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Exploring Social Studies: Colorado—Grade 3

This sample includes the following:

- Management Guide Cover (1 page)**
- Table of Contents (1 page)**
- Program Description (4 pages)**
- Unit Titles and Essential Questions (1 page)**
- How to Use This Resource (2 pages)**
- Reader (19 pages)**
- Reader Lesson Plan (16 pages)**
- Primary Sources Teacher's Guide Cover (1 page)**
- Table of Contents (1 page)**
- Primary Sources Lesson Plan (10 pages)**
- Primary Source Card (2 pages)**

To Create a World ⁱⁿ which
Children Love to Learn!

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Management Guide

Grades K-3

EXPLORING
Social Studies

Colorado



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WELCOME



Dear Educators,

For today's students to learn crucial critical-thinking and problem-solving skills, it is necessary to reach beyond the textbook. At Teacher Created Materials, we understand that an integrated and innovative approach to content-area instruction helps prepare your students for college and career. The educational materials we create have been designed *by* teachers *for* teachers and students since 1977. Our research-based resources are developed to meet standards and encourage a lifelong love of learning—making teaching more effective and learning more fun!

This is why we're proud to present *Exploring Social Studies*, our newest standards-based program designed to meet your curricular needs. This resource offers an integrated English language arts curriculum in a non-textbook format that specifically addresses standards for social studies, English language arts, and English language proficiency.

Exploring Social Studies builds literacy skills and social studies content knowledge with high-interest readers, reader's theater scripts, project-based learning tasks, and primary sources that support whole-class and small-group instruction as well as a Balanced Literacy approach to instruction.

We hope that you and your students will enjoy this innovative approach to social studies instruction. Your goal is our goal: *to create a world in which children love to learn!*

Your partner in education,

Corinne Burton
President, Teacher Created Materials

PROGRAM OVERVIEW

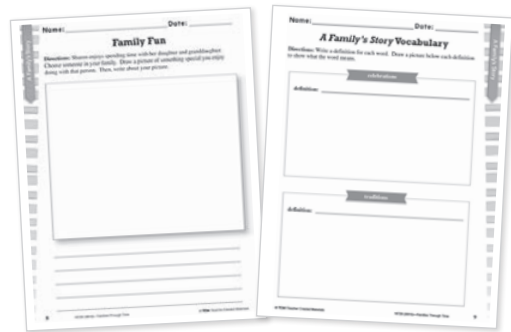
CONTENT

This curriculum includes **high-interest student texts**, comprehensive **lesson plans** for simple implementation, **assessment materials**, project-based learning activities, and **engaging primary sources** to deepen students' content knowledge and analytical skills.

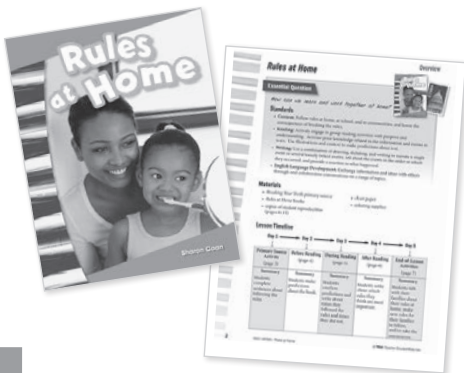


LITERACY

Students learn to **listen**, **speak**, **read**, and **write** while focusing on social studies content. Student texts are leveled to ensure they are accessible. Lessons encourage **close reading** and provide opportunities for **writing** and **vocabulary** development.

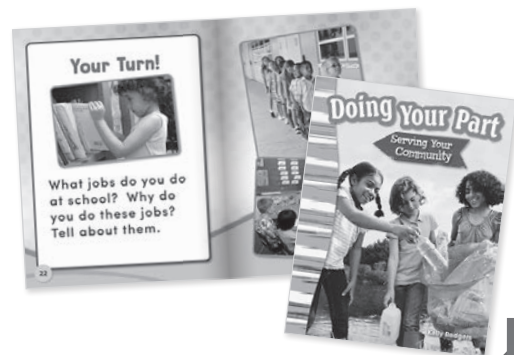


Students engage in **inquiry activities** as they analyze complex texts and **primary sources**. Specific **essential questions** encourage meaningful research where students exercise critical thinking to ask and answer relevant questions.



INQUIRY

Key student texts and teacher lessons deal specifically with citizenship and **democratic values**. Activities encourage students to **get involved** in their own schools and communities and become responsible citizens who **take action to solve problems**.



CITIZENSHIP

PROGRAM DESCRIPTION

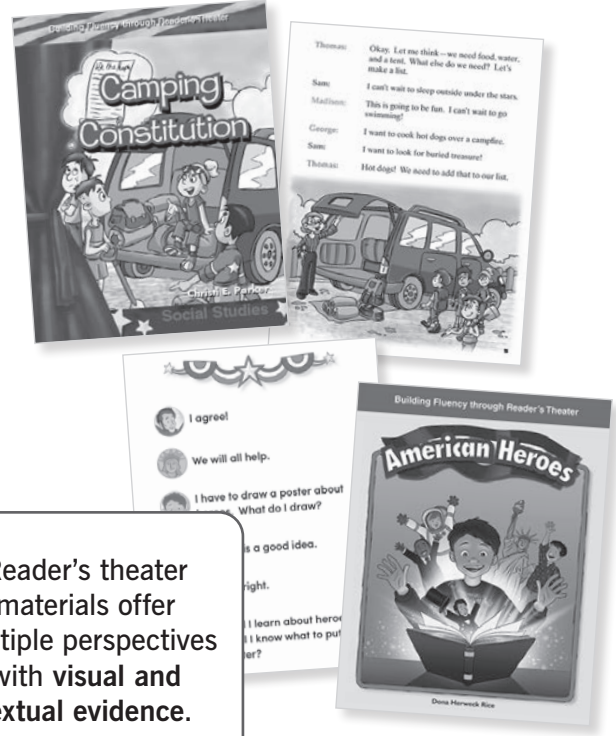
STUDENT TEXTS

Content-Area Readers



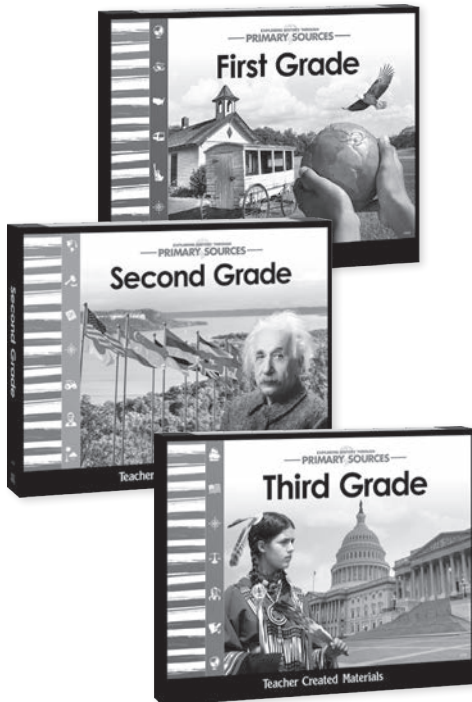
Content-area readers integrate history, geography, economics, and civics information.

Reader's Theater Scripts

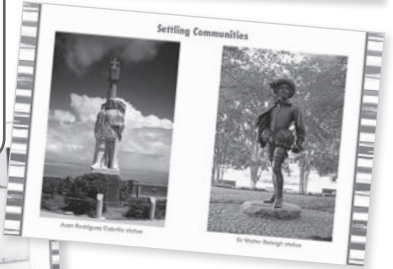
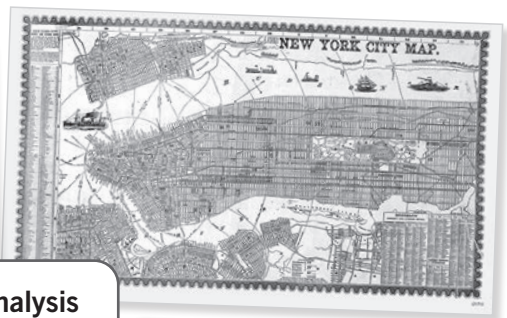


Reader's theater materials offer multiple perspectives with visual and textual evidence.

PRIMARY SOURCES



Inquiry-based analysis of primary sources allows students to build deep understandings of history.

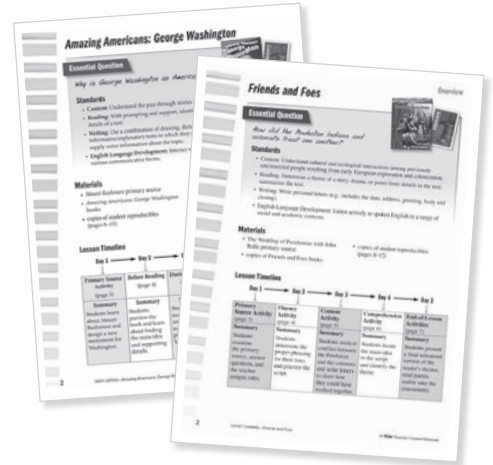
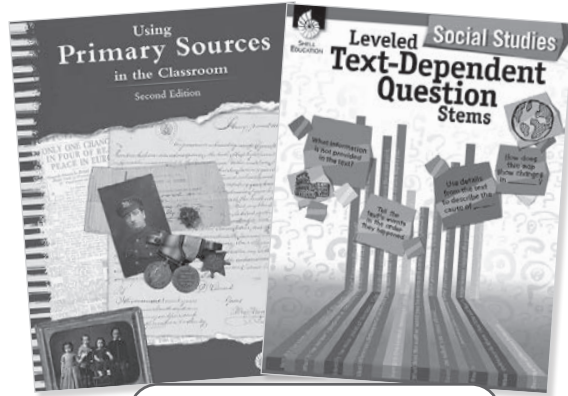
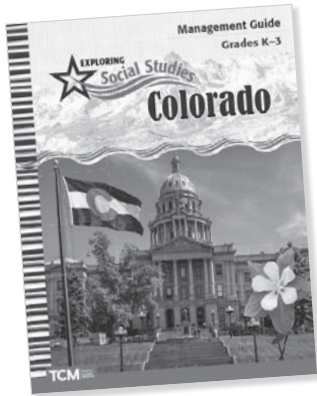


TEACHER RESOURCES

Management Guide

Professional Resources

Lesson Plans



Management Guide provides program information and research-based teaching ideas.

Professional resources and professional development build teaching expertise.

Lesson plans include key instruction, essential questions, and constructed-response assessments.

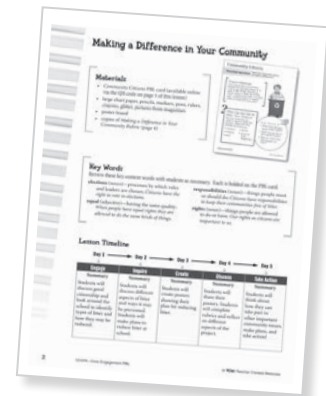
PROJECT-BASED LEARNING (digital only)

PBL Cards

PBL Lesson Plans



Project-based learning activities offer engaging opportunities to collaborate and interact with history.

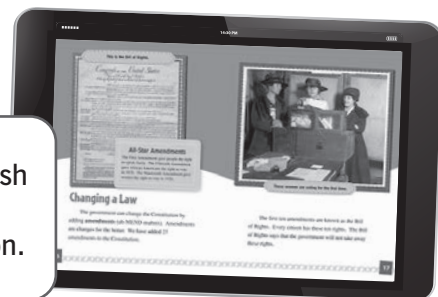


PBL lessons encourage collaboration and problem solving among student groups.

DIGITAL RESOURCES



Ebooks, audio recordings, and English learner support increase student engagement and enhance instruction.



Unit Titles and Essential Questions

Exploring Social Studies uses an integrated English language arts approach to address social studies content standards, English language arts standards, and English language development. Listed here for grades K–5 are the units that focus on thematic social studies concepts and each unit’s essential question.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
K KINDERGARTEN	Good Citizens What are our responsibilities as members of a community?	People Around the World How does geography affect how people live around the world?	Economic Choices What are the differences between needs and wants?	Language of the Past How do we talk about the past?	n/a	n/a
1 GRADE	The Language of Time Why is it important to understand time?	My Family How are families the same and different?	Geographic Tools How do maps and globes represent Earth?	Connections through Geography How does a person’s place in the world affect others?	Jobs and Income What types of jobs exist, and how do people meet financial goals?	Symbols and Leaders What are important symbols and leaders of the United States?
2 GRADE	How Geographers Talk about the World How do maps help to identify cultural, human, political, and natural features?	Geography of My Community How do communities manage, modify, and depend on the environment?	My Community in the Past How can historical sources and tools help to study a community?	My Role in the Community How do people engage in civic participation?	Conflict and Cooperation in My Community How do communities manage resources and resolve conflict?	Decision Making What affects financial decision making?
3 GRADE	Our Democratic Community How do democratic communities solve problems through civil discourse?	Regions of Our World In what ways are regions of the world similar and different?	Investigating Geographic Problems What geographic problems do communities deal with, and how do they solve those problems?	Economics and You: Financial Goals How can people earn and save money, and how does trade affect the economy?	n/a	n/a
4 GRADE	Colorado’s History What can we learn from the history of our state?	Colorado’s Geography What is important to understand about Colorado’s geography?	Economics in Colorado How has the state been affected by economic changes?	Civics in Colorado How does the government of Colorado affect our lives?	n/a	n/a
5 GRADE	Geography and Impact on Native American Cultures What are the major regions of the United States, and which native tribes live in each area?	European Exploration of North America How did the European explorers and native peoples interact in the New World?	British American Colonies How were the three colonial regions alike and different?	Forming an Identity What caused the growing tensions between the 13 colonies and Great Britain?	Revolutionary War What were the significant events of the Revolutionary War?	Citizens of the United States Today In what ways does the Constitution relate to citizenship today, and how do citizens use financial institutions?

HOW TO USE THIS RESOURCE

Correlations to Standards

Teacher Created Materials is committed to producing educational materials that are research and standards based. The Every Student Succeeds Act (ESSA) mandates that all states adopt challenging academic standards that help students meet the goal of college and career readiness. While many states already adopted academic standards prior to ESSA, the act continues to hold states accountable for detailed and comprehensive standards.

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students' academic progress.

Social Studies Standards

The lessons in this book are designed to address the Colorado Academic Standards for Social Studies. The standards listed on pages 34–35, 40–41, 46–48, and 54–56 describe the social studies content presented throughout the content-area readers, reader's theater scripts, project-based learning tasks, and primary source kits.

English Language Arts Standards

The lessons in this book were designed to address the Colorado Academic Standards for English Language Arts. Each lesson incorporates at least one reading standard and one writing standard. The standards listed on pages 36, 42, 49–50, and 57 describe the reading and writing objectives presented throughout the lessons.

English Language Development Standards

English language development standards are integrated within each lesson to enable English learners to work toward proficiency in English while learning social studies content—developing the skills and confidence in listening, speaking, reading, and writing.

Reading Levels

Teacher Created Materials takes great care to maintain the integrity of authentic nonfiction text while leveling it to make the text accessible for students. To preserve the authenticity of these nonfiction-reading experiences, it is crucial to maintain important academic and content vocabulary. To support leveled instruction, new and challenging terms are used repeatedly and defined in the text to promote understanding and retention. The charts on pages 33, 39, 45, and 53 contain specific information on the reading levels of the books in this series. Please note that reading levels vary from program to program, and levels among the programs do not correlate exactly. Some books in grades 1 and 2 are recommended for interactive read-alouds to support student comprehension.

Scope and Sequence Information

For each grade level resource, a specific scope and sequence is provided with the order in which teachers may want to teach the lessons for the content-area readers, reader's theater scripts, primary sources, and project-based learning tasks. (See pages 32, 38, 44, and 52.)

Pacing Plan Information

The following example pacing plans show options for using the content-area reader lesson, reader's theater script lesson, and primary source lesson over one-week periods. Teachers should customize these pacing suggestions according to their students' needs.

Grade Level Information <small>LEVEL 2</small>	
Correlations to Standards—Grade 2	
Social Studies Content Standard	Resource(s)
SS.2.1.1—Use geographic and historical maps to locate places and identify their locations.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide
SS.2.1.2—Explain that the nature of history involves choices of the past presented in various sources.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.3—Analyze the past through primary and secondary sources. For example, identify and use a variety of sources.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.4—Explain the information conveyed by historical sources.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.5—Identify community and regional historical activities and geographic locations about their functions and significance.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.6—Identify activities to understand the development of important community institutions and events.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.7—People of various cultures influence neighborhoods and communities over time.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.8—Organize historical events of neighborhoods and/or communities chronologically.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.9—Compare and contrast neighborhoods and/or communities, both past and present, through their physical and social.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.10—Give examples of people and events that brought important changes to neighborhoods and communities.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.11—Compare and contrast the differences within one neighborhood and/or community.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.12—Analyze the contributions and contributions of various people and cultures that have had an impact on neighborhoods and/or communities.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.13—Use geographic terms and tools to describe places and spaces.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.14—Use maps, globes, atlases, compasses, directions, and a compass rose to describe and identify places and spaces.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.15—Identify the hemisphere, equator and poles on a globe.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide
SS.2.1.16—Identify and locate cultural, human, political, and natural features using maps and globes.	Learning to Read, Exploring, Reading, or Reflecting, or the People Use Exploring Primary Source, Student Guide, and the People Use Exploring Primary Source, Student Guide

Content-Area Reader Example Pacing Plan

Day 1	Day 2	Day 3	Day 4	Day 5
<i>American Indians of the East: Woodland People Reader</i> Primary Source Activity	Before Reading Activity	During Reading Activity	After Reading Activity	End-of-Lesson Activities

Reader's Theater Script Example Pacing Plan

Day 1	Day 2	Day 3	Day 4	Day 5
<i>Lewis and Clark Reader's Theater Script</i> Teacher Read Aloud	Fluency Activity	Content Activity	Comprehension Activity	End-of-Lesson Activities

Primary Source Lesson Example Pacing Plan

Day 1	Day 2	Day 3	Day 4	Day 5
<i>Sensational Scientists Primary Source</i> Introductory Activity	Photograph Card	The Primary Source Facsimile	Connecting to Primary Sources	Document-Based Assessment

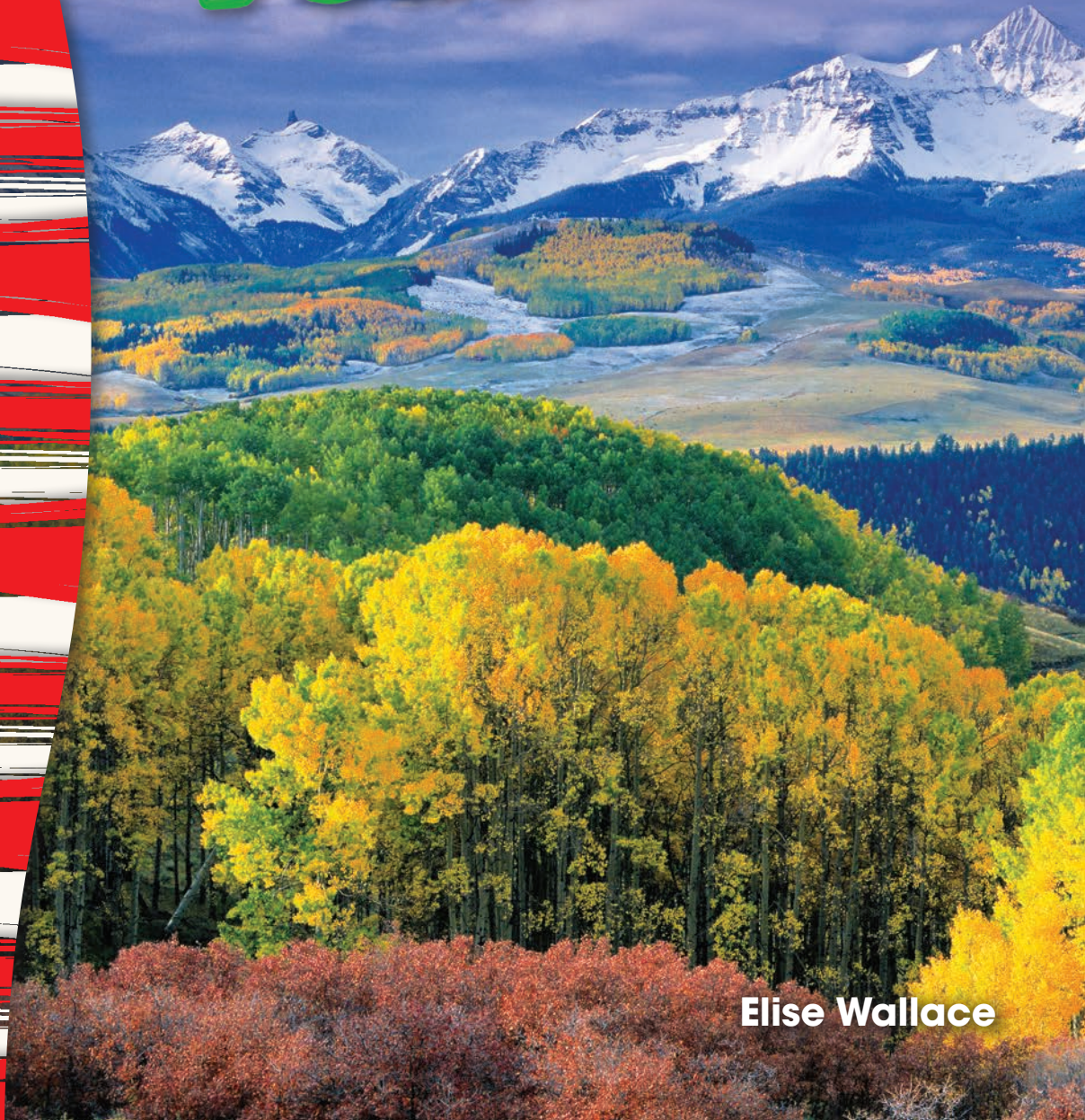
Geographic Features

Explore the geography of the United States. The country is big. It has many types of landforms. It also has different climates. Learn about the people who settled in the different regions. The country's diverse lands have much to offer!



Geographic Features

Geographic Features



Wallace

Teacher
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Materials
PUBLISHING



29635

Reading Levels
Lexile®: 600L
Guided Reading: R

Elise Wallace

Read and Respond

1. What are the four regions of the United States?
2. Explain why people were attracted to the plains region.
3. Compare and contrast two regions from the book.
4. How did some American Indians adapt to the desert region?
5. Which region do you think has had the most impact on helping the United States grow? Explain your reasons.
6. Create a collage using pictures or drawings of the four regions in the United States.

Geographic Features



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What Is Geography?

The United States has it all. There are beaches and mountains. There are forests and deserts. It is a very **diverse** land.

There are many ways to look at the country's land. First, it can be explored by its physical geography, or the land's natural features. These include landforms, climate, wildlife, and **resources**.

The second way is through human geography. This is the study of how humans connect with the land. It includes how we **adapt** and change the land. We will use these two ways to explore the country's **regions**. The regions are coasts, mountains, plains, and deserts.



Ocean Views
One of the best ways to explore the West Coast is to drive on U.S. Route 101. This road runs along the coast. It is over 1,500 miles (2,414 kilometers) of breathtaking views!



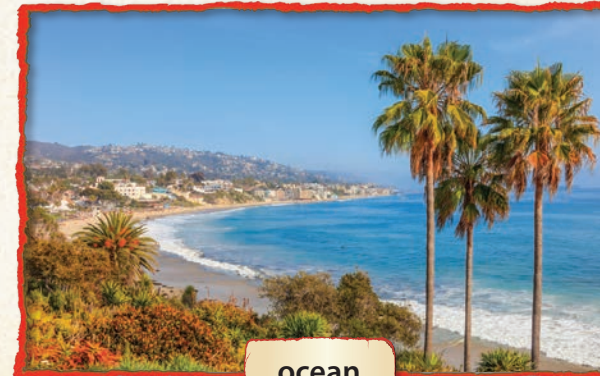
The United States is part of North America.

Landforms and Climate

The physical geography of the United States has many features. The country is bordered on the east and west by oceans. These are huge bodies of salt water. They cover most of the world. There are also smaller bodies of water in the country. One example is lakes. Lakes are surrounded by land.

Two land features in the United States are mountains and hills. Mountains are landforms that tower over the surrounding land. Hills are also landforms. They are like mountains but not as high.

Across the country, you can also find plains and deserts. Plains are large areas of land with few trees. They are found between mountains and hills. Deserts are large areas that are lower than the surrounding land. They are dry. Not much grows there.



ocean



lake



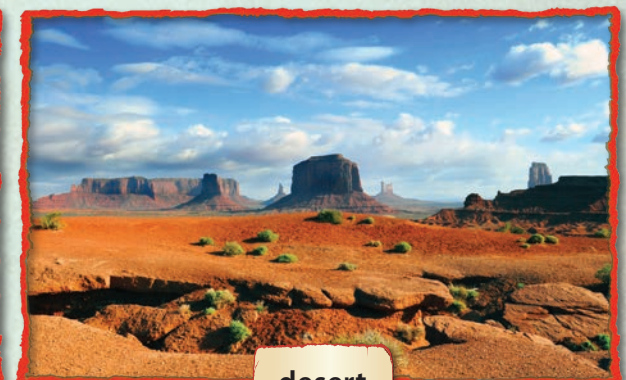
mountains



hills



plains

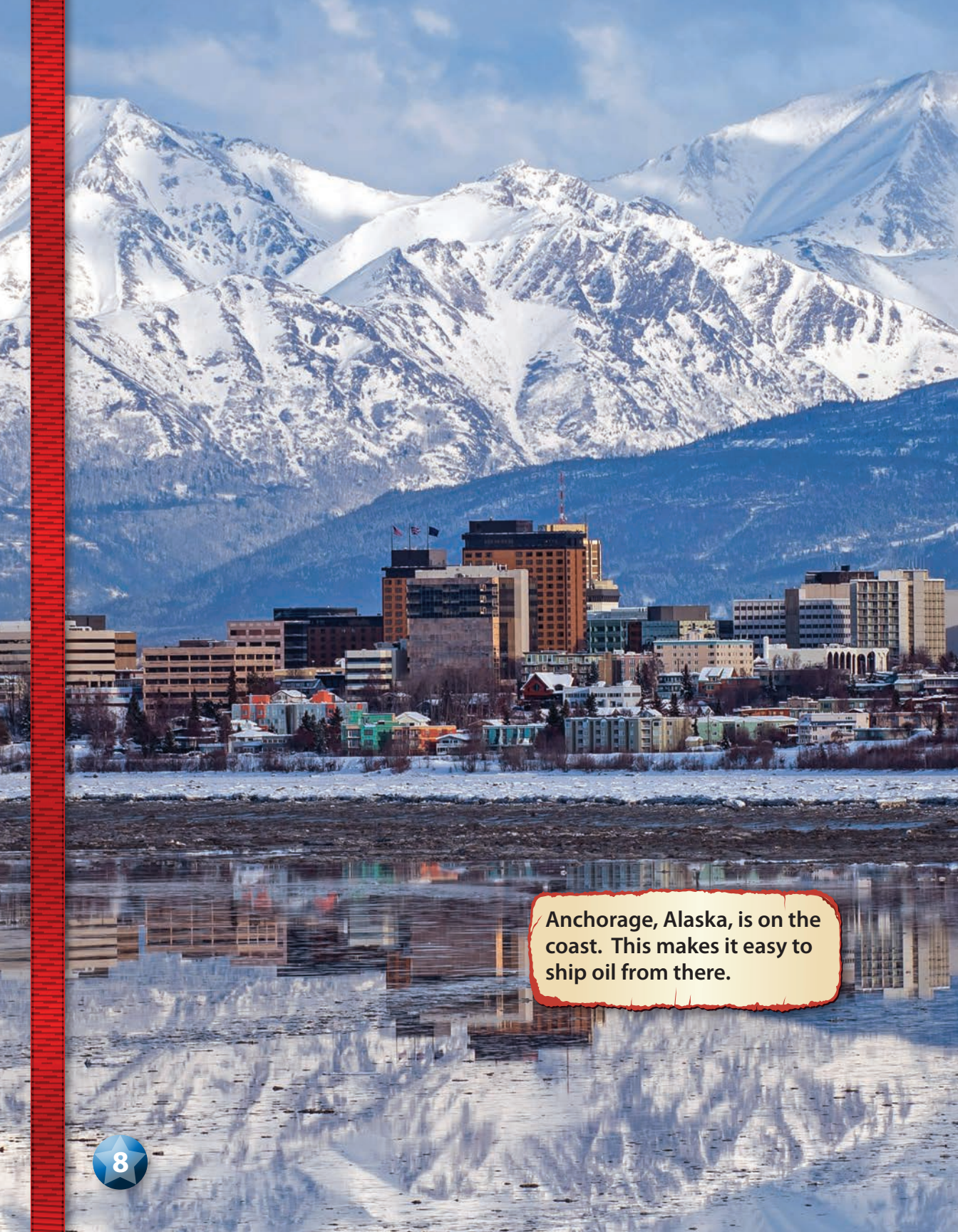


desert

The Great Lakes

The five Great Lakes are on the border the United States shares with Canada. They provide one-fifth of the world's fresh water. The five lakes combined are larger than the state of Texas!





Anchorage, Alaska, is on the coast. This makes it easy to ship oil from there.

Climate is a type of physical feature. It is the **typical** weather of a place over a long time. Natural resources are also a physical feature. They are things such as clean water and good soil. These things are used for farming. They make it easier for people to live in an area. People also sell resources, such as oil and salt.

Climate and resources affect where people live. Some people choose to live in places where the weather is not too hot or too cold. They move to places that have access to the resources they need.



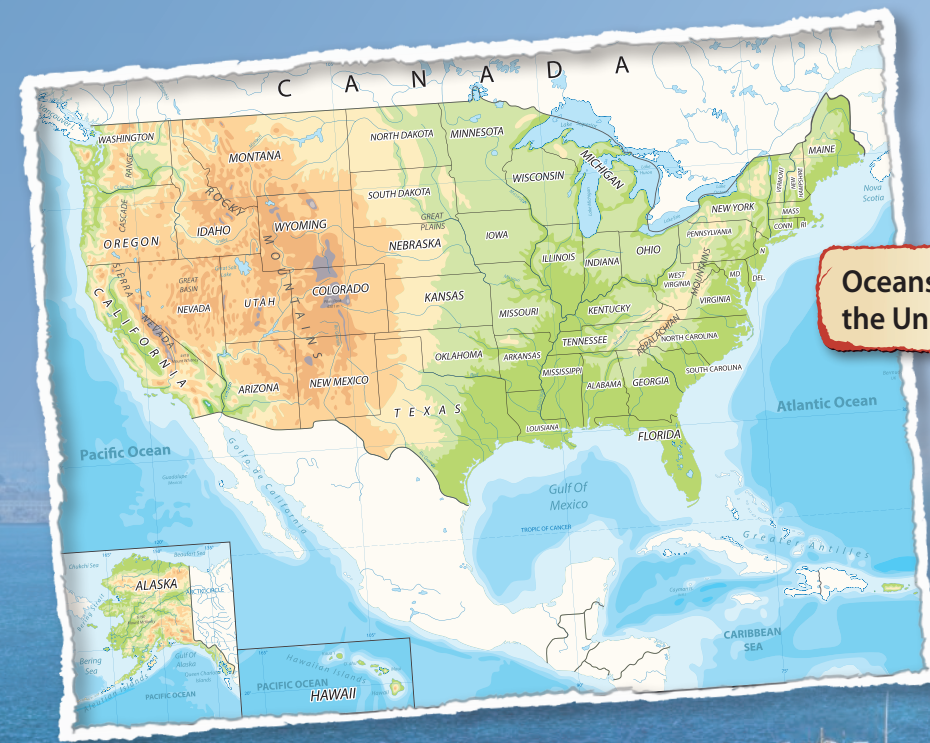
Extreme Cold

How cold does it get in your state? Almost every state has logged nights when the temperature dipped below zero. Only one state hasn't. It is Hawai'i. The coldest temperature there was 12°F (-11°C).

Coast to Coast

Water surrounds most of the United States. Oceans border almost two-thirds of the country. Along the East Coast is the Atlantic Ocean. It was the first ocean to be crossed by ship and by plane. Along the West Coast is the Pacific Ocean. It is the largest ocean in the world. The Ring of Fire is located here. It has most of the world's active volcanoes.

Both oceans supply the country with resources. These include oil and natural gas. Fishing is a key **industry**. Cod and lobster are caught in the Atlantic. Salmon and tuna are caught in the Pacific. The oceans help trade, too. Huge ships travel to and from the **ports** on both coasts. These ships deliver goods to other countries.



Oceans border much of the United States.

A ship moves goods to ports around the world.



The Arctic
An ocean borders part of the state of Alaska. It is called the Arctic. It is very cold. At times, the ocean is covered in ice. Some animals, such as polar bears, live near the Arctic Ocean. They have thick blubber to help keep them warm. The Arctic cod has a special protein that keeps it from freezing.

Living on the Coast

The Atlantic coast was the first part of the country to be explored by people from Europe. The first settlers came in the 1600s. They came to start new lives. They wanted to be able to practice their religion freely. As more and more people moved there, the coast became crowded. Cities grew larger. Some people moved farther **inland**.

Fountain of Youth

Florida's Atlantic coast is home to the oldest city in the country. It is St. Augustine. In 1513, an explorer landed there. He was searching for the Fountain of Youth. Today, people can visit the spring he found. Visitors can try their luck and drink the water!



Spanish settlers came to the Pacific coast in the 1700s. After the Spanish claimed the land, they mapped out the coast. The land's early **culture** grew out of churches called missions. Towns and farms were built around these places.

Today, most people in the United States live near the coasts. They are drawn by the mild climates. They move for work, too. There are many jobs at ports on both coasts. Tourists from all over the world come to enjoy the beaches.

Mission San Luis Rey was called King of the Missions because of its size and amount of land.



The Mountains

Mountains make up a large part of the United States. They are home to many kinds of plants and creatures.

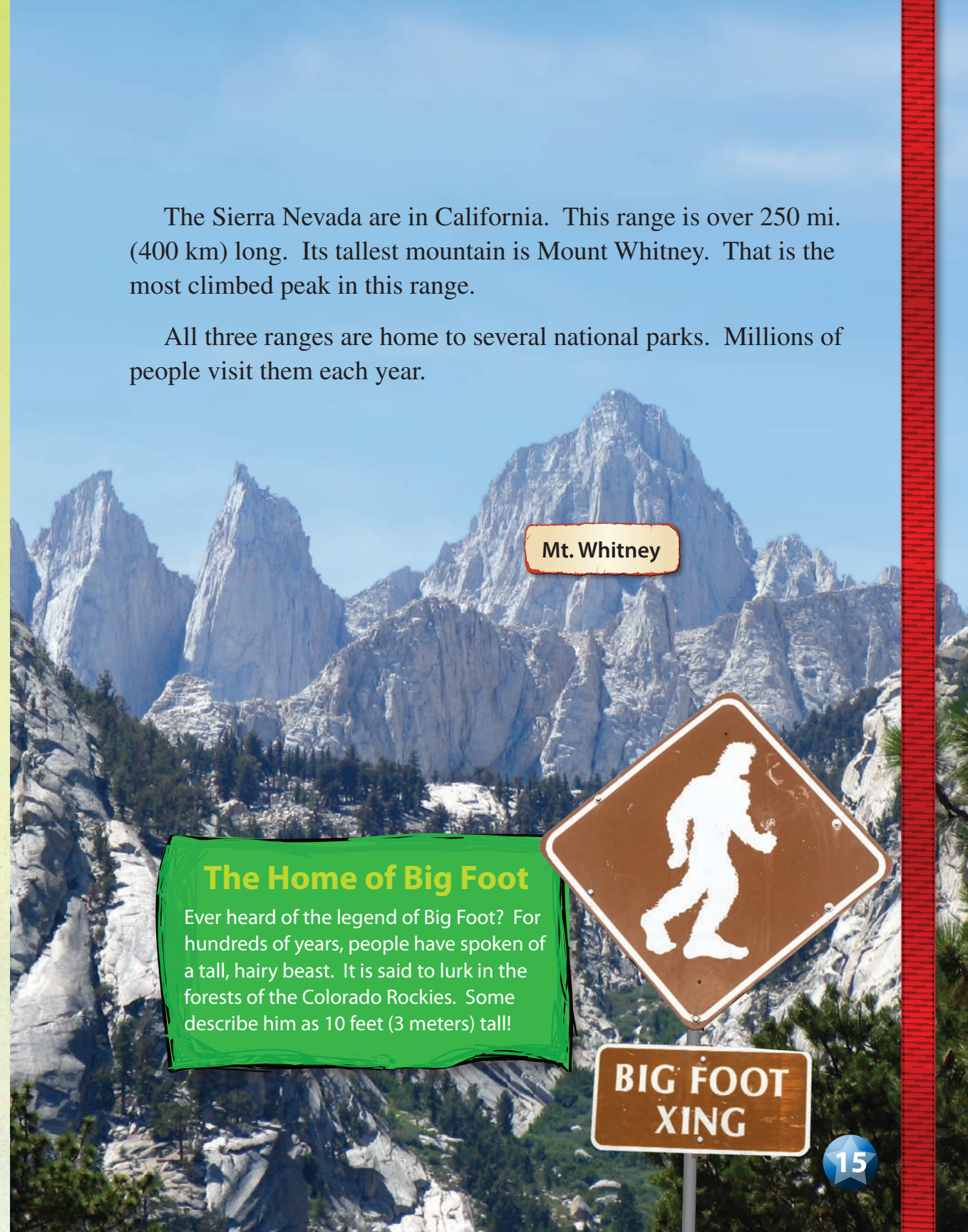
The Appalachian Mountains are about 2,000 miles (3,200 kilometers) long. This range has the longest marked hiking trail in the country. The trail goes from Georgia to Maine!

The Rocky Mountains are found between the Great Plains and the West Coast. This range goes through six states and into Canada. It is 3,000 mi. (4,800 km) long. Pikes Peak is found in this range. It is the second-most visited peak in the world!



The Sierra Nevada are in California. This range is over 250 mi. (400 km) long. Its tallest mountain is Mount Whitney. That is the most climbed peak in this range.

All three ranges are home to several national parks. Millions of people visit them each year.



Mt. Whitney

The Home of Big Foot

Ever heard of the legend of Big Foot? For hundreds of years, people have spoken of a tall, hairy beast. It is said to lurk in the forests of the Colorado Rockies. Some describe him as 10 feet (3 meters) tall!

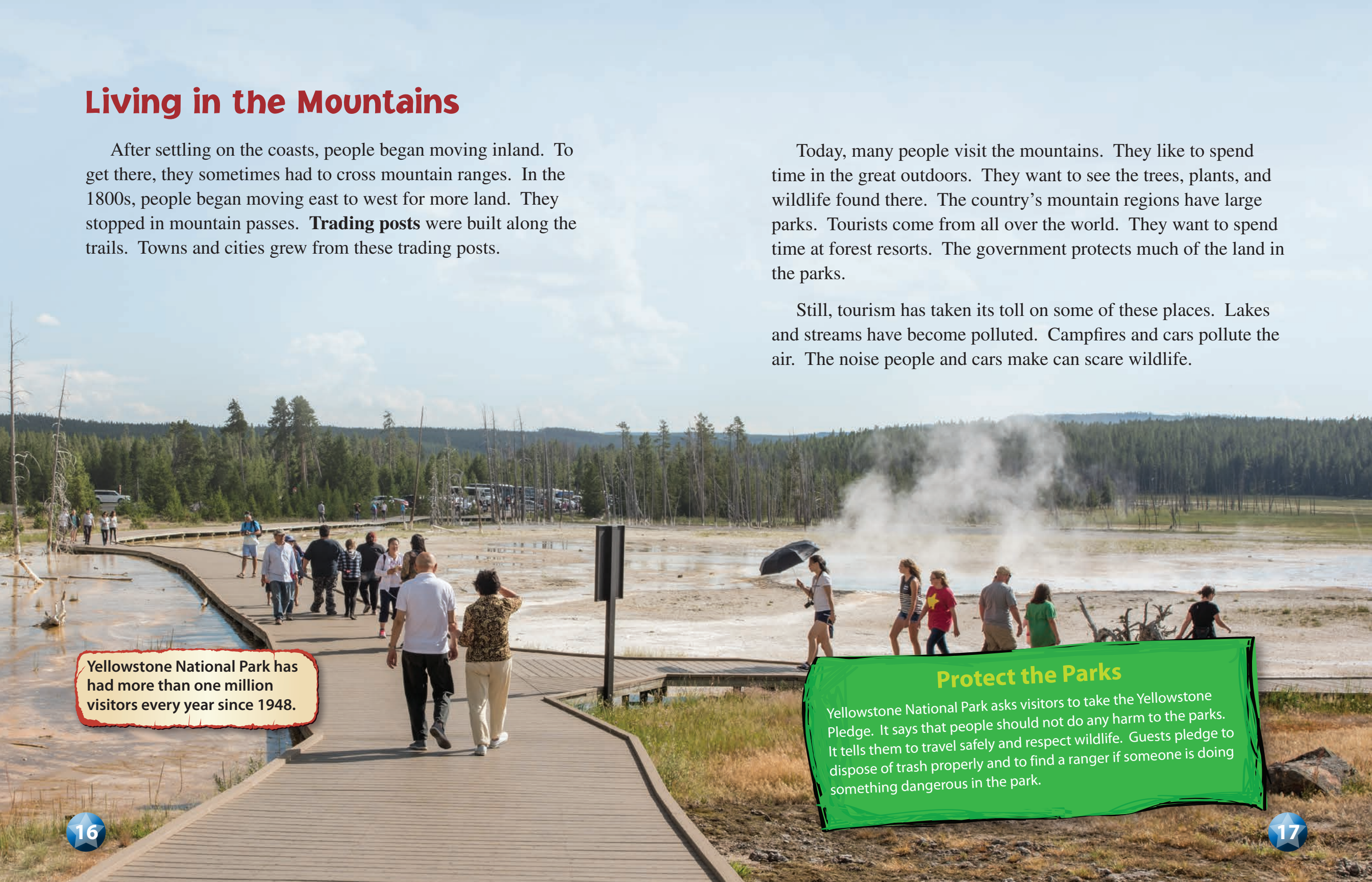
BIG FOOT
XING

Living in the Mountains

After settling on the coasts, people began moving inland. To get there, they sometimes had to cross mountain ranges. In the 1800s, people began moving east to west for more land. They stopped in mountain passes. **Trading posts** were built along the trails. Towns and cities grew from these trading posts.

Today, many people visit the mountains. They like to spend time in the great outdoors. They want to see the trees, plants, and wildlife found there. The country's mountain regions have large parks. Tourists come from all over the world. They want to spend time at forest resorts. The government protects much of the land in the parks.

Still, tourism has taken its toll on some of these places. Lakes and streams have become polluted. Campfires and cars pollute the air. The noise people and cars make can scare wildlife.



Yellowstone National Park has had more than one million visitors every year since 1948.

Protect the Parks

Yellowstone National Park asks visitors to take the Yellowstone Pledge. It says that people should not do any harm to the parks. It tells them to travel safely and respect wildlife. Guests pledge to dispose of trash properly and to find a ranger if someone is doing something dangerous in the park.

The Great Plains

The Great Plains region is a large **plateau**. It is known for its grasslands. Some parts are very flat and covered by **prairies**. There are also low hills and valleys. There are even tree-covered mountains, such as the Black Hills of South Dakota. Parts of ten states make up the Great Plains.

Rivers run through the Great Plains. The two most important ones are the Mississippi and Missouri rivers. They are used to move people, goods, and water to other parts of the country.

The climate of the Great Plains can be extreme. The summers can be scorching hot, and the winters can be freezing cold.



Bison have lived on the Great Plains for thousands of years.



Food for Everyone

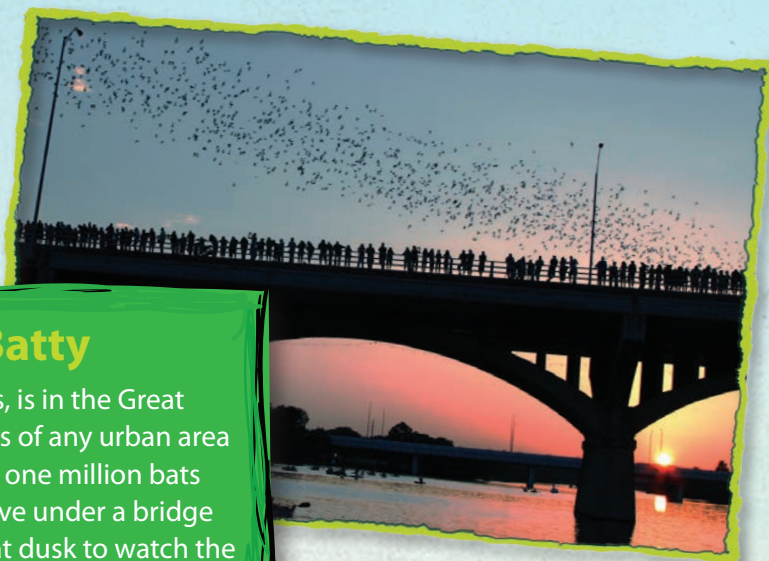
Many people farm in the Great Plains. Another place for farming is the Central Valley in California. It is famous for its **fertile** farmland. About one-fourth of the country's food is grown there. Fruits such as pears, grapes, and plums grow in the Central Valley. Other crops include grains and nuts.

Living on the Great Plains

Many years before people from Europe settled on the Great Plains, it was home to large herds of bison. American Indians hunted the bison. No part went to waste. The hides were used to make clothing or to cover homes. Meat was dried and eaten. Even the hair and hooves were used.

In the late 1800s, settlers and ranchers forced the American Indian tribes to adapt to their way of life or move off the land. Cattle replaced the bison. Wheat farmers began to crowd the cattle ranchers. In the 1930s, a **drought** made it hard to grow crops. Many farmers left to find work in other places.

Today, the Great Plains region is used mostly for farming. Wheat, cotton, corn, and hay are grown there. Cattle and sheep are raised there, too.



Going Batty

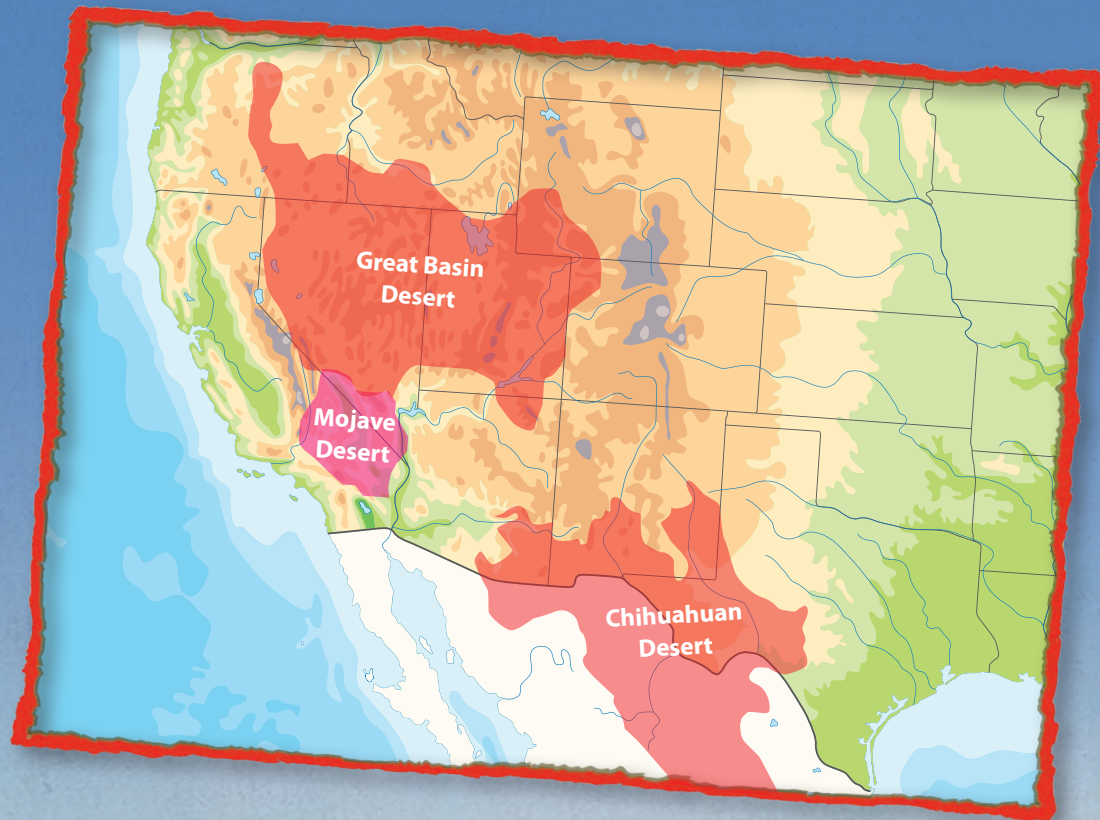
Austin, the capital of Texas, is in the Great Plains. It has the most bats of any urban area in the country. More than one million bats **migrate** in the spring to live under a bridge in the city. Visitors come at dusk to watch the bats as they leave to find food.



The Deserts

The two largest deserts in the United States are in the western half of the country. The Great Basin Desert is the largest. It is between the Rocky Mountains and the Sierra Nevada. The climate there is quite cold, unlike most deserts. Snowfall is common.

This desert is home to many animals. These include mountain lions, coyotes, and bighorn sheep. Bristlecone pine trees are found here. They are the oldest living things in the world.



One of the most well-known deserts is the Mojave. It is in California, Arizona, and Nevada. The climate here can change from day to day. On some days, the heat is brutal. On others, the weather is cool.

The Mojave is home to lizards, bats, foxes, and other creatures. Plants are sparse in this region. Only a few plants, such as cacti, grow there. All desert life must be able to adapt to the changing climate.

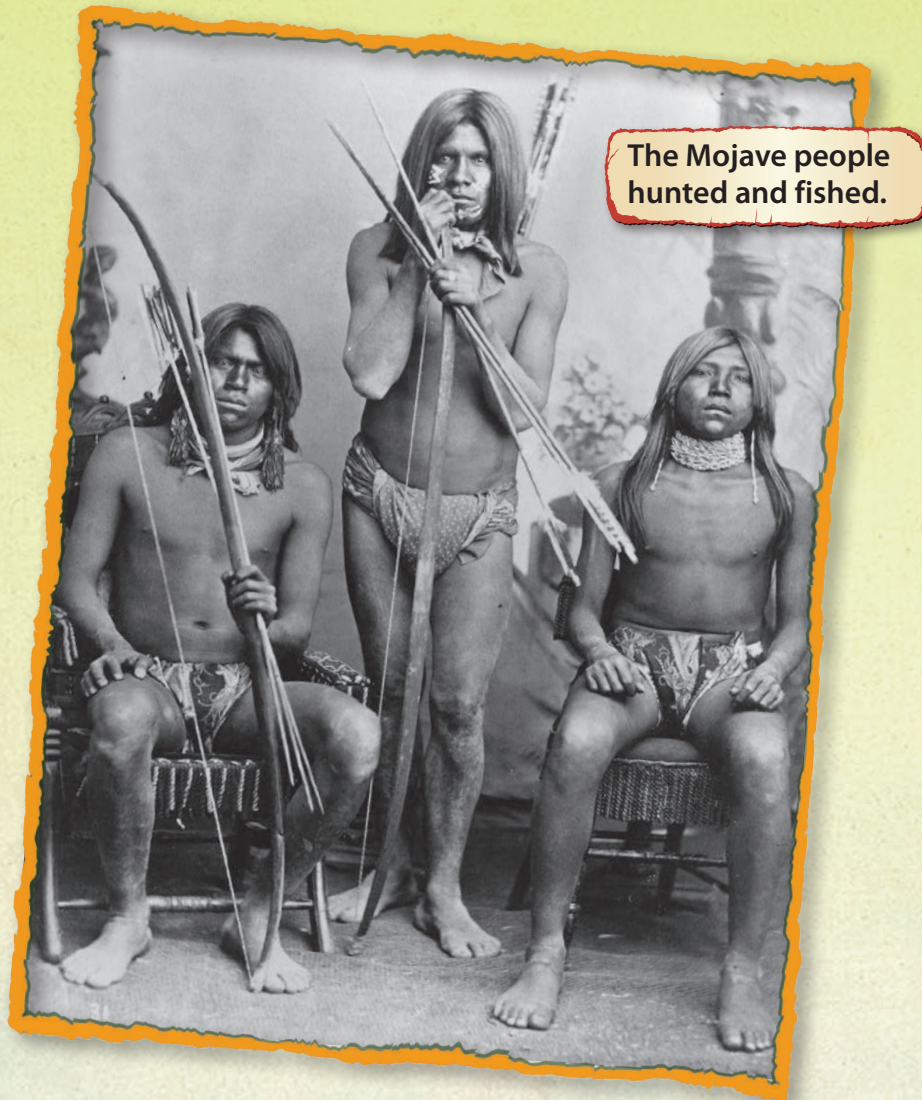
Chihuahuan Desert

The United States shares a desert with Mexico. It is the Chihuahuan Desert. Carlsbad Caverns National Park is located here. There aren't any rivers or streams in the park. But, there are over 119 caves to explore. A main attraction is the Big Room. It's bigger than six football fields!



Living in the Desert

American Indians were the first people to live in the deserts. The Mojave Desert is named after a native tribe. The Mojave people lived in the Southwest. They lived off the land. They used the Colorado River as a water source for farming. When the river flooded, it watered their crops.



The Mojave people hunted and fished.

Today, most of the Mojave is undeveloped. This means that not many people live in the region. The climate is too hot for most people. The desert is used as a natural resource. In 2013, a large solar farm was built in the Mojave. This farm harvests sunlight. The sunlight is used to power homes. There are also wind farms in the desert. Some of these wind farms are the largest in the country.



A Diverse Land

The United States is big and stunning. Its physical geography has many features. The country has oceans, mountains, plains, and deserts. It has many resources. People have used and adapted these resources to survive.



Splashy Sight

Yosemite National Park is in California. Many people come to the park to see its waterfalls. They are some of the world's tallest falls. They are created by snow that has melted.



Think about where you live. What is the climate like? Is it warm or cold? Do you know the resources found in your town? Think about the landforms and bodies of water. Do you have mountains and lakes?

Every place has its own features and resources. That is what makes each place unique. People settle in places for many reasons. The first people who settled in your town thought about climate and resources. They stayed because the land allowed them to **thrive!**

Sing It!

Pick your favorite region that you read about in this book. Do some research on it. Then, write a rap or song about its natural wonders. Sing your rap or song to your friends and family.



America the Beautiful.

KATHARINE LEE BATES.
By permission.

WILLIAM L. GLOVER.

A musical score for the song 'America the Beautiful'. It consists of four systems of music, each with a vocal line and a piano accompaniment line. The lyrics are: '1 O beau - ti - ful for spa - cious skies, For am - ber waves of grain, For pur - ple moun - tain maj - es - ties, A - bove the fruit - ed plain. A - mer - i - ca! A - mer - i - ca! God shed His grace on thee, And crown thy good with brotherhood From sea to shin - ing sea!' The score is enclosed in a red, torn-edge border.

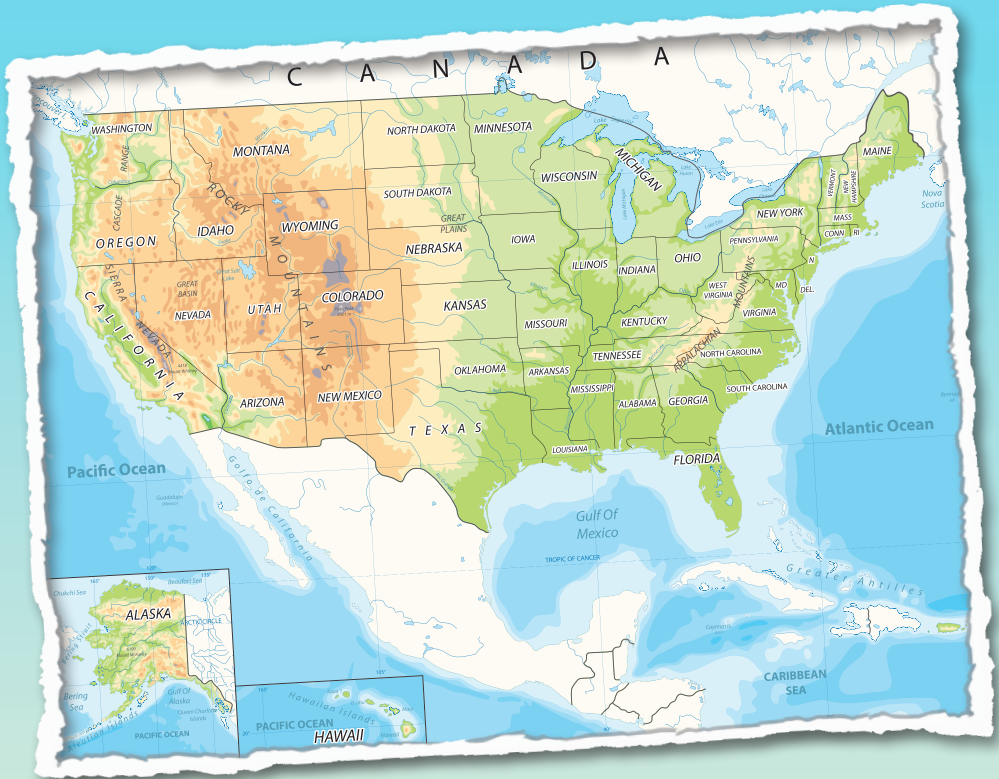
Glossary

- adapt**—to change something so it serves a different or better purpose
- culture**—the beliefs and ways of a group of people
- diverse**—made up of things that are different from each other
- drought**—a long time without rain
- fertile**—capable of supporting the growth of many plants
- industry**—group of businesses that provide specific products or services
- inland**—away from a coast
- migrate**—to move from one place to another at a certain time of year
- plateau**—a big area of land higher than the land around it
- ports**—cities where ships bring goods and people
- prairies**—large, flat lands covered mostly with grasses
- regions**—parts of a country that are different from other parts
- resources**—things that a country has and can use to make money
- thrive**—to have great success
- trading posts**—stores set up in areas with few people to trade
- typical**—usual or normal for that area

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Your Turn!



Find your home state on the map above. What land forms and bodies of water are nearby? What is the climate? Write a poem about how geography affects where you live.

PRIMARY SOURCE READERS

Geographic Features

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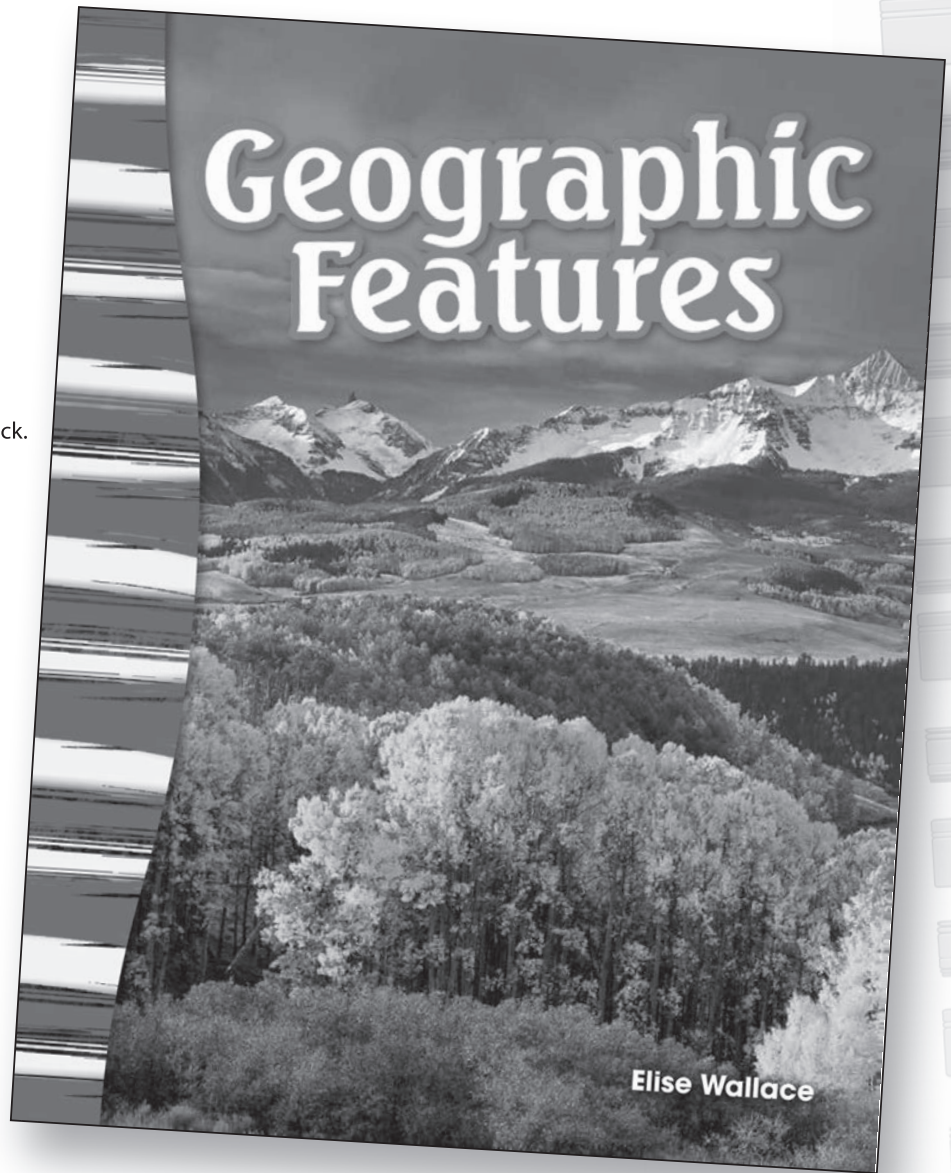
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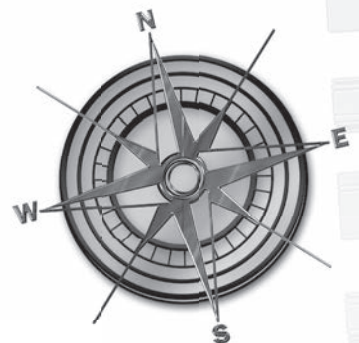
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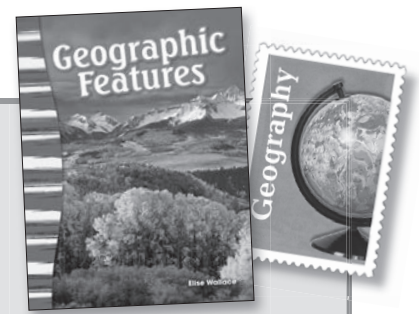


Author

Jennifer Prior, Ph.D.



Geographic Features



Essential Question

How do geographic regions affect how people live?

Standards

- **Content:** Knows the location of places, geographic features, and patterns of the environment.
- **Reading:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **Writing:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **English Language Development:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

Materials

- *San Francisco Bay Map* primary source
- *Geographic Features* books
- copies of student reproducibles (pages 8–15)
- scissors
- construction paper
- coloring supplies
- glue sticks

Lesson Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Primary Source Activity (page 3)	Before Reading (page 4)	During Reading (page 5)	After Reading (page 6)	End-of-Lesson Activities (page 7)
Summary Students learn about geographic regions shown on a map and write postcards.	Summary Students preview photos and maps in the book and record what they learn from them.	Summary Students engage with the book by answering <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> questions.	Summary Students write mini books about geographic regions.	Summary Students add to their postcards, sing songs, write poems, and/or take the assessments.

Geographic Features (cont.)

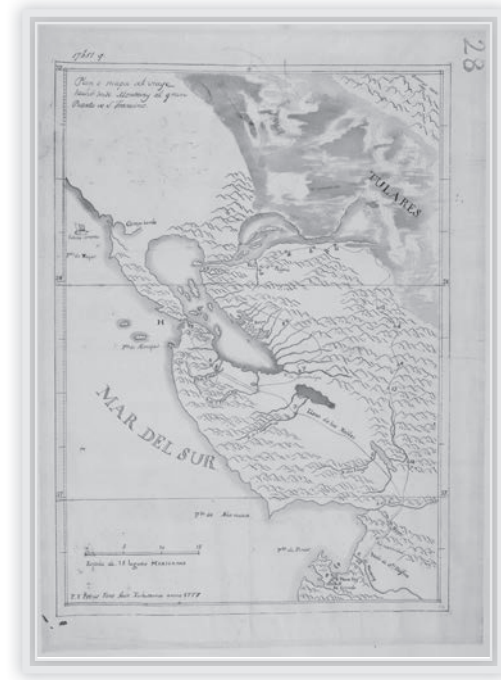
Primary Source Activity

Historical Background

The San Francisco Bay Area went undiscovered by explorers for hundreds of years. Foggy weather conditions and the bay's small opening were largely responsible for keeping it hidden until 1769. However, Bay Area Indians were well aware of the area because they had lived there for hundreds of years. Spanish explorers eventually discovered the area when a land expedition stumbled upon it by accident.

About the Primary Source

This map, drawn by Spaniards, shows the Bay Area and many of its geographic features in 1777.



Procedure

1. Distribute the primary source *San Francisco Bay Map* (page 12).
2. Ask students to carefully observe the primary source. Use these questions to guide a discussion with students:
 - What language are the words written in?
 - Where do you think the explorers were from?
 - What kinds of geographic features are detailed on the map?
3. Share key points from the historical background information.
4. Have students name geographic features they identify on the map (mountains, bay, rivers, ocean) as you write them on chart paper or the board. Below each feature, have students dictate ways that feature would benefit settlers. For example, a bay would offer protection from storms and hostile explorers and would also be a place to fish for food. So, below the heading *Bay*, you would list *protection from weather*, *protection from attack*, and *food*.
5. Have students meet in pairs to discuss why explorers found it important to document their land discoveries by drawing maps.
6. Distribute copies of *Wish You Were Here* (page 8). Have students imagine they are explorers who have just arrived in the San Francisco Bay Area. What would they tell someone about it? Have students write postcards to friends or family members telling about this imaginary experience.

Geographic Features (cont.)

English Language Development Support

Use these strategies throughout the lesson.

Emerging	Expanding	Bridging
Discuss specific examples that demonstrate how the author of <i>Geographic Features</i> conveys meaning through the use of images that support the language used in the book (e.g., the landform images on page 7).	Help students find and discuss specific examples that demonstrate how the author of <i>Geographic Features</i> conveys meaning through the use of images and captions that support the language used in the book.	Have students find and analyze specific examples that demonstrate how the author of <i>Geographic Features</i> conveys meaning through the use of images, captions, and bolded text that support the language used in the book.

Before Reading Procedure

1. Provide students with sheets of paper for drawing. Have each student draw a picture of a land feature (mountain, river, hills, ocean, canyon).
2. Explain that the book they will read is about geographic features and that each of their drawings represents a kind of geographic feature.
3. Review the following vocabulary words from the book's glossary, and write them on chart paper or the board. Have each student write a description of his or her drawing using at least one of the vocabulary words.
 - Allow **English learners** to preview the book, and direct them to the images in the book that support the vocabulary words.
4. Gather students together, and have them share their drawings and written descriptions.
5. Distribute copies of the *Geographic Features* books and the *Photos and Maps* activity sheet (page 9). Explain that they will use the sheet to record what they learn from photos and maps in the book. Provide an example by pointing to the map on page 4. Tell students that by looking at the map and reading the caption, you learn about U.S. 101 that runs along the west coast.
6. Have students skim through the book, looking at the photos and illustrations. Have them record the kind of graphic they find in the first column and what they learn from it in the second column.
7. Tell students that as they read, they will look for information to answer the questions *When? Where? Why? and How?* They will also take note of how the photos and illustrations provide additional and clarifying information.

Vocabulary Words

- ★ **adapt**
- **culture**
- ★ **diverse**
- **drought**
- **fertile**
- **industry**
- **inland**
- **plateau**
- **ports**
- **prairies**

Geographic Features (cont.)

During Reading Procedure

1. Distribute copies of *Geographic Features* to the group. Explain to students that one way to engage with the text is to answer questions about it. *What? When? Where? Why?* Tell them that you will focus on answering these questions as you read page 4 aloud.
2. Explain to students that you were able to identify the following: *What*—geography; *Where*—the United States; *Why*—to explore and to learn how humans connect with the land. Explain that, on this page, there really isn't a clear answer for the question asking *when*.
3. Distribute *Asked and Answered* (page 10). Students will use the activity sheet to record their answers to *What? When? Where? Why?* for designated sections of the text. Explain that, on some pages, there really isn't a clear answer for the question asking *when*.
4. After completing the activity sheet, have students meet in pairs to discuss, revise, and add to their answers.
5. Draw a web on chart paper or the board. In the center circle, write *Our Region*. In the outer circles, have students dictate as you write the features of your geographic region.
6. Engage students in a discussion about the kinds of things they do as a result of living in your particular geographic region.
 - Have **English learners** reflect on geographic features of the area through drawing. Encourage them to write words they know that are related to your area.
 - Challenge **above-level learners** to investigate tourism opportunities in your geographic region.

Talk About It!
 Ask students to describe the geographic features of your area. Have them discuss the ways these geographic features affect them.

Unit 1
 Geographic Features

Name: _____ Date: _____

Asked and Answered

Directions: For each section of text, answer the questions.

Text Section	Questions	Answers
Landforms and Climate	What?	
	When?	
	Where?	
	Why?	
Coast to Coast	What?	
	When?	
	Where?	
	Why?	
The Mountains	What?	
	When?	
	Where?	
	Why?	
The Great Plains	What?	
	When?	
	Where?	
	Why?	

Geographic Features (cont.)

After Reading Procedure

1. Explain to students that the Internet is a useful resource for gathering more information about a wide variety of topics. They can conduct quick research projects from key word searches, but it is important that the information they gather comes from reputable sources. Explain the difference between a reputable source, such as National Geographic or the United States Geologic Survey (USGS), as opposed to an opinion piece or blog post.
2. Have students work in pairs to locate more information about the four geographic regions addressed in the book (coast, mountains, plains, desert). In the search window, have them type a term such as *desert geographic features*.
3. Show students how they can look at the title of the site and the web address below the title to determine whether or not the site would be reputable.
4. Distribute two copies of the *Mini Book of Regions* (page 11) to each student. Each student will draw a picture of a different geographical region on each mini-book page and write about it, including facts gathered from research. Complete the book by stapling a construction-paper cover on top of the pages.
 - To support **below-level learners**, have them write about each region using sentence frames such as: *The desert _____.* *The mountains _____.*
5. Have students share and display their mini books in the classroom.
6. As you prepare for Day 5, use the primary source from Day 1, in conjunction with the reading, to discuss students' responses to the essential question.

Name: _____ Date: _____

Mini Book of Regions

Directions: Cut apart the sections and staple them together to make mini books. Each mini book should have four pages. Each page should feature a different region and include a drawing and description.

Geographic Features

Geographic Features (cont.)

Primary Source Activity Revisit

1. Revisit the *San Francisco Bay Map* that was studied on Day 1. Ask students what they learned about geography and landforms that could be added to the postcards they wrote.
2. Have students add this information to the postcards on their *Wish You Were Here* sheets. Have students cut out both sides of the postcards and glue them together to be displayed around the classroom.

Assessment

1. A short post-assessment, *Geographic Features Quiz*, is provided on page 13 to assess student learning from the book.
2. A document-based assessment is provided on page 14. This can be used to assess students' abilities to analyze a primary source, or it can be used as another opportunity for primary source analysis instruction.
3. An oral reading record is provided on page 15 to measure student progress with fluency and prosody. The oral reading record is designed in a standard format. To use the record, refer to the marking conventions at the top of the chart, which include standard coding symbols.

Activities from the Book

The book contains three enrichment activities. Review each activity, and decide which would be beneficial for students to complete.

- **Sing It! Activity**—Read aloud the prompt from page 28 of the book. Students use information gathered from the book to write raps or songs about their favorite region.
- **Your Turn! Activity**—Read aloud the activity from page 32 of the book. Students will write about the geography of their state and write a poem about how geography affects where they live.
- **Read and Respond**—The inside back cover includes six questions requiring various levels of critical thinking. The *Read and Respond* questions are excellent for small-group work or individual reflection.

Name: _____ Date: _____

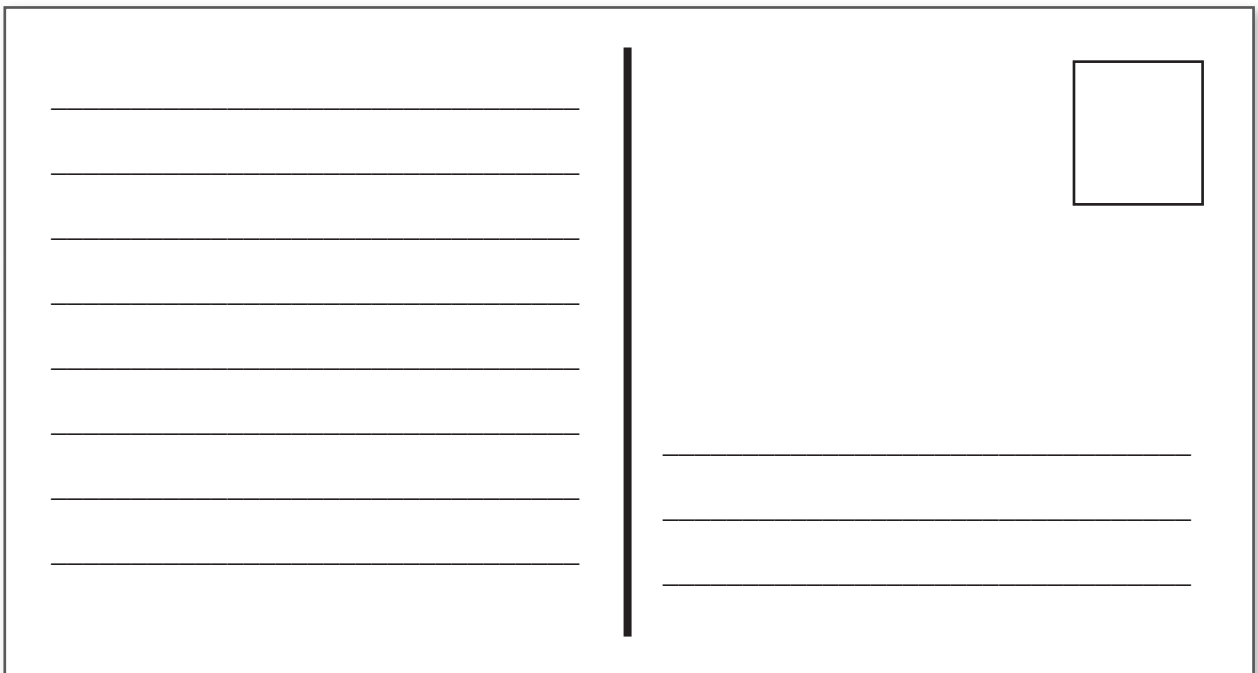
Wish You Were Here

Directions: Imagine you are an explorer who has just arrived in the San Francisco Bay Area. Draw a picture of the area in the top box. In the bottom box, write 3–5 sentences describing the area to a friend or family member. Be sure to include at least one geographic feature.

front of the postcard



back of the postcard



Name: _____ Date: _____

Photos and Maps

Directions: Identify three photos and three maps in the book. List them and the pages where they were found. Then, write what you learned from each one.

Photo	Page #	What I Learned

Map	Page #	What I Learned

Name: _____ Date: _____

Asked and Answered

Directions: For each section of text, answer the questions.

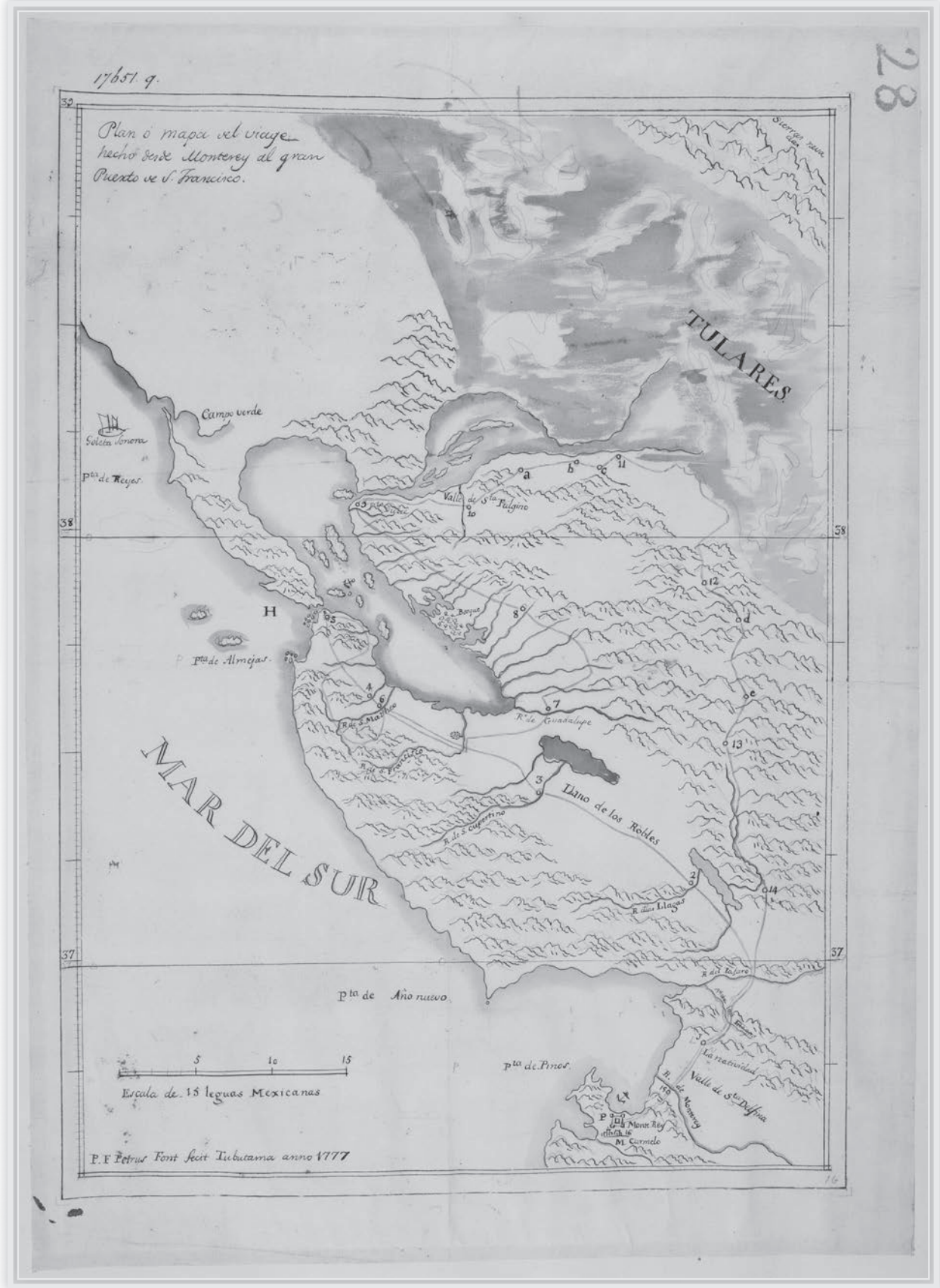
Text Section	Questions	Answers
Landforms and Climate	What?	
	When?	
	Where?	
	Why?	
Coast to Coast	What?	
	When?	
	Where?	
	Why?	
The Mountains	What?	
	When?	
	Where?	
	Why?	
The Great Plains	What?	
	When?	
	Where?	
	Why?	

Name: _____ Date: _____

Mini Book of Regions

Directions: Cut apart the sections and staple them together to make mini books. Each mini book should have four pages. Each page should feature a different region and include a drawing and description.

San Francisco Bay Map



Geographic Features Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble.

1. What is geography?

- (A) people traveling to other states
- (B) finding people on a map
- (C) using a map to find a country
- (D) natural features of the land

4. What is the Great Plains region mostly used for?

- (A) fishing
- (B) farming
- (C) climbing
- (D) sailing

2. What is the main reason why people move to the coasts?

- (A) mild climate
- (B) freedom of religion
- (C) to live far from water
- (D) to live where it is crowded

5. Which of these is NOT a landform?

- (A) plains
- (B) hills
- (C) snow
- (D) deserts

3. Which of these is a bad effect of tourism?

- (A) pollution
- (B) noise
- (C) scaring wildlife
- (D) all of the above

6. Ships bring goods and people to cities known as _____.

- (A) prairies
- (B) ports
- (C) plateaus
- (D) regions

Name: _____ Date: _____

Living in Nature

Directions: Answer the questions about the photo.



1. List at least two geographic features in this photo.

2. Why have people built homes here? How do you know?

Name: _____ Date: _____

Geographic Features Oral Reading Record

Total Word Count	Codes				
99	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Word Count	Text begins on page 4	E	SC	Cues Used	
				E	SC
9	The United States has it all. There are beaches			M S V	M S V
16	and mountains. There are forests and deserts.			M S V	M S V
22	It is a very diverse land.			M S V	M S V
31	There are many ways to look at the country's			M S V	M S V
40	land. First, it can be explored by its physical			M S V	M S V
46	geography, or the land's natural features.			M S V	M S V
52	These include landforms, climate, wildlife, and			M S V	M S V
53	resources.			M S V	M S V
60	The second way is through human geography.			M S V	M S V
70	This is the study of how humans connect with the			M S V	M S V
79	land. It includes how we adapt and change the			M S V	M S V
88	land. We will use these two ways to explore			M S V	M S V
95	the country's regions. The regions are coasts,			M S V	M S V
99	mountains, plains, and deserts.			M S V	M S V

Error Rate:
 Self-Correction Rate:
 Accuracy Percentage:
 Time:

Answer Key

Wish You Were Here (page 8)

An example answer is: *Dear Dad, We arrived at a beautiful bay on the coast of California. There are hills around us and mountains in the distance. The fishing is good, so we have plenty to eat. Wish you were here! Love, your son.*

Photos and Maps (page 9)

A possible entry might be: *United States map, page 14. I learned where three mountain ranges are.*

Asked and Answered (page 10)

An example answer is:

Landforms and Climate	What?	Land features
	When?	
	Where?	All over the country
	Why?	They are part of the physical makeup of the land.

Geographic Features Quiz (page 13)

1. D
2. A
3. D
4. B
5. C
6. B

Living in Nature (page 14)

1. Responses may include lake, mountains, and coast.
2. An example answer is: *People have built homes here because the weather is nice and they could go fishing for food.*



EXPLORING HISTORY THROUGH
PRIMARY SOURCES

Third Grade

Teacher's Guide



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New World, New Discoveries

Learning Outcomes

- Students will learn about explorers who visited the East Coast and West Coast of the United States.



Photograph Card

Students will compare and contrast two explorers.



Facsimile

Students will use maps to identify explorations and settlements.



Connections

Students will make cross-curricular connections and take assessments.

Materials and Preparation

- *Exploration* photograph card (exploration.pdf)
- *Exploration Map* facsimile (explorationmap.pdf)
- copies of the student reproducibles (pages 66–70)
- map of the United States
- Read *Background Information for the Teacher* (page 65), and use the information to supplement your class discussions.

Introductory Activity

1. Write the word *explorer* on the board, and tell students to think about what that word means to them. Have them think of times when they were explorers. If they have trouble thinking of something, give them ideas, such as their first time in new houses, stores, parks, or the woods. Let them share their exploring stories with partners, and call on students to share their stories with the class if time permits.
2. Ask students to think of famous explorers from the past or present who are real or fictional. They could be people who explored space, a mountain, Antarctica, the New World, a desert or jungle, and so on. Have students share their ideas, and make a list of their responses on the board.
3. Ask students the following questions about explorers:
 - Why would a person want to explore somewhere?
 - What kind of person makes a good explorer?
 - What are the dangers of exploring? What are the rewards?

Exploration

New World, New Discoveries *(cont.)*

Discussion Questions

Photograph 1: Show students the photograph of the statue of Sir Walter Raleigh. Use the following questions to guide a group discussion:

- What do you notice about this photo?
- When do you think this person lived? Why?
- Based on the statue, what kind of person do you think he was? Why?

Photograph 2: Show students the photograph of the statue of Juan Rodríguez Cabrillo. Use the following questions to guide a group discussion:

- What do you think this statue is made of? Why?
- Where do you think this statue is located? Why?
- What kind of clothing is the man in the statue wearing? What does this tell you about him?

Exploring East and West

Spain and France explored parts of the New World. This began in the 1500s. They were looking for treasure. England also wanted to explore the New World. But England was looking for a place people could live.

Sir Walter Raleigh lived in England. He was the queen's favorite. She let him send ships to the New World. Raleigh did not go, but he was in charge of the trip. The crew landed in 1585. Raleigh named the land Virginia. It was in present-day North Carolina. They made a settlement. It was called Roanoke.

Juan Rodríguez Cabrillo was from Spain. He explored Mexico and places south of it. In 1542, he sailed north. He had heard stories of a new rich shore. Cabrillo did not find the coast. But he did find California! He visited this new area and claimed it for Spain.

There were many others who explored the New World. They had hard times. They had bad weather and storms at sea. American Indians were not always happy to see them. But the explorers had an impact where they landed. They shared their language. They also shared their religion. Many natives were converted. Sadly, explorers also brought diseases. Diseases killed many natives.

Two Explorers

Directions: Use the Venn diagram to compare and contrast the explorers.

This statue honors Sir Walter Raleigh.

This statue honors Juan Rodríguez Cabrillo.

Using the Photograph Card

1. Tell students that the first picture shows a statue of Sir Walter Raleigh, who founded the Roanoke settlement in present-day North Carolina. The other shows a statue of Juan Rodríguez Cabrillo, who explored California in present-day San Diego. On a classroom map, have students point out these two states. Talk with students about the differences between these two locations and how that might have affected explorers.
2. Read the information from the back of the photograph card as students look at the photographs on the front of the card. Or, distribute copies of *Exploring East and West* (page 66). Students can read independently, read in pairs, or follow along as you read.
3. Draw a Venn diagram on the board like the one on the back of the photograph card. Label the left circle *Raleigh* and the right circle *Cabrillo*. Label the middle section *Both*. Work with students to fill in appropriate information for each circle. Model for students how to effectively complete a Venn diagram.

New World, New Discoveries *(cont.)*

Discussion Questions

Show students the *Exploration Map* facsimile. Use the following questions to guide a group discussion:

- What is this a map of?
- When do you think this map was made? Why?
- What do you see that is different about this map compared to maps you see today?



Using the Facsimile

1. Distribute copies of *A Map of History* (page 67) to students. Let them read it with partners. Discuss as needed.
2. Countries influenced the naming of cities in the New World. Students will sort city names into groups of their choosing. For your reference, cities ending in *-ville* are influenced by the French. Cities ending in *-town* are influenced by the English. Cities with *San, Santa,* and *Los/Las* are influenced by the Spanish. You will share this information with students at the end of the activity.
3. Distribute copies of *City Sort* (page 68) to students. Ask students to sort cities into groups of their own choosing. Then, have students share their sorts with partners. Ask students to sort the cities again in different ways. Encourage students to share their second sort with partners.
4. Share information about the city names. Discuss the influence of city names with the countries that explored the regions.

Exploration

New World, New Discoveries (cont.)

School-Home Connection

- Distribute copies of *Exploration School-Home Connection Letter* (page 69) to students. Explain the assignment to students, and answer questions they might have. Have students write the greeting name(s) and date on the letter. Then, ask them to sign the letter. Have students share their poster on the scheduled date.

Name _____ Date _____

Exploration School-Home Connection Letter

Dear _____:

We are learning about early explorers in the New World. This includes Sir Walter Raleigh and Juan Rodriguez Cabrillo. We talked about where they were originally from and where and why they explored. We also talked about what influence they had on the New World.

Can you help me learn about another explorer? It could be someone else who explored the New World or a person who explored a different place on Earth—no even space! I need to make a poster with three things about my explorer: where they are from, where and why they explored, and what influence they had. I can take notes here to help me plan my poster.

I will share my poster with the class on _____.

Thank you for helping me with this activity.

Love,

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Content-Area Connections

- **Mathematics**—Cabrillo sailed from Manzanillo, Mexico, to San Diego, California. Raleigh's crew sailed from England to North Carolina. Have students use maps with distance scales to determine how far each trip was.
- **Language Arts**—Have each student write a letter as a member of Raleigh's crew to a member of his or her family. Encourage students to write about what they are looking forward to and any fears they may have about the New World.
- **Art**—Give students modeling clay to make sculptures. They can use Raleigh's and Cabrillo's statues as inspiration as they design their own.

Read-Aloud Books

- Livesey, Robert. 1989. *The Vikings (Discovering Canada)*. Stoddart Publishing.
- Schanzer, Rosalyn. 2012. *How We Crossed the West: The Adventures of Lewis and Clark*. National Geographic Children's Books.
- Thomas, Emma. 2015. *Sir Walter Raleigh*. CreateSpace Independent Publishing Platform.
- Zronik, John Paul. 2006. *Sieur de La Salle: New World Adventurer*. Crabtree Publishing Company.

Document-Based Assessment

- Distribute the document-based assessment, *Lewis and Clark* (page 70), to students. Have students demonstrate comparing and contrasting explorers using Venn diagrams.

New World, New Discoveries *(cont.)*

Though tradition says Christopher Columbus “discovered” America, it was actually the Vikings of Scandinavia who were the first Europeans to visit North America in AD 1000. They explored Newfoundland and Labrador, both in Canada, but they left and did not return. The tale of the New World spread throughout Europe.

The king and queen of Spain sponsored Columbus to set sail in 1492 so he could look for a faster way to the Far East. He thought he had found it, but Europeans realized as time passed that it wasn't the east—it was the New World. Spain explored a great deal of the Americas; France did too, to a lesser extent. However, each nation was looking for treasure, not a new home. The English first became interested in North America as a settlement in the late 1500s.

Sir Walter Raleigh was a favorite of Queen Elizabeth I. She allowed him to send men and ships to establish Roanoke in 1585 in a land he named Virginia after the Virgin Queen. (This is in present-day North Carolina.) Though he never came to Roanoke himself, Raleigh's vision began English colonization.

Just a few decades before Raleigh, a Spanish explorer named Juan Rodríguez Cabrillo explored California. Cabrillo was a sailor and soldier who fought with the Spanish against the Aztecs in South America. He explored southern Mexico and Central America. In 1542, he took a crew north and landed at what is now San Diego Bay.

These explorers, and hundreds like them, affected the New World. They brought diseases, such as smallpox, which killed many native people. They also brought their languages—people today in North and South America speak English or Spanish. These Christian nations also brought their religious beliefs and traditions. Many people were converted.

The Photographs

The 11 feet (3.35 meters) bronze sculpture of Sir Walter Raleigh was created by Bruno Lucchesi and dedicated in 1976. Children began saving for the memorial in 1901 by collecting pennies and nickels, but most of the money was lost in the Great Depression and interest was lost in the project. Decades later, people regained interest and wanted a sculpture of Raleigh for the country's bicentennial.

Alvaro de Bree created the statue of Juan Rodríguez Cabrillo in 1939. It is 14 feet (4.27 meters) tall and made out of sandstone. Cabrillo's landing site at the Point Loma peninsula in the San Diego Bay was declared a national monument in 1913. People wanted a statue, too, and there were several failed attempts. Finally, the Portuguese government commissioned the statue and gave it to the United States.

The Facsimile

This map shows North America in 1650.

Exploring East and West



This statue honors Sir Walter Raleigh.



This statue honors Juan Rodríguez Cabrillo.

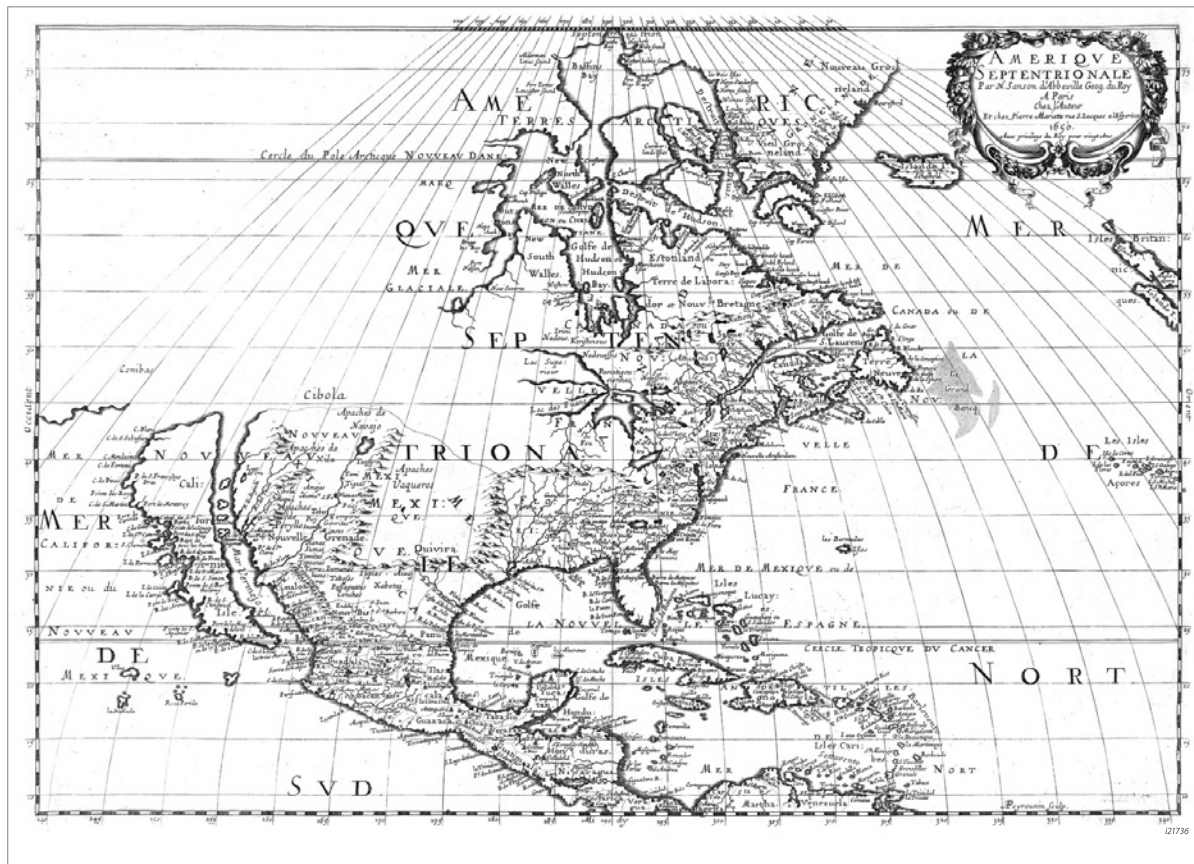
Spain and France explored parts of the New World. This began in the 1500s. They were looking for treasure. England also wanted to explore the New World. But England was looking for a place people could live.

Sir Walter Raleigh lived in England. He was the queen's favorite. She let him send ships to the New World. Raleigh did not go, but he was in charge of the trip. The crew landed in 1585. Raleigh named the land Virginia. It was in present-day North Carolina. They made a **settlement**. It was called Roanoke.

Juan Rodríguez Cabrillo was from Spain. He explored Mexico and places south of it. In 1542, he sailed north. He had heard stories of seven rich cities. Cabrillo did not find the cities. But he did find California! He visited this new area and claimed it for Spain.

There were many others who explored the New World. They had hard times. They had bad weather and storms at sea. American Indians were not always happy to see them. But the explorers had an impact where they landed. They shared their language. They also shared their religion. Many natives were **converted**. Sadly, explorers also brought diseases. Diseases killed many natives.

A Map of History



early map of the United States

Christopher Columbus sailed to the New World in 1492. Spain paid for his trip, so he reported back to them. Spain wanted to explore more. They wanted to find gold and treasure. Spanish explorers went to South America. When they came to what is now the United States, they were on the West Coast.

The French and English heard about this new place. The French were also looking for treasure. They claimed land in the middle of the country. The English came later but wanted a place to live. They claimed land on the East Coast.

The United States declared its freedom in 1776. Before that time, many nations had explored the land. Maps like this one show information from long ago.



Name _____ Date _____

City Sort

Directions: Cut apart these city names. Then, follow your teacher's directions.

Allentown	Brownsville	Fayetteville
Georgetown	Jacksonville	Jamestown
Knoxville	Las Cruces	Las Vegas
Los Angeles	Middletown	New Gloucester
New London	New Orleans	New York
San Diego	San Francisco	San Jose
Santa Barbara	Santa Clara	Santa Fe
Santa Rosa	Somerville	Yorktown

Name _____ Date _____



Exploration School-Home Connection Letter

Dear _____ ,

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Can you help me learn about another explorer? It could be someone else who explored the New World or a person who explored a different place on Earth—or even space! I need to make a poster with three things about my explorer: where they are from, where and why they explored, and what influence they had. I can take notes here to help me plan my poster.

I will share my poster with the class on _____ .

Thank you for helping me with this activity.

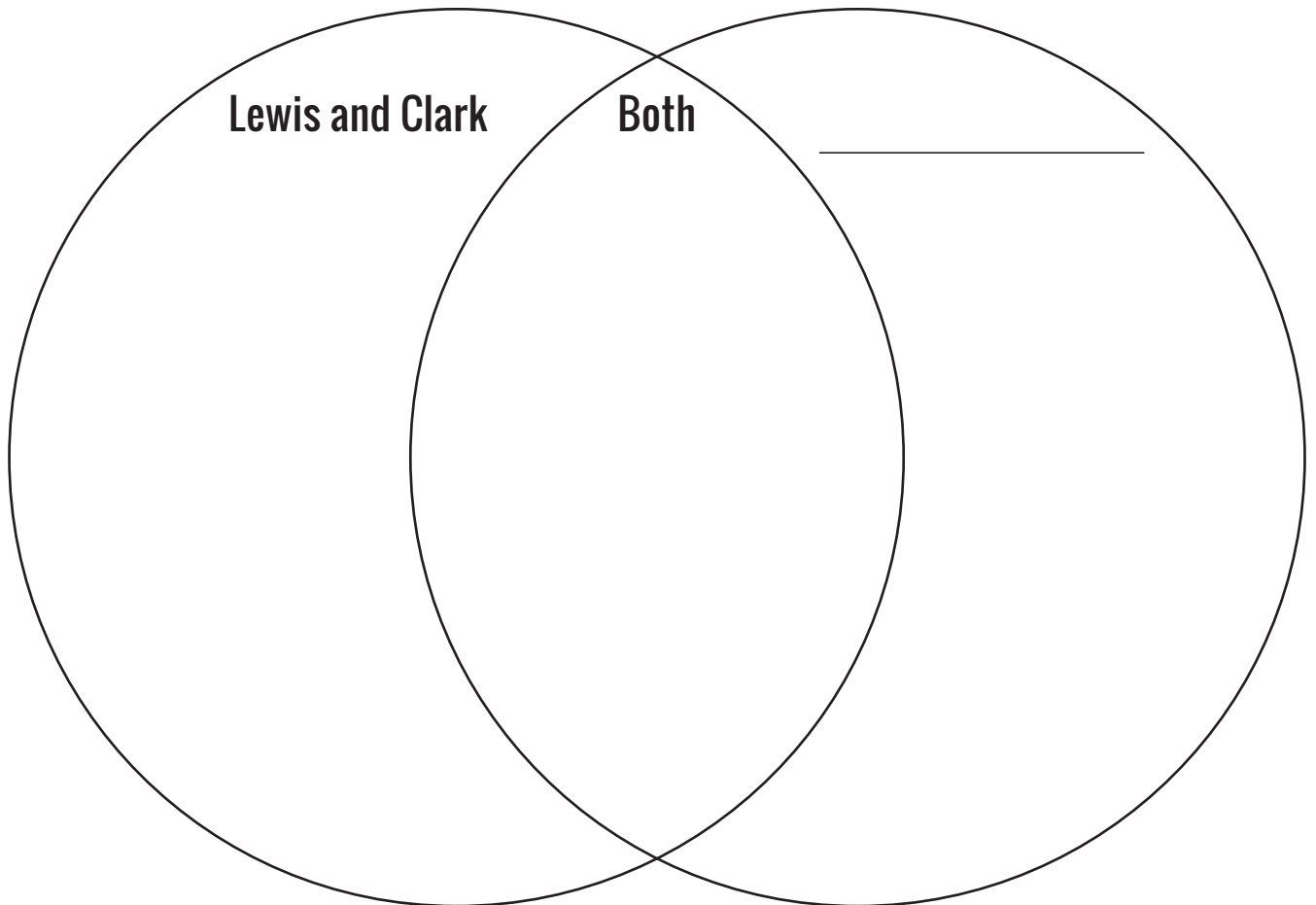
Love,

Lewis and Clark

Directions: Read about Lewis and Clark. Then, compare Lewis and Clark to Sir Walter Raleigh or Juan Rodríguez Cabrillo.



In 1804, Lewis and Clark left St. Louis, Missouri, to explore the West. They made their way to the Pacific Ocean and back again. They saw new plants and animals. They drew maps and wrote journals about their trip. The trip lasted two years. The United States learned about its new land.



Exploration



Source: Library of Congress [LC-DIG-highsm-14847]

This statue honors Sir Walter Raleigh.



Source: Library of Congress [LC-DIG-highsm-12778]

This statue honors Juan Rodríguez Cabrillo.

Exploring East and West

Spain and France explored parts of the New World. This began in the 1500s. They were looking for treasure. England also wanted to explore the New World. But England was looking for a place people could live.

Sir Walter Raleigh lived in England. He was the queen’s favorite. She let him send ships to the New World. Raleigh did not go, but he was in charge of the trip. The crew landed in 1585. Raleigh named the land Virginia. It was in present-day North Carolina. They made a **settlement**. It was called Roanoke.

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There were many others who explored the New World. They had hard times. They had bad weather and storms at sea. American Indians were not always happy to see them. But the explorers had an impact where they landed. They shared their language. They also shared their religion. Many natives were **converted**. Sadly, explorers also brought diseases. Diseases killed many natives.

Challenge

Roanoke is called the “Lost Colony” because the people there mysteriously disappeared. Find out more about it!

Two Explorers

Directions: Use the Venn diagram to compare and contrast the explorers.

