

NYSTROM

TEACHER'S GUIDE

ENC  MPASS

# Western Hemisphere

A HANDS-ON ELEMENTARY  
MAPPING PROGRAM

FIRST EDITION

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UNIT 1

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# Early Migrations

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## ACTIVITY 1

# European Exploration and Settlements



Atlas pages 22–27

### Objectives

- Investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored, including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa.
- Map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French, Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions.
- Examine European interactions with Native Americans, using these examples: Conquests by Cortez and Pizarro and the resulting demographic change.

### Materials

- Atlas pages 22–27
- Western Hemisphere Desk Maps
- Western Hemisphere Place Mats
- map markers

### Engage and Connect

Introduce the topic of the activity to students.

- **Say:** During the early migration era, Spain, Portugal, England, and France all claimed land in the Western Hemisphere.
- **Ask:** What do you think would make explorers leave their homes to come to the Americas?
- **Say:** Turn and share your ideas with a partner.

Have students share their predictions with the class and write them on the board.

- **Say:** Today we will learn more about the key areas Western Hemisphere that were colonized by these countries and explore their interactions with Native Americans.

### Deliver New Content

## 1 Investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored, including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa.

- a. Divide the class into six groups and distribute the Western Hemisphere Desk Maps, Western Hemisphere Place Mats, and map markers.
- b. Have students turn to pages 22–23 of the atlas.

- **Say:** Read along with me as I read. As we read, we will keep the following question in mind: What were the consequences of these explorers expeditions in North America and Mesoamerica?
- **Say:** Vikings explored North America long before Christopher Columbus sailed to the Americas.
- **Say:** The Age of Exploration started in the 1400s when explorers like Christopher Columbus came to the Americas.

- **Say:** Look at Map D on page 23. Which European countries explored and settled the Americas during this time? (England, France, Spain, and the Netherlands)

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- **Say:** These countries were competing for more land for their home country. More land meant more power during this time.
- c. Have students turn to Side A of the Western Hemisphere Desk Map.
- **Say:** Using your map markers, copy the routes of each explorer from this map onto your Western Hemisphere Desk Map. Write the name of each explorer over the arrow showing their route.
  - **Ask:** What do you think happened in these areas because of the explorer expeditions? Turn and talk to a partner about your predictions.

**2 Students will map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French, Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions.**

- a. Have students turn to pages 24–25 of the atlas.
- **Say:** Read along with me as I read, and think about this question: What were the consequences of these expeditions to South America?
  - **Say:** Draw the routes of Vespucci, Cabral, Balboa and Pizarro on your Western Hemisphere Desk Map.
  - **Say:** What continent did these explorers settle? (South America)
  - **Ask:** Who claimed the most land for their country at this time? (Spain)
  - **Ask:** What conclusion can you draw about the impact Spain has on these areas today? (They speak Spanish, Spanish foods, Catholic, Spanish architecture)
  - **Say:** Europe had an enormous impact on the Americas at this time. One impact was that they brought new plants and animals to the Americas. In exchange, they brought back different goods to Europe.
- b. Have students turn to pages 26–27 of the atlas.

**Say:** Look at Map B on page 26. This map shows the movement of goods across the Atlantic Ocean. This movement of goods was called the Columbian Exchange.

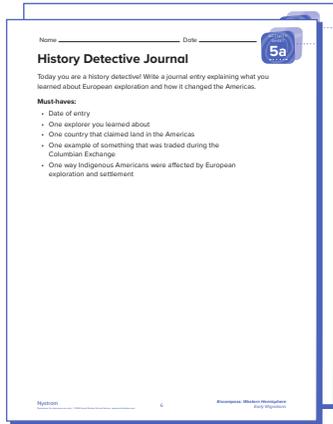
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- **Say:** Choose one good from each category coming from the Eastern Hemisphere. On your Western Hemisphere Desk Map, draw a wide arrow coming towards the Americas. Create different symbols representing each item you chose, and draw those symbols on top of your arrow. Then, choose one good from each category coming from the Western Hemisphere. Draw a wide arrow towards the Eastern Hemisphere and draw symbols representing the goods you chose.
- **Ask:** Before the Age of Exploration, what animal did Europe NOT have? (turkeys)

### 3 Examine European interactions with Native Americans, using these examples: Conquests by Cortez and Pizarro and the resulting demographic change.

- Review pages 24–27 of the atlas with students.
  - **Ask:** What did Spain and Portugal gain from the Aztecs and Incas? (gold, silver, land)
  - **Say:** Look at image D on page 27. How did Spain’s desire for power and control affect the Aztec Empire? (When the Spanish arrived, the Aztec emperor Montezuma was killed and the Spanish took control of Tenochtitlán, which ended Aztec rule.)
- Have students turn to Side A of the Western Hemisphere Place Mat.
  - **Say:** Find the cause-and-effect chart on your place mat. In the first box, write **Spain wanted gold and land**. In the box that the arrow is pointing toward, write **They killed Aztec Emperor Montezuma**.
  - **Say:** Review pages 25–27 of the atlas. Using the information on these pages, write your own cause-and-effect sentence under the example we just did in the boxes on your place mat.
  - **Ask:** Based on what we’ve read in this section, what can you predict will happen to the Native American cultural groups? (Students might say they will be destroyed or forced to take on Western languages and religions.)

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Activity Sheet 5

## Assess Student Mastery

1. Distribute Activity Sheet 5, *History Detective Journal*.
  - a. Using information from atlas pages 22–27, students will pretend to be a history detective and write about what they learned in a journal.

## Close the Lesson

1. Before students turn in their activity sheets, have students share their journal entry with a partner. Encourage students to talk about similarities and differences in their descriptions.
2. Review the information learned during the activity.
  - **Ask:** With so many people claiming land in the Americas, what do you think this led to?
  - **Say:** In our next activity, we'll be exploring the consequences of different countries claiming land in the Americas.

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# History Detective Journal

Today you are a history detective! Write a journal entry explaining what you learned about European exploration and how it changed the Americas.

## Must-haves:

- Date of entry
- One explorer you learned about
- One country that claimed land in the Americas
- One example of something that was traded during the Columbian Exchange
- One way Indigenous Americans were affected by European exploration and settlement

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## My Expedition Experience

Date of entry:

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One explorer I learned about:

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One country that claimed land in the Americas:

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Observed item of exchange:

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One way Indigenous Americans were affected by European exploration:

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