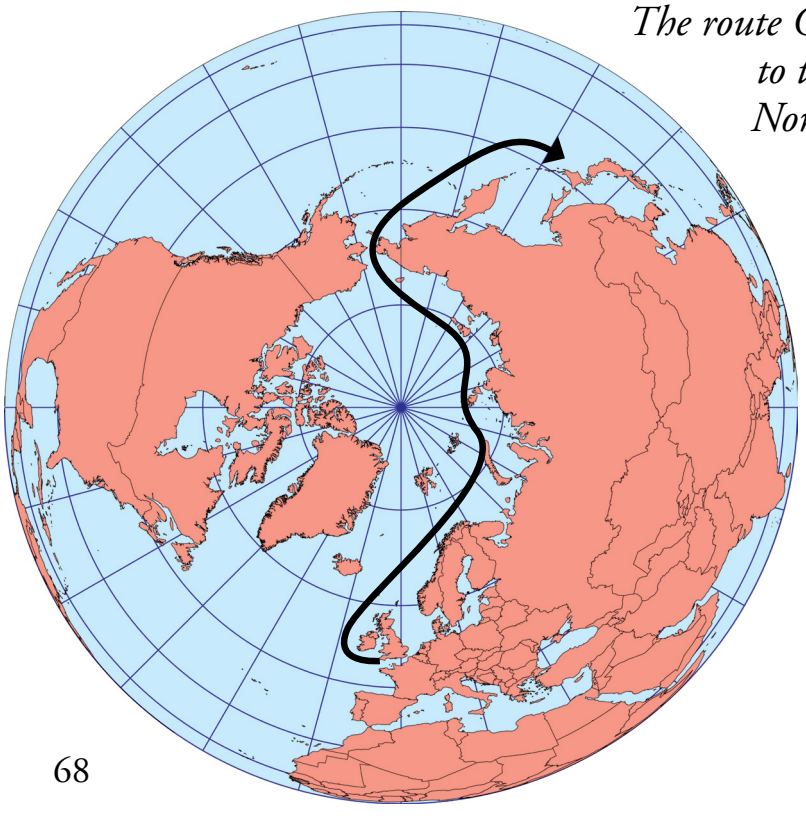
Cabot made his first attempt to find the Northwest Passage in 1496. This attempt was a failure. He had a disagreement with some members of his crew. There was also a shortage of food and he ran into bad weather. Cabot decided to turn back for England.

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.



The circled area is the Grand Banks.

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.



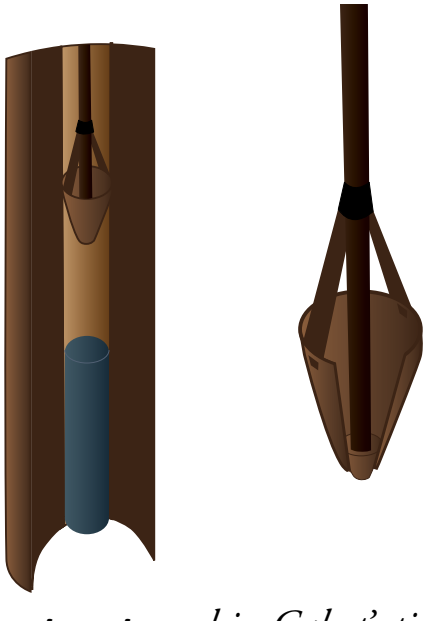
The route Cabot intended to take to find the Northwest Passage

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**.



*A **bilge pump** used in Cabot's time*

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 now 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.



Hardtack

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?



A replica of the Niña docked in Corpus Christi, Texas.

Chapter

9 Henry Hudson

John Cabot was not the only person who wanted to find a Northwest Passage to the Indies. English explorer Henry Hudson had the same goal. Very little is known about Henry Hudson's early life, but we do know he had an interest in **exploring** Arctic geography.

Hudson made his first attempt to find the Northwest Passage in 1607, more than a hundred years after Cabot made his **voyages**. Hudson's idea about how he might





Portrait of Henry Hudson and map showing his sailing idea



Hudson's boat stuck in pack ice

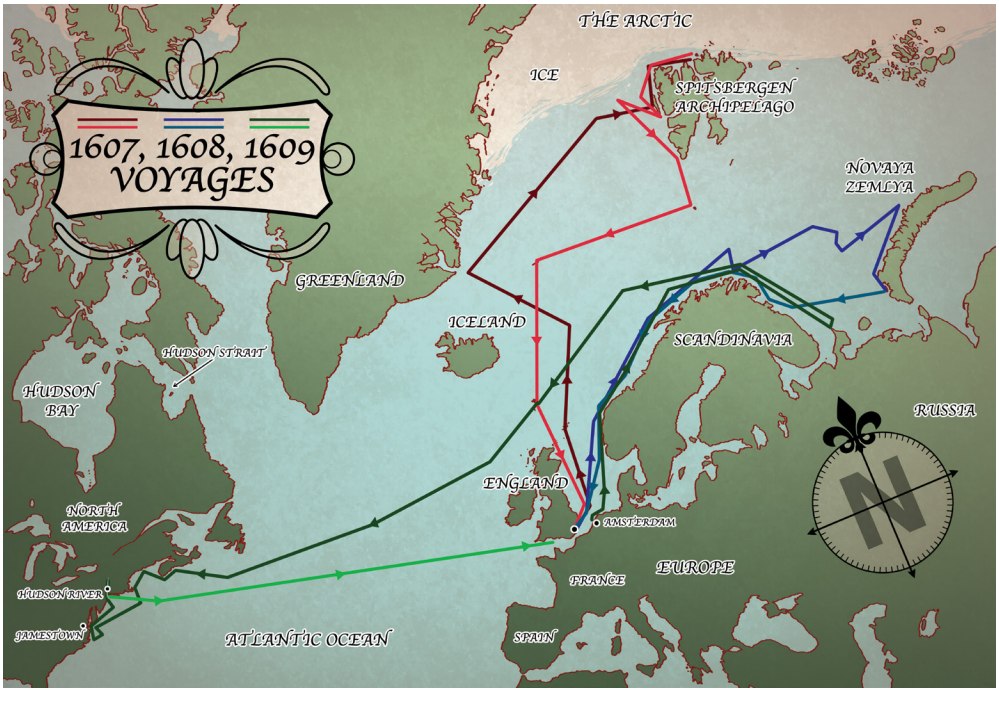
get to the Indies was similar to Cabot's. Hudson's idea was to sail north, right over the North Pole. He knew the polar region was cold and icy, but he also knew that the sun never set during the summer months. He thought the summer sun might melt a lot of the ice, making it possible to sail over the top of the earth and come out on the other side of the world in Asia.

In May of 1607, Hudson **embarked** from England with a single ship called the *Hopewell*. Six weeks later his men sighted the eastern coast of Greenland. Hudson sailed along the eastern coast of Greenland and then turned and sailed northeast because there was so much ice. During their **voyage**, he and his men saw many **unfamiliar** creatures, including whales, seals, and walruses.

In mid-July they reached the Spitsbergen **archipelago** [ahr-kuh-pel-uh-goh] which is a chain of islands that has an arctic climate. When Hudson tried to **navigate** this region, it was surrounded by pack ice, or frozen seawater. On May 16, Hudson's ship almost got stuck in the ice. For a while, it was "touch and go." A few days later, Hudson decided he could not reach the North Pole because of all the ice. He turned around and sailed back to England.

In 1608, Hudson made a second attempt to reach the East Indies by sailing the *Hopewell* across the North Pole. He sailed north of Scandinavia and Russia. He sailed more than two thousand five hundred miles, making it to the islands off the coast of Russia known as Novaya Zemlya ("New Land"). But again, there was so much ice in the water that he had to turn back.

In 1609, Hudson made a third attempt to find the Northwest Passage. This time he sailed for the Dutch under the Dutch East India Company. The Dutch East India Company was a **trading company** that formed to protect their **trade** in what was called the East Indies. The company hired Hudson and told him to follow a similar route he had attempted on his previous **voyage**, sailing north of Scandinavia and Russia. The hope was that he would be able to sail over the top of the



Map showing Hudson's three ***voyages***

earth and land in Asia. Hudson left Amsterdam, the Netherlands, in April of 1609, onboard the Dutch ship, the *Half Moon*. As he made his way north, he saw more and more ice. Eventually, there was so much ice that Hudson decided to give up and turn around in mid-May.

Instead of sailing back to Amsterdam, as he had been told to do, Hudson decided to sail west. Hudson sailed across the Atlantic and sighted Newfoundland on July 12. He sailed along the coast of North America, **exploring** much of what is now the east coast of United States. He and his men sailed as far south as Virginia, where the Jamestown settlement had recently been **established**. Then they turned north.



Hudson sailing upriver

On September 3, they came upon a large river that emptied into the Atlantic. Hudson and his men **explored** the river, sailing upstream. When Hudson saw the river widening out, he thought the river he was **exploring** might be the Northwest Passage that he and **explorers** before him had been seeking for years. Farther upstream, the river **narrowed**, and Hudson began to think maybe it would not lead him through the continent. Nevertheless, it was an interesting discovery. Hudson claimed the area for the Netherlands and the Dutch.

Hudson and his crew encountered many Native Americans of the **Algonquian**-speaking tribes on their trip up the river. Some Native Americans tried to attack them but others visited the ship to **trade**. The Natives offered furs to Hudson in **trade**, and this started the fur **trade** along the Hudson River. One group invited Hudson to dinner. Later, Hudson described what he had experienced in his journal:

"I sailed to the shore in one of their canoes, with an old man who was the chief of a tribe consisting of forty men and seventeen women. These I saw there, in a house well-constructed of oak bark, and circular in shape, so

Hudson eating with Native Americans



that it had the appearance of being built with an arched roof. It contained a great quantity of maize or Indian corn, and beans of the last year's growth; and there lay near the house, for the purpose of drying, enough to load three ships, besides what was growing in the fields. On our coming into the house, two mats were spread out to sit upon, and some food was immediately served in well-made red wooden bowls.

Two men . . . brought in a pair of pigeons, which they had shot. . . They supposed that I would remain with them for the night; but I returned, after a short time, on board the ship. The land is the finest for **cultivation** that I ever in my life set foot upon, and it also **abounds** in trees of every description. These Natives are a very good people; for when they saw that I would not remain, they supposed that I was afraid of their bows; and, taking their arrows, they broke them in pieces and threw them into the fire."

In late September, Hudson decided to sail back to Europe. He himself wanted to stay in the Americas for the winter, but his men were tired of **exploring** and were threatening to **mutiny**.

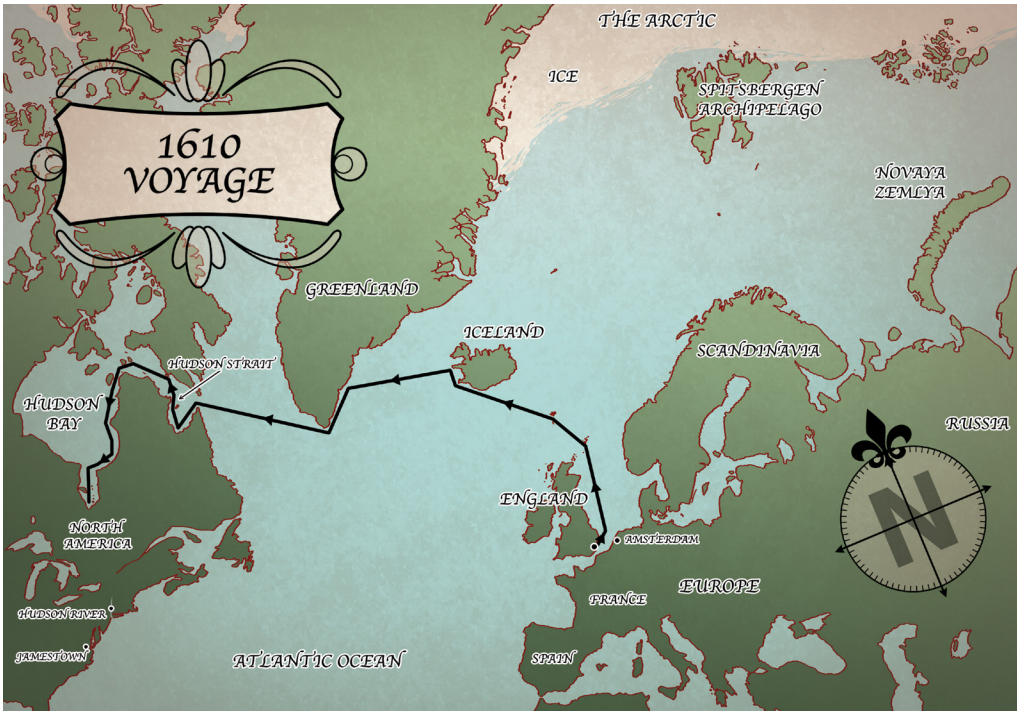
The river Hudson discovered on his third **voyage** was later named after him. Even today it is known as



Hudson River today

the Hudson River. Other Dutchmen came to this part of the world after Hudson. They built a city at the mouth of the Hudson River, on an island the Natives called Mannahatta. The Dutch called this city New Amsterdam. Later its name was changed to New York. Today, Manhattan is the name of one of the parts of New York City and New York City is the most populous city in the United States.

In 1610, Hudson set off on a fourth **voyage**. This time he was sponsored by two English companies—the Virginia Company and the British East India Company. Similar to the Dutch East India Company, these companies were also **trading companies**. Hudson's goal was the same: to find a Northwest Passage, a water route that would lead through the American continent and allow ships to sail to Asia.



Map of fourth ***voyage***

Hudson sailed west, but he stayed far to the north. He reached Greenland in early June. A few weeks later he and his men found a large **strait** that led into the center of North America. Hudson hoped it might lead all the way through to Asia.

On August 2, Hudson sailed out of the **strait** and into a large bay. Today this bay is known as the Hudson Bay, and the **strait** is known as the Hudson **Strait**. Hudson spent the next few months **exploring** the coast of the bay.

In November, his ship got stuck in the ice. He and his crew had to go ashore for the winter. It was a difficult, freezing cold winter. The men were fighting with Hudson as well as with one another. Several of them fell ill with **scurvy**, a disease that preys on people who have not been eating a healthy, balanced diet.

When spring came, Hudson wanted to **explore** some more. Most of the men on the ship wanted to sail back to England. A big fight broke out.

In the end, the sailors **mutinied**. They put Hudson, his son, and some others they did not like in a small, open boat and sailed away. Henry Hudson, the great **explorer**, was never heard from again.

*Hudson **abandoned** by his crew*



Chapter

10 Samuel de Champlain



The French **explorer** Samuel de Champlain made his first **voyages** to North America around the time Henry Hudson was trying to find the Northwest Passage. Champlain earned a **reputation** for being a talented **navigator** by leading



Samuel de Champlain and map of New France

a two-year **expedition** to the West Indies and Central America. The son of a sea captain, he was not born into high social **status** in France, but his accomplishments as a **navigator** and talented mapmaker earned him an **honorary** title of "royal geographer" from King Henry IV in his court.

In 1603, Champlain was invited to sail in a French fur-**trading expedition** to an area known at the time as "New France" in present-day Canada. Decades before Champlain's **expeditions**, in 1534, a French **navigator** and **explorer**, Jacques Cartier, claimed the shores of the St. Lawrence River, the Gulf of St. Lawrence, and the areas now known as Newfoundland and Nova Scotia in honor of France. Cartier's attempt to colonize an area around present-day Quebec failed at that time, but these **explorations** were only the beginning of a fur-**trading** relationship between France and the Natives in the area of "New France."

The goal of Champlain's 1603 **expedition** was to **trade** with the Native people in the area of "New France" and return home with beaver **pelts** and other furs that could be sold in France. During this **voyage**, Champlain talked to fur **traders** and fishermen and met Native people of the areas he visited. He made a map of the St. Lawrence River, a long river that flows away from the



Champlain on fur trading expedition

Great Lakes and empties into the Atlantic Ocean. When he returned home to France, Champlain published a report on his **expedition**.

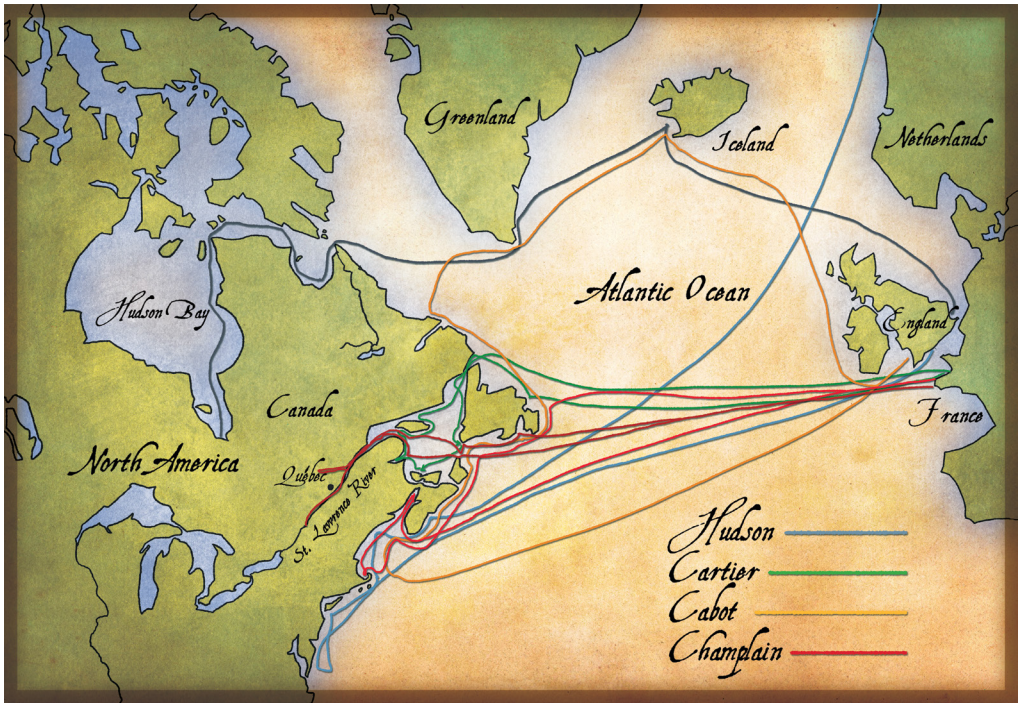
By 1604, Champlain took part in an attempt to start a French colony in "New France" with a small group of colonists. They suffered a difficult winter in their original settlement near the mouth of the St. Croix River, during which almost half of the colonists died. After Champlain and a few men **scouted** the surrounding area, the surviving colonists moved to the area presently known as Nova Scotia. This colonization

attempt was not a success, but Champlain took this time to explore and map areas along the Atlantic coast, eventually sailing as far south as Cape Cod.

After **exploring** several possible locations along the northeastern Atlantic coast, Champlain decided that the best place for a French colony was along the St. Lawrence River. Champlain **envisioned** this colony becoming a control center for the fur **trade**. This was a sign of an important change in the way Europeans thought about North America. John Cabot and Henry Hudson had been trying to find a way to go around America, or a

French colonists leaving the settlement in winter





Map of St. Lawrence River colony with maps of routes around America

way to go through it. They were not especially interested in America and its resources. They were interested in goods from Asia and what was called the East Indies, such as **spices** and silk. They thought of America as something that was blocking their way. With Champlain, there was a new way of thinking.

Champlain was still interested in finding a Northwest Passage. He went on several **expeditions** where that was an important goal. But he and many of the men who came after him began to think of North America not just

as an obstacle on the path to more **profitable** places, but as a place that was **profitable** in its own right—and a place that might be worth settling.

In 1608, Champlain received permission to lead an **expedition** of three ships and about thirty-two colonists from France. He sailed up the river and **established** a settlement, which was named Quebec City. Only nine of the original colonists, including Champlain, survived the first cold winter in Quebec City, but more settlers arrived the following June. At first, Quebec City was little more than a fort, but Champlain had a dream—he hoped that Quebec City would be the capital of a large and prosperous French colony. He spent the rest of his life working to make that dream a reality.

Settling Quebec City



Champlain set up a fur-**trading** station in Quebec City. Native Americans could bring animal furs to the city, and French **traders** would buy the furs and ship them back to France.

To ensure protection for the settlement in Quebec City, Champlain made an agreement with some of the tribes who lived along the St. Lawrence, including the Huron and the **Algonquin** people. He supported these tribes in a war against the Iroquois, a large group of tribes who lived to the south in what is now New York State. Champlain led **expeditions** against the Iroquois and in 1609, he became the first European to visit the

*Champlain **trading** with Native allies*



lake that is now named for him, Lake Champlain. In 1615, he became the first known European to arrive at the Great Lakes. There was more than just a military alliance between Champlain and the tribes, however; they learned things from each other as well. Even the name of the new city, Quebec, was borrowed from the **Algonquian** language spoken by many Native Americans throughout North America. The word Quebec comes from the **Algonquian** word "**kebek"** meaning "where the river **narrows**." Both the Algonquian and Iroquois tribes still have thriving cultures, with many of their people still living in these regions today.

Champlain made several trips to France to **recruit** new settlers and secure French government support of his colony. He eventually married and brought his new wife to settle with him in Quebec City. He also brought missionaries to "New France" to teach the Native people about Christianity. The missionaries worked with the fur **traders** and the settlers to extend French settlements farther inland. In the end, Champlain was successful. The colony of Quebec did not just survive; it prospered. It became the first permanent French settlement on the continent of North America. The areas that made up "New France" remained part of the French empire for



French missionaries

more than a hundred years and, in time, became part of a larger country now known as Canada.

Over the last couple of weeks, you have learned about many European **explorers** and their **expeditions**. You have learned that they were all so intrigued by stories of wealth, **spices**, and gold that they decided to **explore unfamiliar** lands and seas. These **explorers embarked** on investigative travels to find answers to their questions.

Now it's our turn to ask a question: Who was the first known European to explore America?



European ***explorers***

As you have heard, Christopher Columbus is the European often credited with "discovering" the Americas. While searching for a route to the East Indies, he unintentionally arrived at the islands in the Caribbean, now known as the West Indies.

John Cabot landed in a part of Canada that we call Newfoundland. Newfoundland, like the islands of the Caribbean, were not empty, but filled with people who inhabited it already.

All of the European **explorers** we've learned about—Columbus, Ponce de León, de Soto, Coronado, de Vaca, Cabot, Hudson, and Champlain—landed in many different parts of the Americas, claiming their discoveries

in honor of their countries. Without their knowledge, these explorers made landfall in places in North America that people were already living. Who were these people?

What do you remember about the Native Americans? There were millions of Native people in the Americas when European explorers first arrived.

The Native peoples lived according to their own customs and cultures, had developed their own farming, trade, and economic systems, and built great civilizations in the Americas. Europeans **exploring** and later settling in the Americas brought with them their own cultures and curiosity. Unintentionally, explorers brought over diseases which resulted in the deaths of millions of Native Americans.

Although we cannot know for sure who were the first people living in the Americas and when or how they arrived, what we can say for certain is that the history, culture, and legacy of both the Native Americans and the European **explorers** are still evident today.






Native Americans

Chapter 11 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.



A beaver hat

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.



*A **trading post***

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.

On the page that follows 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.



Lake Champlain in the fall

Many different Native groups lived in these lands. The French 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.

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**.



A beaver has thick fur that was used to make hats.

Many of the things the 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.







*Items like tobacco, kettles, and fishhooks were **traded** for **pelts**.*



A beaver

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.

Chapter 12 Early Explorers

Columbus set sail for the Indies,
the Bahamas he found, **unsought**.
His men searched for riches a'plenty
But it didn't go quite as he thought.

John Cabot sailed over from England.
He and his crew discovered new land.
He introduced the world to Canada,
through trade he helped them expand.

Another explorer, de Vaca,
Was sent to find land for the King.
The first explorer to journey to Texas,
His experience was very **daunting**.

De Soto and his crew set out
He first landed down in Peru
They made it back up to Florida
There was much more exploring to do.

Coronado set out for Mexico,
"Search for gold" was his motto.
He saw the Grand Canyon and many more landmarks
on his **quest** for El Dorado.

Henry Hudson searched for the Northwest Passage,
"A shortcut East is what I foresee."
He never did find it, but what he provided
taught new explorers about what they would see.

These early explorers, plus many more,
They found new land long ago.
They **documented** their travels, they couldn't have
imagined that they would be studied so.

Chapter

12 Caribbean Words

Did you know that some words we use every day come from the Caribbean, an area of islands between North and South America? These are words that were used by Native people before Columbus and the **conquistadors** came. Later, they were picked up by Europeans who came to the Americas, including English speakers.

For each of the following words, there are clues that will help you try to guess it.



The area inside the gray line on the map is part of the Caribbean.

Clues for Word #1

- This word describes a big storm.
- The winds in this storm swirl around in a big circle. This kind of storm is sort of like a tornado but it's much bigger. However, unlike a tornado, this kind of storm usually travels over water. It gets weaker when it travels over land.
- People who live on the Gulf Coast of Texas have to worry about this kind of storm. The winds it brings can damage houses near the beach and can even knock houses to the ground.
- The name of this storm sort of rhymes with window pane.

What is the word? (Turn the **page** to see the answer.)



The effects of a hurricane

Answer to last riddle: *hurricane*

The word, hurricane, comes from the Carib language. The people of the Caribbean know all about hurricanes because several of these big storms sweep through the Caribbean every year. Most of the storms occur in the summer and the fall.

Clues for Word #2

- This word is a kind of boat.
- This is a small boat that seats two or three people.
- The people in the boat face forward and use paddles to make it go. The person in front usually pulls straight back using a paddle. The person in back uses a paddle to **steer**.
- It's best not to stand up in this kind of boat. If you do, it might tip over.
- This word sort of rhymes with bamboo.



A dugout canoe

Answer to last riddle: *canoe*

The people of the Caribbean used canoes to paddle from island to island. They cut down a tree. Using tools and fire, they dug out a canoe from the tree trunk. People in other places also used this kind of boat. But the word, canoe, comes from the Caribbean.

Clues for Word #3

- This word names a kind of food and also a kind of cooking.
- If your dad cooks outside over a smoky fire, he probably likes this kind of cooking.
- Some people like to cook pork this way. Other people like to cook beef or chicken.
- Another way to say this word is BBQ.



Barbecue cooking on a grill

Answer to last riddle: *barbecue*

The people of the Caribbean cooked food over an open fire and called it barbricot. This is where the word, barbecue, sometimes spelled as barbeque, came from.

Clues for Word #4

- This is a vegetable that was unknown in Europe before the Spaniards arrived in the Americas, but then it quickly spread around the world.
- Some people like to eat this vegetable baked. They might put butter on top or maybe sour cream.
- Other people like to thinly slice this vegetable and cook it in hot oil. This makes chips that crunch in your mouth.
- Still other people like to cut this vegetable into long, skinny rectangles and fry it. If you've ever had french fries, you have tasted this vegetable.





Potatoes and french fries

Answer to last riddle: *potato*

The potato is a root vegetable that was grown in what is now Peru, in South America. It was also grown elsewhere in the Americas. The people of Peru called it the papa. The Caribbean people called it the batata. The Spanish called it the patata. We call it the potato.

The potato was eventually carried back to Europe. People discovered that it was **cheap** and grew well in many countries. By the late 1700s, lots of farmers in Europe were growing potatoes. The potato became an important crop.

French fries seem to have been invented a little later, probably in France. Thomas Jefferson mentioned fried potatoes around 1805, probably learning about them from a French cook.

Today, french fries are very **popular**. You can order them in tons of restaurants all around the world.

Glossary for *The Age of Exploration*

A

abandon—to leave somewhere, never to return (**abandoned**)

abounds—occurs in great quantities

accurate—correct

achievements—special accomplishments that come from great effort or hard work

Algonquian—a member of the Native American people who lived in what is now Canada

archipelago—a chain of islands

artisan—a skilled worker who makes things by hand

ashore—on land

attempt—an act of trying

B

barbarous—wild, sometimes violent

barter—to trade by exchanging goods and services instead of paying or accepting money for them

bastion—a raised gun platform in a fort

bilge pump—a device used to remove water from the bottom part of a ship

blazed—marked or shown by marking a path or route

boast—to brag (**boasted**)

C

charter—a formal document that gives rights to a person or group of people; kings often issued charters to explorers so explorers would search for land and treasure on behalf of the king

cheap—does not cost much

claim—to say something belongs to you (**claims**, **claimed**)

compass—a tool used for finding directions with a magnetic pointer that always points north

conquistador—a former warrior, usually from Spain, who took control of something by force (**conquistadors**)

continuously—without stopping

convince—to talk someone into something by giving good reasons (**convinced**)

copper—a reddish-brown mineral found in the earth

cultivation—the growing of crops; the caring for crops

D

daunting—difficult or scary

dead reckoning—a way to measure speed when traveling through water by throwing a knotted rope with a piece of wood on the end overboard and observing how much of and how fast the rope is pulled into the water

destroy—to completely ruin so that it no longer exists (**destroyed**)

disastrous—refers to something that causes great suffering or loss

device—a piece of equipment that does a specific job

distant—far away

documented— written down or recorded

E

embarked—left for a trip or journey

envisioned—imagined what something would look like or be like

equator—an imaginary line around the middle of the earth that is equally far from both the North Pole and South Pole

establish—to start something that is meant to last a long time (**established**)

estate—everything a person owns

estimate—to make a guess based on information you have; a guess made based on information you have

expanse—a large, open area

expect—to think something will probably happen (**expected**)

expedition—a long trip made for a specific purpose (**expeditions**)

expensive—costs a lot of money

explorer—a person who sets out to find new things (**exploration**, **explorations**, **explorers**, **explored**, **exploring**)

F

felt—thick cloth made from wool, fur, or other fibers

fine—excellent (**finest**)

flavor—taste (**flavors**)

forerunner—something that came before

fort—a large building constructed to survive enemy attacks

fortress—a strong fort

fossil—a bone, shell, or other remains of a plant or animal from millions of years ago that has formed rock (**fossils**)

funding—money provided for a special purpose

G

gadget—a small tool (**gadgets**)

granaries—storage spaces for grain

grind—to crush something into small pieces or powder (**ground**)

H

hardtack—hard bread that has been baked many times

honorary—relating to a position or title awarded to a person who is honored, or greatly respected, as a sign of achievement or rank

hourglass—a tool for measuring time; it is a glass container with an upper part and lower part connected in the middle by a narrow tube and sand falls from the upper part into the lower part in a fixed amount of time, usually an hour

hull—the outer covering of a seed or fruit

humble—respectful, not thinking you are better than others

I

iceberg—a large mass of ice floating in the ocean (**icebergs**)

import—to bring in from somewhere else (**imported**)

impressive—deserving attention or respect

in exchange—the act of giving something and receiving something of similar value in return

income—money earned, mostly from working

integrate—combine things to make a whole (**integrates**)

investment—money used to earn more money

K

keep track—to continue to be aware of (**keeping track**, **kept track**)

kernel—seed

L

landfall—the very first land a person sees or reaches after a flight or voyage by sea

landmark—an object on land that is easy to see and recognize (**landmarks**)

landmass—a large, continuous area of land, such as a continent

league—a distance between 2.4 and 4.6 miles

lordship—authority and power of a lord or high-ranking person

lush—covered with healthy, green plants

M

magnet—a piece of metal that attracts iron or steel and has a north and south pole; Earth is a magnet (**magnets**)

magnetic field—the area around each pole of a magnet that has the power to attract other metals

mainland—a large area of land, not including islands, that makes up the main part of a country or region

maize—corn

method—a way of doing things

missions—communities set up to share ways of life with people from one religion to another

moat—a deep ditch, usually filled with water, dug around a fort or castle to prevent enemy attacks

mulberry—a dark purple berry (**mulberries**)

mutiny—a refusal by followers to obey the rules and orders of the person in charge; rebellion

N

narrowed—became narrower, or not as wide (**narrows**)

navigator—a person who decides which direction to go or which route to take, especially on a ship or airplane (**navigate**)

noble—a person from a family of high social rank, similar to patricians in ancient Rome (**nobles**)

nomadic—describing a person or tribe that travels with the seasons or to follow food sources

O

obtain—to get (**obtained**)

occupied—lived and worked in

outposts—military stations some distance away from the main base

orchards—land where fruit trees are planted

overrun—to exist in large numbers

overwhelm—to take over completely

P

page—a boy servant (**pages**)

party—a group of people brought together for a specific purpose; a specific person

pelt—an animal skin with fur still on it (**pelts**)

peppercorn—a dried berry from a plant that is used to make pepper (**peppercorns**)

plain—a large, flat area of land with no trees (**plains**)

popular—liked by many people

precious—very valuable

profitable—makes money

property—buildings, land, and livestock that someone owns

prune—a dried plum (**prunes**)

Q

quantities—amounts or numbers of something

quest— a journey to find something

R

ravelin—a small building you must pass through first in order to enter a fort or castle

rebel—to fight against the person or people in charge (**rebelled, rebellion**)

recruit— to persuade someone to become a new member of a group or organization

reputation the public opinion by which someone or something is perceived

royal—relating to a king or queen

S

scarce—hard to find

scouting—exploring or searching for something (**scouted**)

scroll—a paper rolled up into a tube (**scrolls**)

scurvy—a disease caused by not eating enough fruits or vegetables with vitamin C, leading to spongy gums, loose teeth, skin spots, and sometimes death

shallow—not deep

shatter—to suddenly break into many small pieces

shortage—when there is not enough

slash—to make a path by cutting plants (**slashed**)

solid—firm and hard

spice—a substance from a plant that has a specific smell or taste and is used to add flavor to food (**spices**)

spoil—to become rotten and not able to be eaten

status—the position of someone compared to others in that group

steer—to control the direction of

strait—a narrow passage of water connecting two larger bodies of water

substantially—great in size, value, or importance

T

tan—to turn animal skin into leather using a specific process

territory—a large area of land with defined boundaries

throne—the power and authority of a king or queen

trade—to exchange something you have for something someone else has; the act of exchanging goods (**traders**, **traded**, **trading**)

trading company—a group formed and hired to explore, find resources, trade, buy, and sell goods for a profit

trading post—a place far away from towns where people buy, sell, and trade things (**trading posts**)

translator—a person who can communicate by changing the words of one language to another

treaty—a formal agreement between groups of people, often to stop fighting (**treaties**)

trek— a difficult journey or trip

U

unfamiliar—not known, not experienced

unsought— not looking for or wanting to find something

V

vassal—a person who is loyal and serves a lord or king

vast—very great in size or amount

viceroy—a person sent by the king to rule a colony

voyage—a long journey, usually by water

W

watch—the time that someone is on duty to guard or protect something

weevil—a small beetle (**weevils**)

whiz—a person who is extremely skilled at something

wreck—to destroy, ruin (**wrecked**)

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ENGLISH

THE AGE OF EXPLORATION

GRADE 3 UNIT 8 | READER

EDITION 1

