

GRADE 4, UNIT 3

European Arrival in North America



MASTER COPIES



A 1596 map of the “new world” shows European explorers Columbus, Vespucci, Pizzaro, and Magellan in the corners. Image by Theodor de Bry via Wikimedia Commons, public domain.

Acknowledgements

This Investigating History unit was developed by the Massachusetts Department of Elementary and Secondary Education in partnership with the following organizations and individuals:

Pilot Curriculum Authors: Educurious by NCEE

Lead Author

Tricia Farquharson

Lead Reviewer

Kasha Browning

Editor

Gayle Klim

Unit Design Support

N'Dia Parker-McWhorter

Additional Curriculum Revisions

Lindsay Lyons

Kara Pranikoff

Eric Soto-Shed

2025–26 Curriculum Revisions: Educurious by NCEE

Lead Author

Tricia Farquharson

Lead Reviewer

Katherine Moran

Editor

Danielle DeStefano

Additional Curriculum Revisions

Katherine Moran

Emily Krank

Digital Media Specialist

Angela Rosenberg

Senior Advisor

Sara Nachtigal

Indigenous Curriculum Review: Native Education Council of Massachusetts

Est. 2019 by the Mashpee Wampanoag Tribe Education Department

Note: The Native Education Council does not rate or endorse curriculum materials. See the Curriculum Guidebook for more information.

English Learner Consultants: English Learners Success Forum

Note: ELSF does not rate or endorse materials. See the Curriculum Guidebook for more information.

Scholar Advisor

Ben Remillard, *Providence College*

Massachusetts Department of Elementary and Secondary Education

Kathryn Gabriele
Dylan Geesey-Pearce
Reuben Henriques
Rebekah Judson
Miesha Keita
Julia Lucas
Katherine Tarca

Copyright Notice



All original content in this work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/) and © 2026 by DESE. Third party content including, but not limited to, images, illustrations, and photographs, are subject to their own license terms.

Reference in this curriculum to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public, and does not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education (DESE). Our office is not responsible for and does not in any way guarantee the accuracy of information in other sites accessible through links herein. For more information please contact: InvestigatingHistory@mass.gov.

Name: _____ Date: _____

Unit 3, Cluster 1 Inquiry Chart

Unit EQ	What effects did interactions among societies have over time on people, land, and power in North America?
Cluster SQ	How did North American societies and other societies around the world interact before the 1400s?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 3: We examined a map and Indigenous artifacts, and identified how the artifacts may show interactions between societies.	
Lesson 4: We read stories about Vikings' actions in North America and their effects.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 5: We explored how people traded goods by listening to a story, by participating in a trade simulation, and by using a map to understand the places those regions could trade.	
Lesson 6: We analyzed maps and historical accounts to investigate how goods moved along trade routes and how access and cost affected trade and inspired merchants and leaders to search for new routes.	

Name: _____ Date: _____

Cluster 1 Timeline

This timeline for Cluster 1 can be combined with the timelines for Clusters 2 and 3 to create one large, continuous Unit 3 timeline.

1400



The Americas

- Indigenous communities in North America had complex trade networks connected by land and rivers.
- City-states in Central America used long-distance trade routes to bring goods to marketplaces.
- South American traders had a system of roads to trade between coastal areas, forest, and jungles.
- Traders in the Caribbean used canoes to trade between islands and the mainland.



Other Societies Around the World

- Empires in Africa traded across the Sahara Desert. Some African city-states traded with Asia. Later, Portuguese traders reached Africa by sea.
- Trade flourished throughout Europe. Europeans also traded with Asia, using the Silk Road. The Silk Road was a network of trade routes stretching across the continent of Asia.
- China sent large treasure-hunting explorations to India, the Middle East, and Africa. As routes were discovered, sea trade grew across Asia.

Name: _____ Date: _____

Unit 3 Know and Wonder Chart

Unit 3 Essential Question: How did interactions between societies change people, land, and power in North America over time?

What do you already know?	What do you wonder?

Blank Word Wall Cards

Directions: These cards are designed to support students with learning key vocabulary in their home language(s). Make a copy of this document and use a translation resource to translate the word and definition. Print and cut out these vocabulary cards to use on the Word Wall in the classroom. Translated cards should be displayed below the English version to support students with translanguaging.

Blank Word Wall Cards

vocabulary word

definition

vocabulary word

definition

vocabulary word

definition

Name: _____ Date: _____

Notes Organizer: *The People Shall Continue*

Directions: You will hear the beginning of the book *The People Shall Continue*. Listen for information about Indigenous societies and the ways they interacted. Write or draw notes below.

Topic	Notes
The People’s societies	
The People’s interactions	

Name: _____ Date: _____

Map and Artifact Analysis

Directions: As a group, look closely at each image on the Artifact Stations handout. Then discuss and record your responses to the questions below.

A: Hopewell Trade Routes Map

Observe: What do you notice about where different goods came from?

Read: What does the map show about the movement of goods?

Connect: How do you think goods moved across regions?

B: Obsidian Spear Point

Observe: What is this object? Who might have made it?

Read: How could this object have traveled so far?

Connect: How does this artifact show interaction?

C: Wampum Belt

Observe: What is this object? Who might have made it?

Read: Why would societies create something like this together?

Connect: How does this artifact show interaction?

D: Ancestral Pueblo Pottery and Mississippian Pottery

Observe: What are these objects? Who might have made them?

Read: What looks similar? What looks different?

Connect: How do these artifacts show interaction?

E: Aztec Warrior Clothing

Observe: What are these objects? Who might have made them?

Read: What do these artifacts show about conflict or power?

Connect: How do these artifacts show interaction?

Map and Artifacts

A: Hopewell Trade Routes Map



B: Obsidian Spear Point



Found by archaeologists at Mound City in Ohio

Obsidian is a type of glass that only forms near volcanoes. Major sources of obsidian were in the western parts of North America. Indigenous nations, such as the Hopewell, used obsidian for tools and weapons.

C: Wampum Belt



A wampum belt commemorating an Iroquois and Algonquin peace treaty or alliance

A wampum belt is a ceremonial belt crafted by Indigenous peoples of the Northeast, using white and purple beads made from seashells gathered along the Atlantic coast. These belts are used to record and share important stories, agreements, laws, and events.

D: Ancestral Pueblo Pottery and Mississippian Pottery



Pueblo Jar (12th–13th century) and Mississippian Bottle (11th–14th century)

Some Indigenous groups in North America, such as the Ancestral Puebloans, made pottery using "coil building," a method in which clay is rolled into long ropes that are coiled into stacked circles to form a pot. Other groups, like the Mississippians, also used coil building but mixed crushed shells into the clay to make it stronger and less likely to crack. These groups used similar methods but made different choices based on their environment and needs.

E: Aztec Warrior Clothing



Mesopotamian artists showed traditional Aztec history, religion, and culture in illustrated books created around 1541 and 1580

Warriors were important members of Aztec society. They gained status through victory in battle and helped defend and expand their empire. Warriors wore clothing decorated with feathers from tropical birds. These bright feathers showed a warrior's rank and power. High-ranking warriors wore large feather headdresses and back decorations to make them more visible in battle and to intimidate their enemies.

Map sources:

Hopewell Trade Routes map was created by Educurious using the following assets:

- Map concept inspired by “Hopewell Exotic Materials” by NPS, National Park Service/Hopewell Ceremonial Earthworks, public domain.
- “USPhysical-Web5” by Tom Patterson, Wikimedia Commons, CC0.
- “Ohio - Ross County-Hopewell Bird Claw” by Mike Sharp, Wikimedia Commons, CC BY-SA 4.0. (cropped)
- “SIA3614: Silver Earspools” by Calvin J. Hamilton (© Calvin J. Hamilton 2010), ScienceViews Photo Library, per the *ScienceViews Photo Conditions of Use*. (cropped)
- “Rose quartz (32132819430)” by James St. John, Wikimedia Commons, CC BY 2.0. (cropped)
- “Calcite-Galena-elm56a” by Robert M. Lavinsky, Wikimedia Commons, CC BY-SA 3.0. (cropped)
- “IMG 7448-960 (A collection of fossilized shark teeth from the Hopewell culture)” by NPS/Andrew Weiland, National Park Service, public domain. (cropped)
- “Copper Bird A (A copper effigy depicting a peregrine falcon)” by NPS/Tom Engberg, National Park Service, public domain. (cropped)
- “Picture 2 35 (An obsidian spear point from the Hopewell culture)” by NPS, National Park Service, public domain. (cropped)
- “Busycon-contrarium by Clmiadfl, Wikimedia Commons, CC0. (cropped)
- “Knife River 450 (A single piece of Knife River Flint)” by NPS/Andrew Weiland, National Park Service, public domain. (cropped)

Image sources:

- “Obsidian spear point” by NPS via National Park Service, public domain.
- “Wampum belt” by Daderot via Wikimedia Commons, public domain.
- “Anasazi jar” by unknown artist via Wikimedia Commons, CC0.
- “Mississippian Bottle” by unknown artist via Wikimedia Commons, CC0.
- “Codex Ixtlilxochitl folio 106r” by unknown artist via Wikimedia Commons, public domain. (cropped)
- “Codex Mendoza folio 67r” by unknown artist via Wikimedia Commons, public domain. (cropped)

Name: _____ Date: _____

Map and Artifact Analysis (Sentence Starters)

Directions: As a group, look closely at each image on the Artifact Stations handout. Then discuss and record your responses to the questions below. You can use the sentence starters to help you.

A: Hopewell Trade Routes Map

Observe: What do you notice about where different goods came from?

I notice the different goods came from...

Read: What does the map show about the movement of goods?

This map shows that the movement of goods...

Connect: How do you think goods moved across regions?

This makes me think that goods moved across regions by...

B: Obsidian Spear Point

Observe: What is this object? Who might have made it?

I think this object is a / an... I think it was made by...

Read: How could this object have traveled so far?

One way this object could have travelled is...

Connect: How does this artifact show interaction?

This artifact shows interaction because...

C: Wampum Belt

Observe: What is this object? Who might have made it?

I think this object is a / an... I think it was made by...

Read: Why would societies create something like this together?

Societies might create this to... This could help people...

Connect: How does this artifact show interaction?

This artifact shows interaction because...

D: Ancestral Pueblo Pottery and Mississippian Pottery

Observe: What are these objects? Who might have made them?

I think these objects are... I think they were made by...

Read: What looks similar? What looks different?

One thing that looks similar is... One thing that looks different is...

Connect: How do these artifacts show interaction?

These artifacts show interaction because...

E: Aztec Warrior Clothing

Observe: What are these objects? Who might have made them?

I think these objects are... I think they were made by...

Read: What do these artifacts show about conflict or power?

One way they show power is... One way they show conflict is...

Connect: How do these artifacts show interaction?

These artifacts show interaction because...

Name: _____ Date: _____

Viking Stories

Directions: Read and discuss the three Viking story summaries below with your small group. Underline any information that you find about interactions affecting people, land, and power.

The Saga of the Greenlanders

Story 2 Summary

Leif sailed from Greenland with a large crew to look for land that was new to them. The first land they came across was mostly rock and glaciers. They did not think the land would be useful. The second land had forests and sandy shores. Leif named this Markland (Forest Land). They then traveled longer and arrived at an island. It was grassy and had rivers and lakes. They decided to build homes there and stay for the winter. During the days, they broke into groups to explore the land but made sure they could return to their homes each night.

Story 3 Summary

One day, one of Leif's crew members came back saying he had found vines and grapes growing. They worked to collect the grapes and vines and loaded up their ship. That spring, they set sail back for Greenland with their ship full of grapes. Leif named the area Vinland (Vineland) after the grape vines. When they returned, Leif's brother Thorvald thought Leif should have explored more of the area of Vinland. So Leif decided Thorvald should take Leif's ship and go on his own journey.

Story 4 Summary

Thorvald, Leif's brother, sailed to Vinland (Vineland) with a large crew. When they arrived, they lived in the homes that Leif and his crew had built. They explored the land and the surrounding islands for over a year. The second summer Thorvald and his crew were there, they explored further and came across Indigenous men hiding under boats. They captured these men and killed them.

That night, one of Thorvald's crew members warned that more of the boats they had seen earlier were coming towards them. Thorvald and his crew fought the Indigenous peoples, and Thorvald was wounded badly. It was clear he would not survive. He directed his crew to prepare to return to Greenland after he died. The crew spent the winter loading up the ship with grapes and vines and sailed back to Greenland in the spring to share the news with Leif.

Text source: Adapted from "The Saga of the Greenlanders" in [The Sagas of Icelanders: A Selection](#) by Ted Hughes. Penguin, 2001, pp. 638–643.

Name: _____ Date: _____

Viking Stories (Chunked Text)

Directions: Read and discuss the three Viking story summaries below with your small group. Underline any information that you find about interactions affecting people, land, and power.

The Saga of the Greenlanders

Story 2 Summary

Leif sailed from Greenland with a large crew to look for land that was new to them. The first land they came across was mostly rock and glaciers. They did not think the land would be useful. The second land had forests and sandy shores. Leif named this Markland (Forest Land).

They then traveled longer and arrived at an island. It was grassy and had rivers and lakes. They decided to build homes there and stay for the winter. During the days, they broke into groups to explore the land but made sure they could return to their homes each night.

Story 3 Summary

One day, one of Leif's crew members came back saying he had found vines and grapes growing. They worked to collect the grapes and vines and loaded up their ship. That spring, they set sail back for Greenland with their ship full of grapes. Leif named the area Vinland (Vineland) after the grape vines.

When they returned, Leif's brother Thorvald thought Leif should have explored more of the area of Vinland. So Leif decided Thorvald should take Leif's ship and go on his own journey.

Story 4 Summary

Thorvald, Leif's brother, sailed to Vinland (Vineland) with a large crew. When they arrived, they lived in the homes that Leif and his crew had built. They explored the land and the surrounding islands for over a year.

The second summer Thorvald and his crew were there, they explored further and came across Indigenous men hiding under boats. They captured these men and killed them.

That night, one of Thorvald's crew members warned that more of the boats they had seen earlier were coming towards them. Thorvald and his crew fought the Indigenous peoples, and Thorvald was wounded badly.

It was clear he would not survive. He directed his crew to prepare to return to Greenland after he died. The crew spent the winter loading up the ship with grapes and vines and sailed back to Greenland in the spring to share the news with Leif.

Text source: Adapted from "The Saga of the Greenlanders" in [The Sagas of Icelanders: A Selection](#) by Ted Hughes. Penguin, 2001, pp. 638–643.

Name: _____ Date: _____



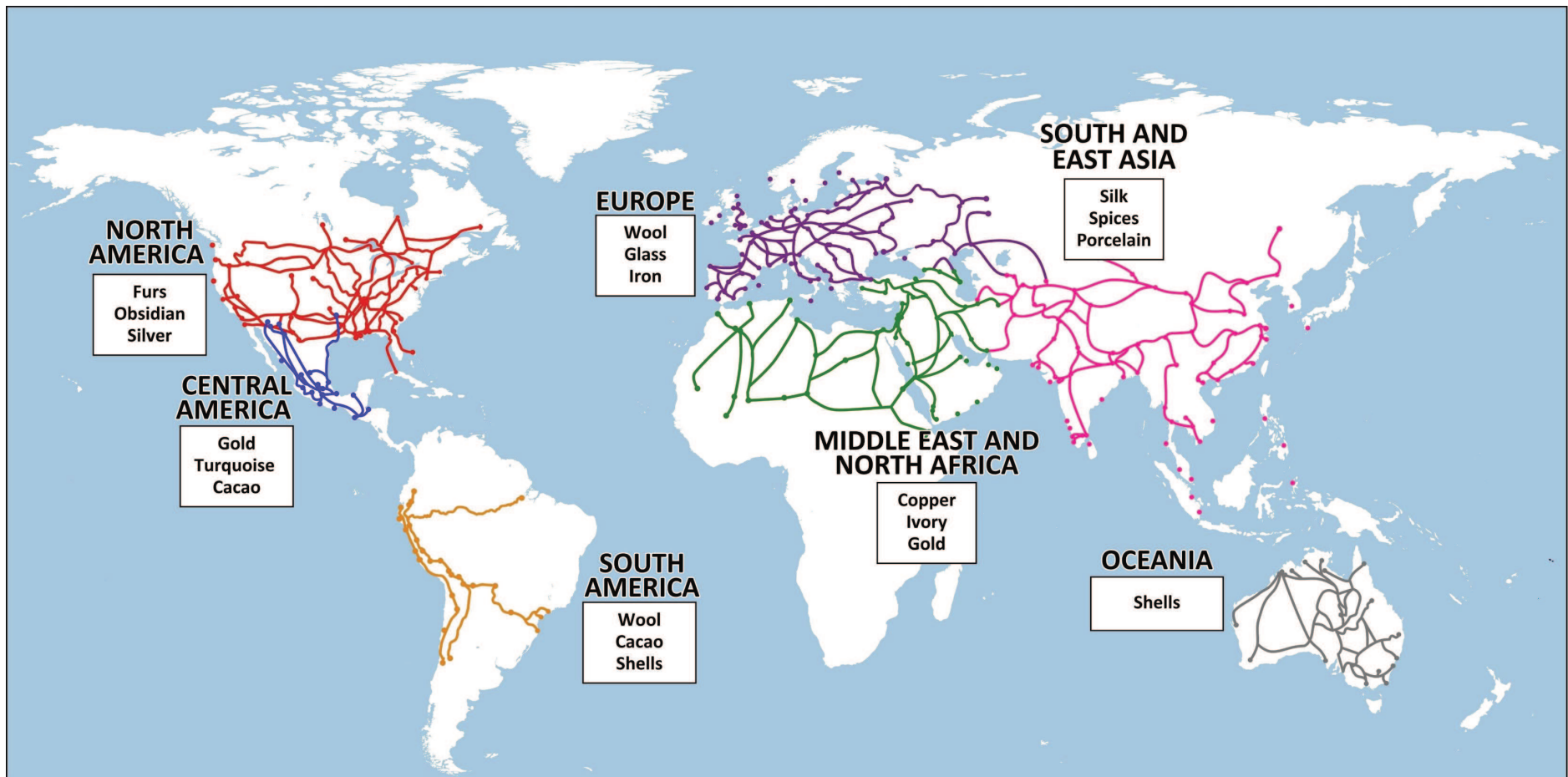
Lesson 5 Exit Ticket

Directions: Use what you have learned to make predictions about what happened when trade routes began crossing the Atlantic Ocean.

What do you predict happened when global trade expanded across the Atlantic Ocean after 1492?

Global Trade Routes Before the 1400s

Land Trade Routes Before the 1400s



Land and Sea Trade Routes Before the 1400s

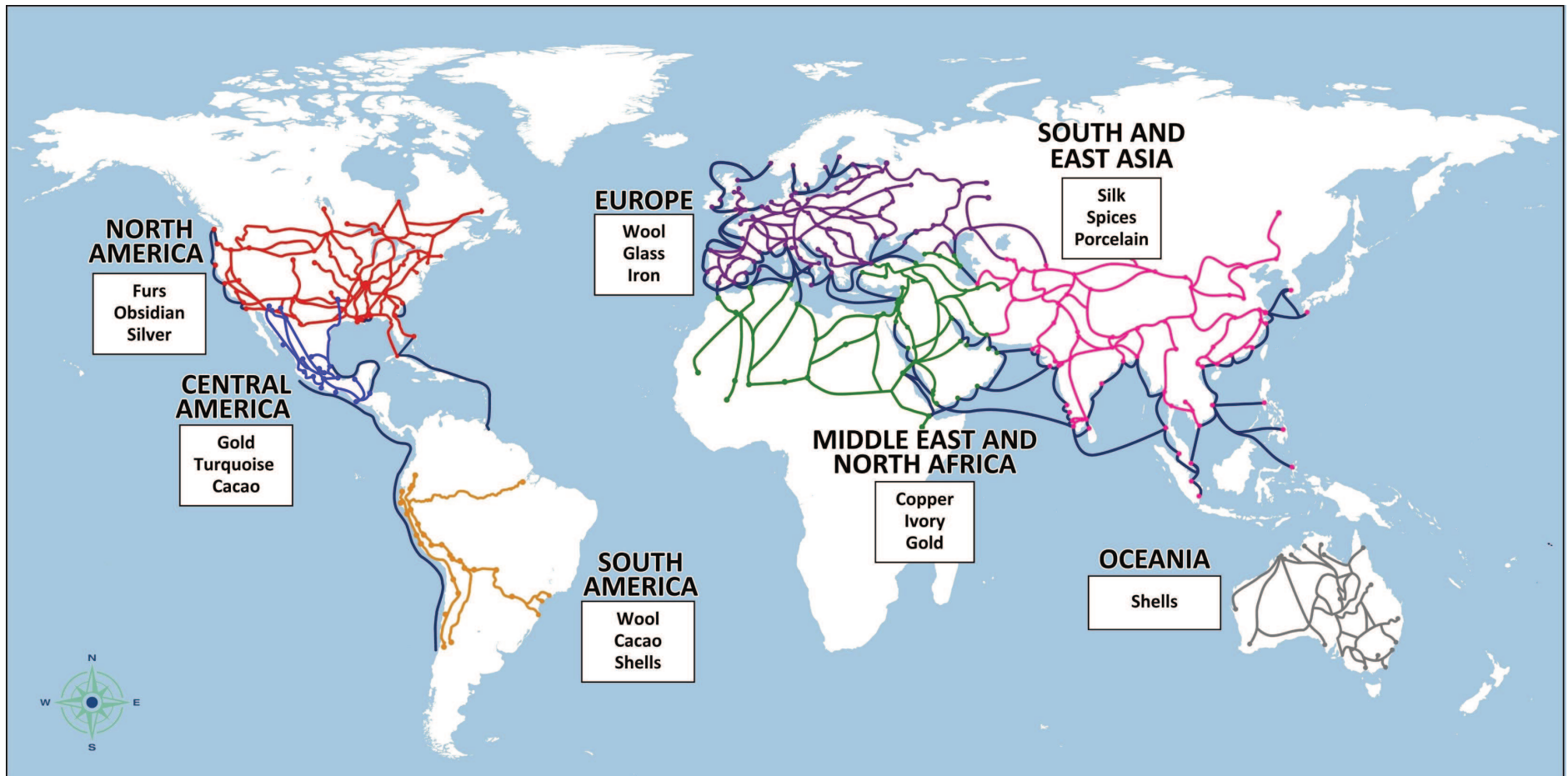


Image background source: Blank world map with oceans marked in blue by Mastersun25 via Wikimedia Commons, CC BY-SA 3.0. Adapted by Educurious.

Text sources:

General reference: OER Project. [Medieval Trade Routes Thematic Map](#).

North America:

- Carlos, Ann M. May, 2023. "[Indigenous Trade Networks Across the Great Plains in the Colonial Era](#)." Figure 2. The Country They Built: Dynamic and Complex Indigenous Economies in North America before 1492. *ResearchGate*.
- Encyclopedia of American Indians. n.d. "[Travel and Transportation Routes](#)." *Houghton Mifflin Company*.
- Griffin, Jodi. n.d. "[Suggested Trade/Exchange Routes for Purquoise Throughout Prehispanic Mesoamerica](#)." Based on information from Phil Weigand in *Turquoise in Pre-Columbian America*.
- Indigenous Entrepreneurship. n.d. "[Pre-contact Trade and Trade Centers](#)." *Toronto Metropolitan University Pressbooks*.
- Tate, Carolyn E. n.d. "[The Shape of Place: The Lower Pecos Canyonlands as a Chicomoztoc?](#)." *University of Houston Pressbooks*.
- Western, Samuel. April 26, 2016. "[Trade Among Tribes: Commerce on the Plains before Europeans Arrived](#)." *Wyoming History*.

Central America:

- Carballo, David M. 2012. "[Trade Routes in the Americas Before Columbus](#)." *Trade in the Age of Discovery*.
- Hellerick. March 16, 2016. "[Mayan Trade Routes Map](#)." *Wikimedia Commons*.
- Monterroso, Mirza. December, 2012. "[The Great Western Trade Route](#)." Tikal's Early Classic Domination of the Great Western Trade Route: Ceramic, Lithic, and Iconographic Evidence. *ResearchGate*.

South America:

- Capac, Manco. April 13, 2008. "[Inca Road System](#)." *Wikimedia Commons*.

Europe:

- Cartwright, Mark. January 8, 2019. "[Trade in Medieval Europe](#)." *World History*.
- Netchev, Simeon. May 24, 2022. "[Map of Trade Networks in the Middle Ages, c. 1200](#)." *World History*.

South and East Asia:

- Britannica Editors. July 29, 2026. "[Silk Road](#)." *Encyclopedia Britannica*.
- TwoOneTwo. March 30, 2006. "[Transasia Trade Routes 1stC CE](#)." *Wikimedia Commons*.

Oceania:

- Barker, Bryce and Tiina Manne. August 21, 2025. "[Ancient shells and pottery reveal the vast 3,200-years-old trade routes of Oceania's Indigenous peoples](#)." *The Conversation*.
- Norris, Ray P. August, 2016. "[The Aboriginal Trade Routes of Australia](#)." Dawes Review 5: Australian Aboriginal Astronomy and Navigation. *ResearchGate*.

Middle East and North Africa:

- World History Volume 2. n.d. "[The Roots of African Trade](#)." *OpenStax*.

Grade 4, Unit 3: European Arrival in North America

Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.
For more information, visit <http://creativecommons.org/licenses/by-nc/4.0/>.

Name: _____ Date: _____

Lesson 5 Exit Ticket (Word Bank)

Directions: Use what you have learned to make predictions about what happened when trade routes began crossing the Atlantic Ocean. You can use the word bank to help you write your response.

Word Bank			
routes	goods	regions	distance
access	choices	connect	new
conflict	across	animals	food
ideas	interact	cooperate	want

What do you predict happened when global trade expanded across the Atlantic Ocean after 1492?

Name: _____ Date: _____

Historical Account Analysis

Directions: Read each historical account to understand a perspective on trade. Then use the account to respond to the questions that follow.

Account 1

***The Travels of Ibn Battuta* by Ibn Battuta (around 1355)**

Background

Ibn Battuta was a Muslim traveler from North Africa who journeyed across parts of Africa, Asia, and the Middle East in the 1300s. After his travels, he wrote a book about the people he had encountered and the places he had visited.

Around 1330, Battuta visited Mogadishu, located in present-day Somalia in Africa. In this excerpt from the account of his travels, Ibn Battuta describes the trading town of Mogadishu.

Historical Account

We traveled by sea to Mogadishu, a town of enormous size. The town's inhabitants are merchants who are very wealthy. The city is known for beautiful cloth that is made there and traded to Egypt and other lands.

When ships arrive, small boats come out to meet them. Young men from the town bring food to the merchants on the ships and invite the merchants to stay at their homes.

—adapted excerpt from *The Travels of Ibn Battuta*, by Ibn Battuta (c. 1355)

Account 1: Investigating Sources Questions

Observe: Who was the author of this account?

Read:

What does this account show about how trade worked?

What is the author's message about trade?

Connect: Based on this account, why might European nations have wanted to find new trade routes?

Account 2

***The Practice of Commerce* by Francesco Balducci Pegolotti (around 1340)**

Background

Francesco Balducci Pegolotti was an Italian merchant and writer who lived in the 1300s. Around 1340, he wrote a book for merchants about the costs of doing business along the trade routes that connected Europe and Asia.

In this excerpt from his book, *The Practice of Commerce*, Pegolotti explains travel, trade, and taxes along routes used by merchants traveling to Cathay, an old name for China.

Historical Account

The road from Tana to Cathay is said to be safe for merchants who travel it. Many merchants use this route to trade goods between places. Cathay is a large place with many cities. One city, called Cambalec, is very big and full of people and trade. Many merchants travel there to buy and sell goods.

The journey is long and expensive. Merchants must pay money along the way for travel, workers, and supplies. They often travel in large groups to stay safe.

At Tana, some goods like gold, silver, and pearls do not have taxes on them. But other goods do. Merchants from places like Genoa and Venice pay a small tax on items like wine and animal hides, and other traders pay even more.

There are also fees for moving goods. For example, silk has a cost for each pound, and other goods are charged based on how much is being carried.

—adapted excerpt from *The Practice of Commerce*, by Francesco Balducci Pegolotti (c. 1340)

Account 2: Investigating Sources Questions

Observe: Who was the author of this account?

Read:

What does this account show about how trade worked?

What is the author's message about trade?

Connect: Based on this account, why might European nations have wanted to find new trade routes?

Account 3

***Chronicle of the Discovery of Guinea* by Gomes Eanes de Zurara (around 1453)**

Background

Gomes Eanes de Zurara was a Portuguese writer and historian who lived in the 1400s. He wrote about the voyages and explorations sponsored by Prince Henry of Portugal, sometimes called Prince Henry the Navigator.

In *Chronicle of the Discovery of Guinea*, Zurara wrote about Portuguese exploration along the west coast of Africa in the 1440s. In this excerpt from his book, Zurara explains some of the reasons Prince Henry made exploration of new trade routes and lands a priority for Portugal.

Historical Account

He kept his ships ready and well prepared because he wanted to learn about the lands beyond the Canary Islands and Cape Bojador. He wondered if people lived there and if ships could travel there safely.

He believed that if they found these places, they could bring new goods back to his kingdom and sell them. He also thought they could trade their own goods there and make a lot of profit because other people were not trading with those places yet.

—adapted excerpt from *Chronicle of the Discovery of Guinea*, by Gomes Eanes de Zurara (c. 1453)

Account 3: Investigating Sources Questions

Observe: Who was the author of this account?

Read:

What does this account show about how trade worked?

What is the author's message about trade?

Connect: Based on this account, why might European nations have wanted to find new trade routes?

Text sources:

- [The Travels of Ibn Battuta, Vol. 2](#) (adapted)
- [La Pratica della Mercatura \(The Practice of Commerce\)](#) (adapted)
- [Chronicle of the Discovery of Guinea](#) (adapted)

Name: _____ Date: _____

Historical Account Analysis (Sentence Starters)

Directions: Read each historical account to understand a perspective on trade. Then use the account and the sentence starters to respond to the questions that follow.

Account 1

***The Travels of Ibn Battuta* by Ibn Battuta (around 1355)**

Background

Ibn Battuta was a Muslim traveler from North Africa who journeyed across parts of Africa, Asia, and the Middle East in the 1300s. After his travels, he wrote a book about the people he had encountered and the places he had visited.

Around 1330, Battuta visited Mogadishu, located in present-day Somalia in Africa. In this excerpt from the account of his travels, Ibn Battuta describes the trading town of Mogadishu.

Historical Account

We traveled by sea to Mogadishu, a town of enormous size. The town's inhabitants are merchants who are very wealthy. The city is known for beautiful cloth that is made there and traded to Egypt and other lands.

When ships arrive, small boats come out to meet them. Young men from the town bring food to the merchants on the ships and invite the merchants to stay at their homes.

—adapted excerpt from *The Travels of Ibn Battuta*, by Ibn Battuta (c. 1355)

Account 1: Investigating Sources Questions

Observe: Who was the author of this account?

This account was written by...

Read: What does this account show about how trade worked? What is the author's message about trade?

This account shows that trade...

The author's message about trade is...

Connect: Based on this account, why might European nations have wanted to find new trade routes?

This account makes me think Europeans wanted new trade routes because...

Account 2

***The Practice of Commerce* by Francesco Balducci Pegolotti (around 1340)**

Background

Francesco Balducci Pegolotti was an Italian merchant and writer who lived in the 1300s. Around 1340, he wrote a book for merchants about the costs of doing business along the trade routes that connected Europe and Asia.

In this excerpt from his book, *The Practice of Commerce*, Pegolotti explains travel, trade, and taxes along routes used by merchants traveling to Cathay, an old name for China.

Historical Account

The road from Tana to Cathay is said to be safe for merchants who travel it. Many merchants use this route to trade goods between places. Cathay is a large place with many cities. One city, called Cambalec, is very big and full of people and trade. Many merchants travel there to buy and sell goods.

The journey is long and expensive. Merchants must pay money along the way for travel, workers, and supplies. They often travel in large groups to stay safe.

At Tana, some goods like gold, silver, and pearls do not have taxes on them. But other goods do. Merchants from places like Genoa and Venice pay a small tax on items like wine and animal hides, and other traders pay even more.

There are also fees for moving goods. For example, silk has a cost for each pound, and other goods are charged based on how much is being carried.

—adapted excerpt from *The Practice of Commerce*, by Francesco Balducci Pegolotti (c. 1340)

Account 2: Investigating Sources Questions

Observe: Who was the author of this account?

This account was written by...

Read: What does this account show about how trade worked? What is the author's message about trade?

This account shows that trade...

The author's message about trade is...

Connect: Based on this account, why might European nations have wanted to find new trade routes?

This account makes me think Europeans wanted new trade routes because...

Account 3

***Chronicle of the Discovery of Guinea* by Gomes Eanes de Zurara (around 1453)**

Background

Gomes Eanes de Zurara was a Portuguese writer and historian who lived in the 1400s. He wrote about the voyages and explorations sponsored by Prince Henry of Portugal, sometimes called Prince Henry the Navigator.

In *Chronicle of the Discovery of Guinea*, Zurara wrote about Portuguese exploration along the west coast of Africa in the 1440s. In this excerpt from his book, Zurara explains some of the reasons Prince Henry made exploration of new trade routes and lands a priority for Portugal.

Historical Account

He kept his ships ready and well prepared because he wanted to learn about the lands beyond the Canary Islands and Cape Bojador. He wondered if people lived there and if ships could travel there safely.

He believed that if they found these places, they could bring new goods back to his kingdom and sell them. He also thought they could trade their own goods there and make a lot of profit because other people were not trading with those places yet.

—adapted excerpt from *Chronicle of the Discovery of Guinea*, by Gomes Eanes de Zurara (c. 1453)

Account 3: Investigating Sources Questions

Observe: Who was the author of this account?

This account was written by...

Read: What does this account show about how trade worked? What is the author's message about trade?

This account shows that trade...

The author's message about trade is...

Connect: Based on this account, why might European nations have wanted to find new trade routes?

This account makes me think Europeans wanted new trade routes because...

Text sources:

- [The Travels of Ibn Battuta, Vol. 2](#) (adapted)
- [La Pratica della Mercatura \(The Practice of Commerce\)](#) (adapted)
- [Chronicle of the Discovery of Guinea](#) (adapted)

Cluster Web Instructions

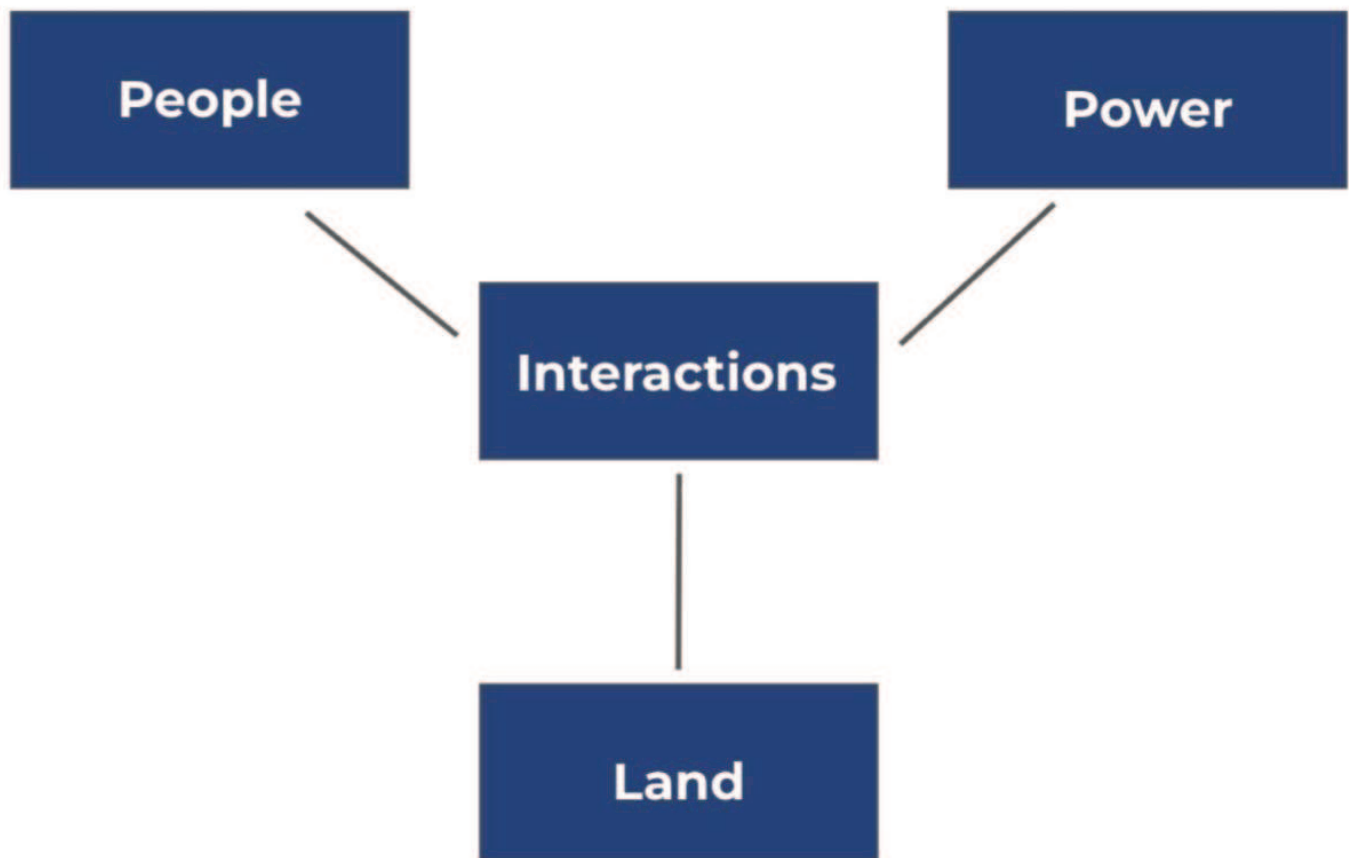
Step 1: Brainstorm

Interactions Between Societies Before the 1400s

People	Places	Things
Vikings	The Americas	Spices
Merchants	trade routes between Europe and Asia	Boats

Step 2: Draw the Web

Use the model to draw your interaction cluster web. You will add ideas from the chart to the web to make interaction clusters. The ideas in each cluster will work together as an example of that type of interaction.



Step 3: Pick and Post

1. Take turns. On your turn, pick one idea from the organizer and write it on a sticky note. Post your note on the web. Draw a line to connect it to a topic it affected: people, land, or power.
2. Each sticky note that is added to the web should connect to an interaction and to any other notes that have already been connected to that interaction. For example, you could post “Vikings,” “Indigenous people,” “The Americas,” and “furs” in the “Trade” interaction cluster. Make adjustments as you go so the ideas in each cluster work together. You may also add new ideas that aren’t in your chart.
3. When every interaction has at least three notes connected to it, stop and review your web. Add to the web and/or make adjustments to ensure each cluster has one or more ideas from each category of the organizer.
4. Continue on the web until you have examples of interactions that had effects on all the main topics (people, land, and power) before the 1400s.

Name: _____ Date: _____

Interactions Before the 1400s

Directions: Use the ideas in your group's web to write examples of the effects of interactions between societies before the 1400s. Use the sentence starters to help you form your responses.

An example of how interaction affected people before the 1400s is . . .

An example of how interaction affected land before the 1400s is . . .

An example of how interaction affected power before the 1400s is . . .

Circle or star the sentence that you think provides the best evidence for answering the Supporting Question: How did North American societies and other societies around the world interact before the 1400s?

Name: _____ Date: _____

Interactions Before the 1400s (Word Bank)

Directions: Use the ideas in your cluster web to write examples of the effects of interactions between societies before the 1400s. Use the sentence starters and words from the word bank to help you write your sentences.

Word Bank			
took	needed	believed	traded
society	traveled	named	shared
Indigenous peoples	Vikings	dependent	wanted
Europeans			

An example of how interaction affected people before the 1400s is...

An example of how interaction affected land before the 1400s is...

An example of how interaction affected power before the 1400s is...

Circle or star the sentence that you think provides the best evidence for answering the Supporting Question: How did North American societies and other societies around the world interact before the 1400s?

Name: _____

Date: _____

Formative Assessment Task

Part 1

Directions: Choose one of the source pairs provided on the Formative Assessment Sources handout. Then use the sources to answer the prompts in the organizers below.

Text

Prompt	Response
Who wrote this text?	
What is the author’s message about the interaction? How do you know?	
How does this text show interaction?	

Artifact

Prompt	Response
What is this object?	
Who was it for? How was it used?	
How does this artifact show interaction?	

Part 2

Directions: Use the information you recorded above to write 3–5 sentences to answer the question: How did interactions affect people, land, or power before the 1400s? Be sure to use evidence from both sources in your response.

Name: _____ Date: _____

Formative Assessment Sources

Directions: Choose a source pair below and use the sources to complete the Formative Assessment Task.

Source Pair 1

Text Source

Ibn Battuta wrote a book about the people and places he saw in the 1300s.

We traveled by sea to Mogadishu, a town of enormous size. The town's inhabitants are merchants who are very wealthy. The city is known for beautiful cloth that is made there and traded to Egypt and other lands.

—adapted excerpt from *The Travels of Ibn Battuta*, by Ibn Battuta (around 1355)

Artifact Source

This obsidian spear point was found at Mound City in Ohio.



Source Pair 2

Text Source

Thorvald, Leif's brother, sailed to Vinland (Vineland) with a large crew. When they arrived, they lived in the homes that Leif and his crew had built. They explored the land and the surrounding islands for over a year. The second summer Thorvald and his crew were there, they explored further and came across Indigenous men hiding under animal hide-covered boats. They captured these men and killed them.

That night, one of Thorvald's crew members warned that more of the boats they had seen earlier were coming towards them. Thorvald and his crew fought the Indigenous peoples, and Thorvald was wounded badly. It was clear he would not survive. He directed his crew to prepare to return to Greenland after he died. The crew spent the winter loading up the ship with grapes and vines and sailed back to Greenland in the spring to share the news with Leif.

—adapted summary of *The Saga of the Greenlanders* section, pp. 638–643.

Artifact Source

Mesoamerican artists showed Aztec history, religion, and culture in detailed illustrations. This artifact shows clothing and weapons used by Aztec warriors.



Text sources:

- Adapted from [The Travels of Ibn Battuta, Vol. 2](#) by Ibn Battuta, translated by H.A.R. Gibb, pp. 373–374.
- Adapted from “The Saga of the Greenlanders” in [The Sagas of Icelanders: A Selection](#) by Ted Hughes. Penguin, 2001, pp. 638–643.

Image sources:

- “Obsidian spear point” by NPS via National Parks Service, public domain.
- “Codex Mendoza folio 67r” by unknown artist, part of the collection of the Bodleian Libraries of Oxford University, retrieved via Wikimedia Commons, public domain. (cropped)

Name: _____ Date: _____

Formative Assessment Task (Sentence Starters)

Part 1

Directions: Choose one of the source pairs provided on the Formative Assessment Sources handout. Then use the sources to answer the prompts in the organizers below. You can use the sentence starters to help you form your responses.

Text

Prompt	Response
Who wrote this text?	<i>This text was written by...</i>
What is the author's message about the interaction?	<i>The author believes or feels that...</i>
How do you know?	<i>I know this because the text says...</i>
How does this text show interaction?	<i>The text shows interaction because...</i>

Artifact

Prompt	Response
What is this object?	<i>The object is a...</i>
Who was it used by?	<i>This object was used by...</i>
How was it used?	<i>It was used for...</i>
How does this artifact show interaction?	<i>The artifact shows interaction because...</i>

Directions: Use the information you recorded above to write 3–5 sentences to answer the question: How did interactions affect people, land, or power before the 1400s? Be sure to use evidence from both sources in your response. You can use the sentence starter to help begin writing.

[illegible]

Name: _____ Date: _____

Unit 3, Cluster 2 Inquiry Chart

Unit EQ	What effects did interactions among societies have over time on people, land, and power in North America?
Cluster SQ	Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 9: We read about the voyages of European sailors and identified evidence of expansion.	
Lesson 11: We read about the voyages of European sailors and traced them with color-coded routes. We outlined starting and landing points and identified evidence of expansion.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 12: We analyzed images and short captions to learn what was happening in Spain, France, England, and the Netherlands, and participated in a jigsaw.	
Lesson 13: We read primary sources from both the Spanish and the Aztec perspectives and compared how each side described the same events.	
Lesson 14: We read four accounts and tracked the effects of colonization on people, land, and power.	

Name: _____ Date: _____

European Sailor Maps and Readings

Directions: View the map and read the text to learn about each sailor and his voyage. As you read, underline information about the route, the reason for the voyage, and evidence explaining any effects the voyage had on North America.

Christopher Columbus (1492)

Christopher Columbus sailed out of Spain in 1492 in search of a trade route to Asia.



Christopher Columbus

The king and queen of Spain sent Christopher Columbus to find a faster trade route to Asia. They hoped to gain money from the voyage and to impress other European nations.

In August 1492, Columbus sailed west from Spain with three ships. He stopped in the Canary Islands to repair his ships before crossing the Atlantic Ocean.

In October, he reached an island in the Bahamas where the Lucayan people lived. They were the first Indigenous people Columbus met and were part of a larger group called the Taíno. Columbus called the people that he encountered “Indians” because he thought that he had landed in India.

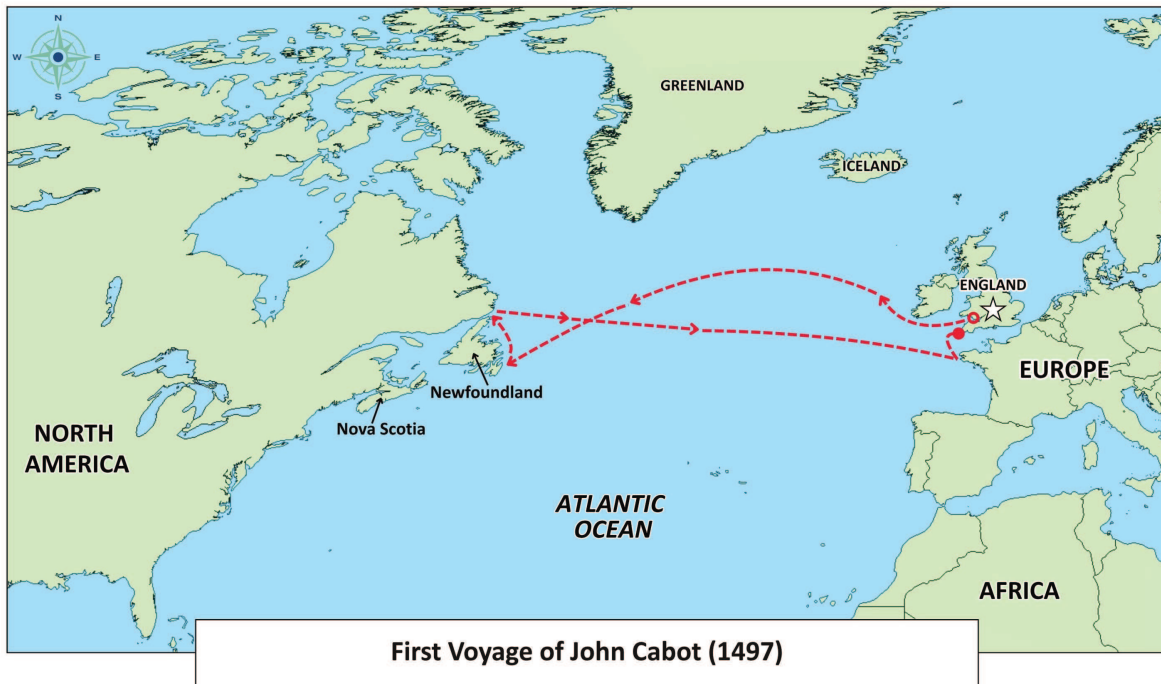
Columbus then sailed to more islands, including Cuba and the island that is now home to Haiti and the Dominican Republic. In all of these places, Columbus encountered more Taíno people. According to the sources available, some Taíno people were welcoming. One Taíno leader helped Columbus and his crew establish a

fort. However, the Europeans soon captured and enslaved Taíno people and forced them to return with them to Spain. Other Taíno people began to fight back.

Even though he had not landed in Asia, Columbus claimed the land for Spain. This meant that Spain would take over and own the Taínos’ land. Columbus brought enslaved Taíno people and gold back to Spain. The king and queen of Spain soon sent more ships, soldiers, and religious leaders, who wanted to make the Taíno people Christian.

John Cabot (1497)

John Cabot sailed out of England in 1497 in search of territory to claim for England.



John Cabot

After Spain began claiming land, King Henry VII allowed John Cabot to sail west and claim any lands he found for England.

In May 1497, Cabot sailed from England across the North Atlantic Ocean. He traveled west and reached land in Newfoundland, a large island that is part of present-day Canada.

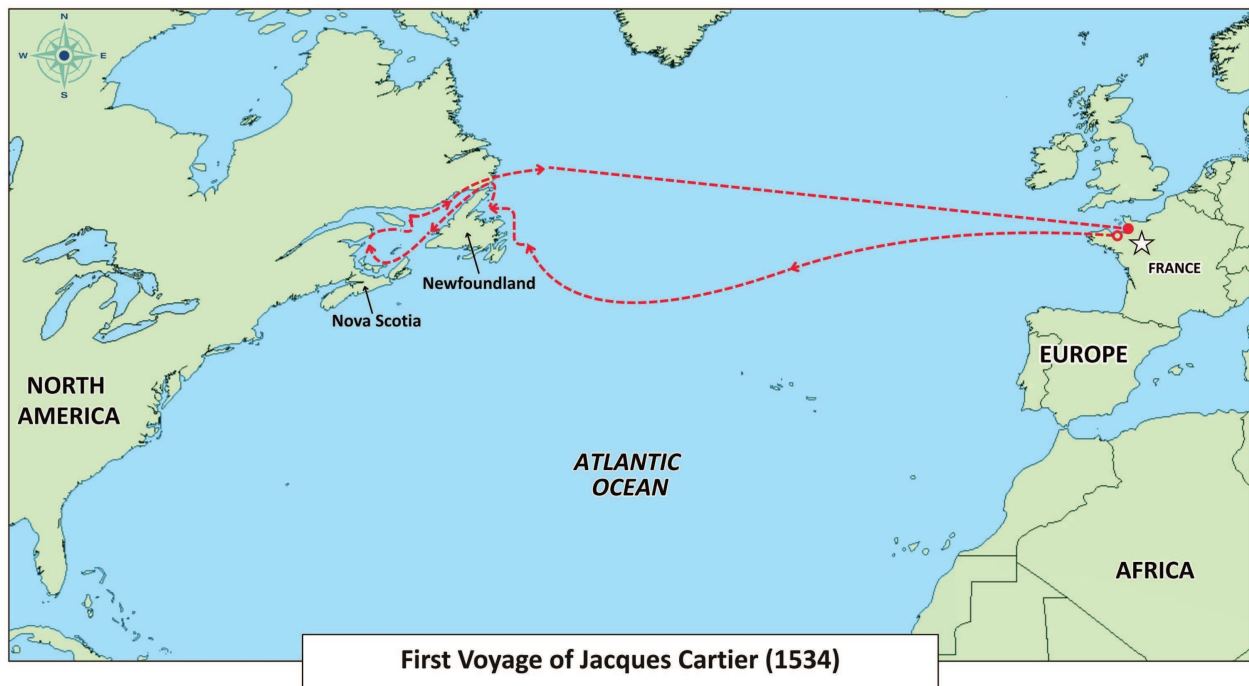
This region was already home to Indigenous nations, including the Innu, Inuit, Mi'kmaq, and Beothuk peoples, who relied on fishing and coastal trade networks. There are no records that describe their interactions, but historians know that the coastal communities were experienced traders.

While few records about Cabot's voyages exist, the news that he found huge populations of cod made it back to England. It was reported that Cabot described the ocean as "swarming with fish." He said there were so many cod they could be caught by dipping a basket into the sea.

Cabot's claim gave England a reason to return. Over time, England sent colonists who built permanent colonies.

Jacques Cartier (1534)

Jacques Cartier sailed out of France in 1534 in search of a Northwest Passage between Europe and Asia.



Jacques Cartier

The King of France sent Jacques Cartier to explore North America and search for a passage to Asia.

On April 20, 1534, Cartier sailed from France with two ships and 61 men. He sailed west across the Atlantic Ocean. In May, he reached the coast of Newfoundland and then traveled south into the Gulf of St. Lawrence.

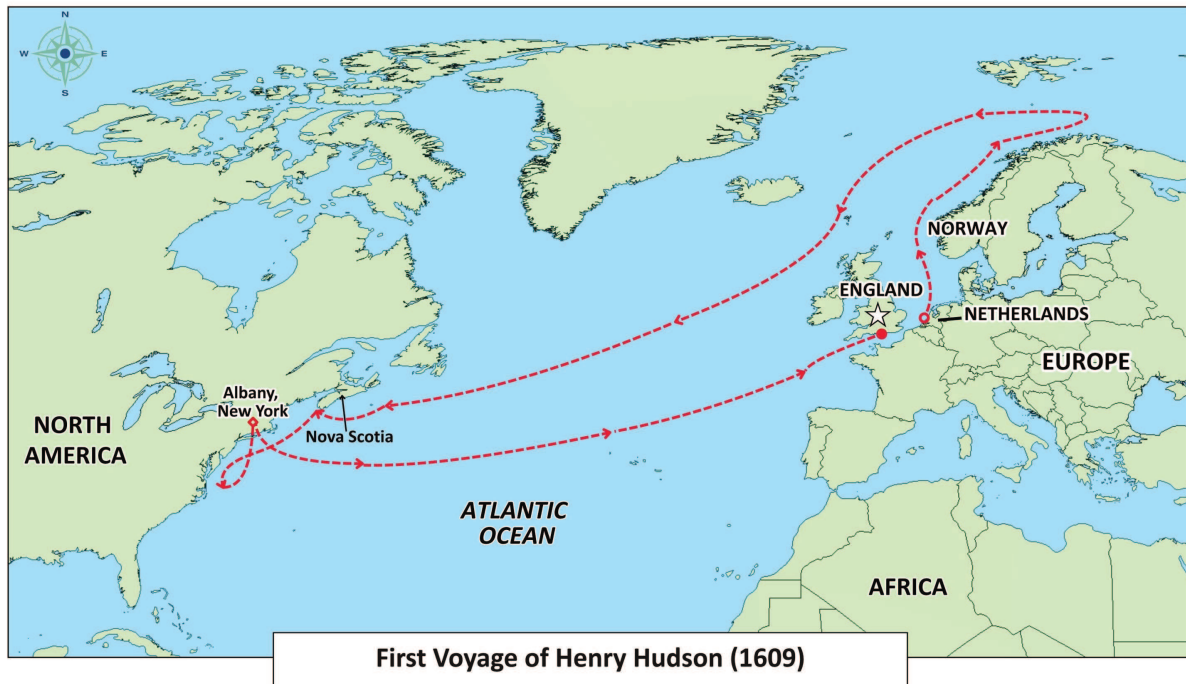
As he sailed along the coastline, Cartier met many members of the Indigenous nations living there, including the St. Lawrence Iroquois. Historians believe that Cartier traded with many Indigenous peoples, but these interactions were not always cooperative.

At Gaspé Bay, Cartier and his men built a Christian cross that was 30 feet tall and claimed the land for France. Donnaconna, the local Iroquois leader, became angry, and Cartier lied about the cross's meaning. He then convinced Donnaconna to let his two sons come with him as guides.

Even though Cartier didn't find a route to Asia, France later built trading posts and settlements in North America.

Henry Hudson (1609)

Henry Hudson sailed out of the Netherlands in 1609 in search of a Northwest Passage between Europe and Asia.



Henry Hudson

Henry Hudson was hired by a large trading business partially owned by the Dutch government. They wanted him to search for a new passage to Asia so they didn't have to pay taxes to use the Spanish or Portuguese trade routes.

In April 1609, Hudson sailed north from the Netherlands along the coast of Norway toward the Arctic Ocean. He tried to sail northeast around Russia, but ice blocked his path.

Hudson changed direction and sailed southwest across the Atlantic Ocean. He reached the coast of Nova Scotia, then traveled south along the eastern coastline of North America. In August, he sailed from Cape Cod to the Chesapeake Bay, then continued north along its waters.

In a journal written during the voyage, the Chesapeake Bay area was described as "a very good land to fall in with, and a pleasant land to see."

Indigenous communities lived along the water there and used it for fishing, farming, and trade. Henry Hudson and his crew first interacted with the Lenape people. Hudson's interactions with Indigenous people mostly involved trading animal furs and hides.

In September, Hudson sailed into a large harbor and traveled up a river. When he realized that his ship could not pass through, he figured out that it was not a route to Asia. He was, in fact, near what is now Albany, New York, on a waterway that the British would later name the Hudson River.

Even though Hudson did not find a route to Asia, his voyage allowed the Dutch to claim land in North America. Later, the Dutch created trading posts along the rivers and built a settlement.

Image source: “Blank world map with oceans marked in blue by Mastersun25” via Wikimedia Commons, CC BY-SA 3.0. Adaptations made by Educurious.

Text sources:

- Adams, James Ring. 2021. “[The Tales We Forget: Peeling Back the Layers of New York's History](#).” *American Indian Magazine*, Smithsonian’s National Museum of the American Indian.
- Britannica Kids. 2026. “[Early Exploration of the Americas](#).”
- Canadian Museum of History. n.d., “[The Explorers: Jacques Cartier](#)” *Virtual Museum of New France*.
- Hunter, Douglas. 2017. “[John Cabot](#)” *The Canadian Encyclopedia*.
- National Geographic Society. 2026. “[Oct 12, 1492 CE: Columbus Makes Landfall in the Caribbean](#)”

Name: _____ Date: _____

European Voyages Map Labeling

Directions: Use what you learned from the European Sailor Maps and Readings handout to draw and label each sailor's route on the map. Follow the steps below for each sailor.

1. Choose a color for the sailor and add it to the map key.
2. Using the same color, mark the starting location, any stops, and any points the sailor reached in North America.
3. Draw the route from the starting point to the final location the sailor reached in North America.
4. Near the final location in North America, write a note about how the voyage affected North America. Use one or more details from the text.

European Voyages Map



Image source: "Blank world map with oceans marked in blue" by Mastersun25 via Wikimedia Commons, CC BY-SA 3.0. Adaptations made by Educurious.

Grade 4, Unit 3: European Arrival in North America

Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.
For more information, visit <http://creativecommons.org/licenses/by-nc/4.0/>.

Name: _____ Date: _____

European Sailor Maps and Readings (Word Banks)

Directions: View the map and read the text to learn about each sailor and his voyage. As you read, underline information about the route, the reason for the voyage, and evidence explaining any effects the voyage had on North America. Use the word banks to support your understanding.

Christopher Columbus (1492)

Christopher Columbus sailed out of Spain in 1492 in search of a trade route to Asia.



Christopher Columbus

Word Bank

impress	to cause someone to feel respect or admire you
encountered	met or came across

The king and queen of Spain sent Christopher Columbus to find a faster trade route to Asia. They hoped to gain money from the voyage and to **impress** other European nations.

In August 1492, Columbus sailed west from Spain with three ships. He stopped in the Canary Islands to repair his ships before crossing the Atlantic Ocean.

In October, he reached an island in the Bahamas where the Lucayan people lived. They were the first Indigenous people Columbus met and were part of a larger group called the Taíno. Columbus called the people that he encountered “Indians” because he thought that he had landed in India.

Columbus then sailed to more islands, including Cuba and the island that is now home to Haiti and the Dominican Republic. In all of these places, Columbus **encountered** more Taíno people. According to the sources available, some Taíno people were welcoming. One Taíno leader helped Columbus and his crew establish a fort. However, the Europeans soon captured and enslaved Taíno people and forced them to return with them to Spain. Other Taíno people began to fight back.

Even though he had not landed in Asia, Columbus claimed the land for Spain. This meant that Spain would take over and own the Taínos’ land. Columbus brought enslaved Taíno people and gold back to Spain. The king and queen of Spain soon sent more ships, soldiers, and religious leaders, who wanted to make the Taíno people Christian.

John Cabot (1497)

John Cabot sailed out of England in 1497 in search of territory to claim for England.



John Cabot

Word Bank	
relied	depended (on)
permanent	without an end; forever

After Spain began claiming land, King Henry VII allowed John Cabot to sail west and claim any lands he found for England.

In May 1497, Cabot sailed from England across the North Atlantic Ocean. He traveled west and reached land in Newfoundland, a large island that is part of present-day Canada.

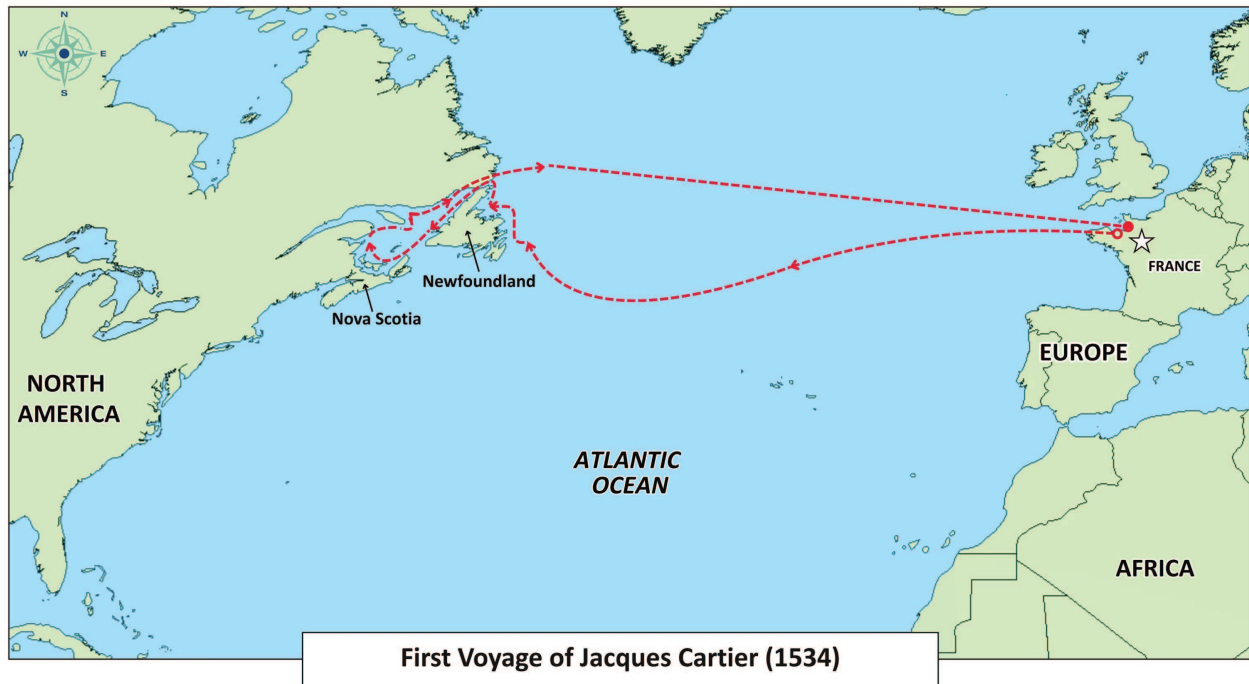
This region was already home to Indigenous nations, including the Innu, Inuit, Mi'kmaq, and Beothuk peoples, who **relied** on fishing and coastal trade networks. There are no records that describe their interactions, but historians know that the coastal communities were experienced traders.

While few records about Cabot's voyages exist, the news that he found huge populations of cod made it back to England. It was reported that Cabot described the ocean as "swarming with fish." He said there were so many cod they could be caught by dipping a basket into the sea.

Cabot's claim gave England a reason to return. Over time, England sent colonists who built **permanent** colonies.

Jacques Cartier (1534)

Jacques Cartier sailed out of France in 1534 in search of a Northwest Passage between Europe and Asia.



Jacques Cartier

Word Bank

passage	a route
trading posts	stores or areas for trading goods

The King of France sent Jacques Cartier to explore North America and search for a **passage** to Asia.

On April 20, 1534, Cartier sailed from France with two ships and 61 men. He sailed west across the Atlantic Ocean. In May, he reached the coast of Newfoundland and then traveled south into the Gulf of St. Lawrence.

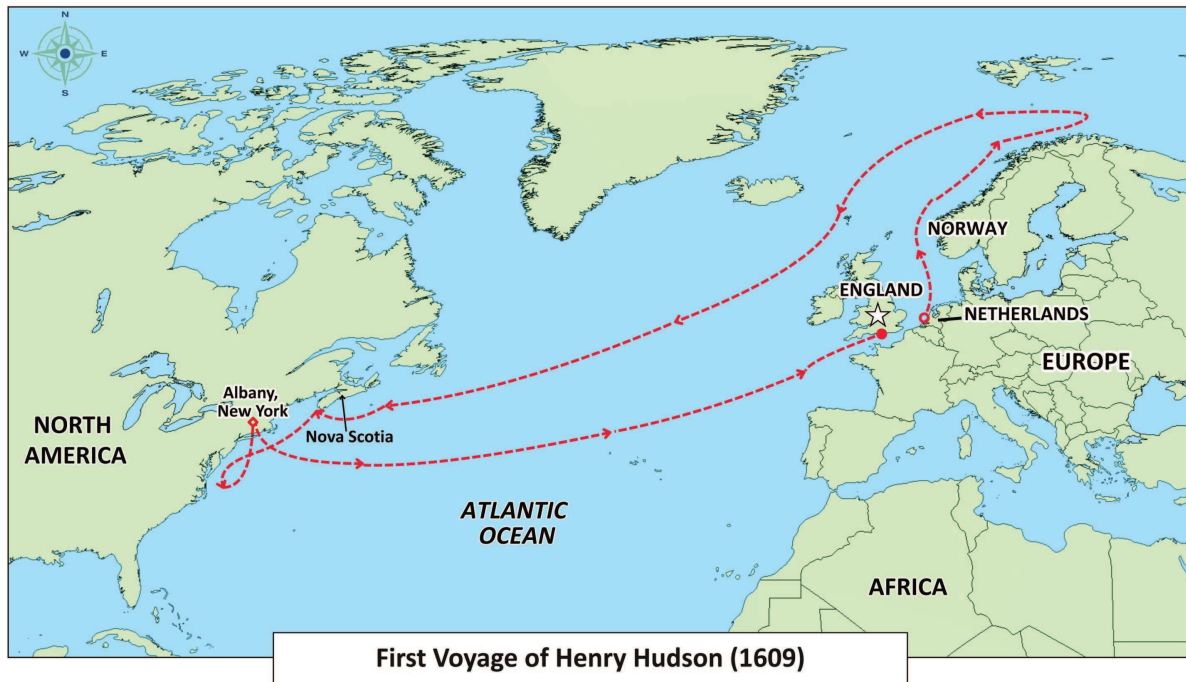
As he sailed along the coastline, Cartier met many members of the Indigenous nations living there, including the St. Lawrence Iroquois. Historians believe that Cartier traded with many Indigenous peoples, but these interactions were not always cooperative.

At Gaspé Bay, Cartier and his men built a Christian cross that was thirty feet tall and claimed the land for France. Donnaconna, the local Iroquois leader, became angry, and Cartier lied about the cross's meaning. He then convinced Donnaconna to let his two sons come with him as guides.

Even though Cartier didn't find a route to Asia, France later built **trading posts** and settlements in North America.

Henry Hudson (1609)

Henry Hudson sailed out of the Netherlands in 1609 in search of a Northwest Passage between Europe and Asia.



Henry Hudson

Word Bank

journal	a record or account of experiences
hides	skins

Henry Hudson was hired by a large trading business partially owned by the Dutch government. They wanted him to search for a new passage to Asia so they didn't have to pay taxes to use the Spanish or Portuguese trade routes.

In April 1609, Hudson sailed north from the Netherlands along the coast of Norway toward the Arctic Ocean. He tried to sail northeast around Russia, but ice blocked his path.

Hudson changed direction and sailed southwest across the Atlantic Ocean. He reached the coast of Nova Scotia, then traveled south along the eastern coastline of North America. In August, he sailed from Cape Cod to the Chesapeake Bay, then continued north along its waters.

In a **journal** written during the voyage, the Chesapeake Bay area was described as "a very good land to fall in with, and a pleasant land to see."

Indigenous communities lived along the water there and used it for fishing, farming, and trade. Henry Hudson and his crew first interacted with the Lenape people. Hudson's interactions with Indigenous people mostly involved trading animal furs and **hides**.

In September, Hudson sailed into a large harbor and traveled up a river. When he realized that his ship could not pass through, he figured out that it was not a route to Asia. He was, in fact, near what is now Albany, New York, on a waterway that the British would later name the Hudson River.

Even though Hudson did not find a route to Asia, his voyage allowed the Dutch to claim land in North America. Later, the Dutch created trading posts along the rivers and built a settlement.

Image source: “Blank world map with oceans marked in blue by Mastersun25” via Wikimedia Commons, CC BY-SA 3.0. Adaptations made by Educurious.

Text sources:

- Adams, James Ring. 2021. “[The Tales We Forget: Peeling Back the Layers of New York's History](#).” *American Indian Magazine*, Smithsonian's National Museum of the American Indian.
- Britannica Kids. 2026. “[Early Exploration of the Americas](#).”
- Canadian Museum of History. n.d., “[The Explorers: Jacques Cartier](#)” *Virtual Museum of New France*.
- Hunter, Douglas. 2017. “[John Cabot](#)” *The Canadian Encyclopedia*.
- National Geographic Society. 2026. “[Oct 12, 1492 CE: Columbus Makes Landfall in the Caribbean](#)”

Name: _____ Date: _____

Cluster 2 Timeline

The pages of this timeline can be taped together to form one continuous timeline for Cluster 2. Additionally, this timeline can be combined with the timelines for Clusters 1 and 3 to create one large, continuous Unit 3 timeline.

1500

- The Songhai Empire controlled trade in gold and salt across West Africa.
- The Ming Dynasty in China sent large ships on ocean voyages to Southeast Asia and East Africa.

The Americas

Other Societies
Around the World

1550

- African kingdoms traded across the Sahara Desert, connecting Europe and Asia through trade routes.
- The Ottoman Empire in western Asia controlled key trade routes between Europe and Asia.

**The Americas and
Other Societies
Around the World**

1610

- The trading of enslaved people was growing along the west coast of Africa, and many Africans were captured to be taken to North America and other continents.
- Cities in the Mughal Empire of India were busy trade centers connected to Asia and Europe.

**The Americas and
Other Societies
Around the World**

Name: _____ Date: _____

Timeline Activity

Directions: Write timeline entries for the voyages of Columbus, Cabot, Cartier, and Hudson. Your entries should answer the questions: *What was the goal of the voyage? What happened when he arrived in North America?* You can use the information in the chart to help you form your responses.

Topic	Names
Sailor	Columbus, Cabot, Cartier, Hudson
Landing place	Caribbean islands, Newfoundland, Gulf of St. Lawrence, New York
Country	Spain, England, France, the Netherlands
Direction	West, Northwest, Southwest

1. First, review the text to find these key details:

- When the sailor set sail
- The country that supported the sailor
- What the sailor was looking for
- Where he landed
- What he did when he arrived

2. Then, complete these sentences to create a new timeline entry:

In (year), (country) sent (sailor) to sail (direction) to find (goal).

He landed in (landing place) and (action) resulting in (effect).

3. Write your timeline entry in the correct box on your Cluster 2 Timeline.

4. Repeat for all four sailors.

Name: _____ Date: _____

Video Guide: Exploration Motivation

Directions: As you watch the video, listen for information about three different motivations: riches, glory, and religion. Then, respond to the questions below using information from the video.

How did riches motivate European nations to explore and expand?

How did glory motivate European nations to explore and expand?

How did religion motivate European nations to explore and expand?

Name: _____ Date: _____

Jigsaw Notes: European Motivations

Directions: Read your assigned portion of the European Motivations Resource Set, then respond to the prompts below.

WHERE: Nation name:

WHO: Who was the leader?

WHAT: What was happening in this nation?

WHEN: When did this happen?

WHY: Why did this nation explore? How do you know?

HOW: How did exploration help them?

Directions: As you listen to your classmates' presentations, take notes about the motivations of the other European nations.

European Nation (Circle one)	What was happening?	Motivation for Expansion (Circle one)
Spain France England The Netherlands		riches glory religion
Spain France England The Netherlands		riches glory religion
Spain France England The Netherlands		riches glory religion

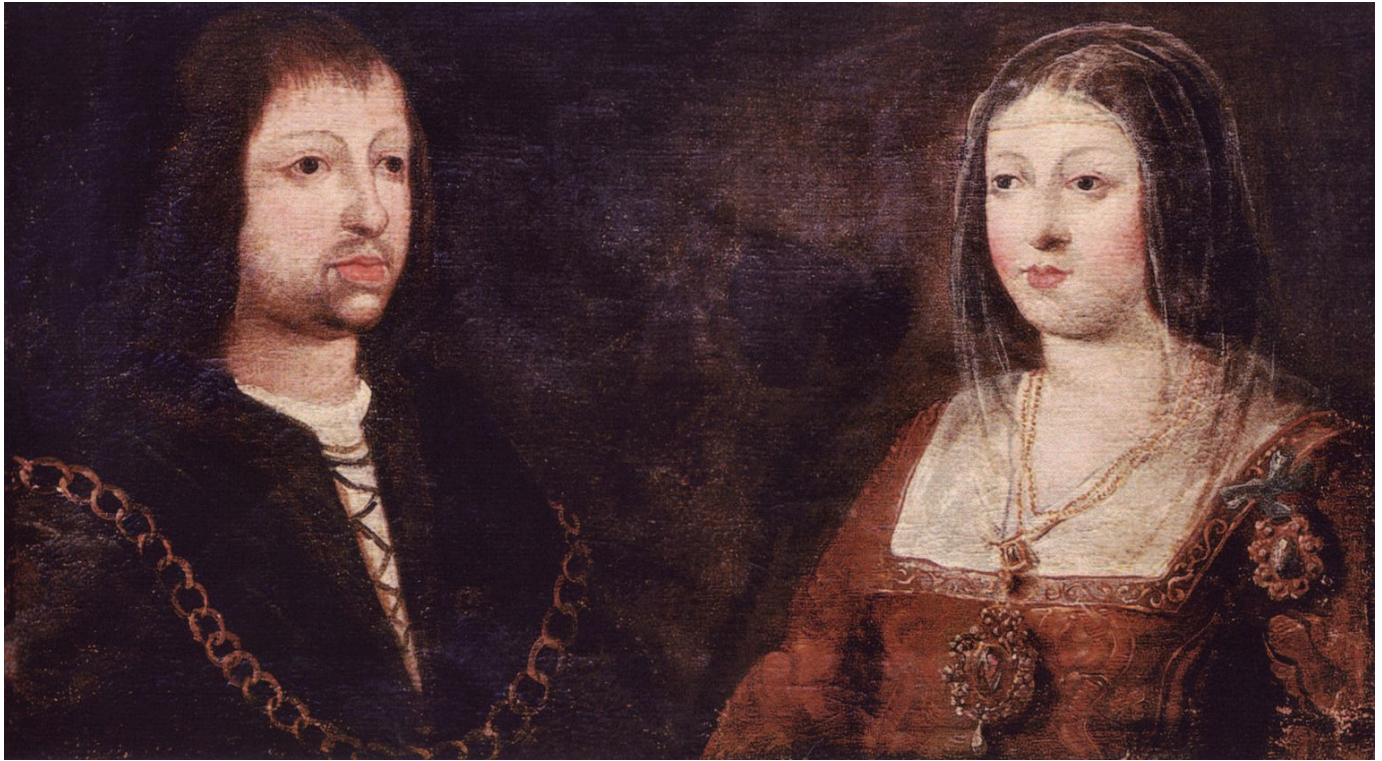
European Motivations Resource Set

On the following pages are images and captions about four European nations. The images and captions tell about each nation's motivations for exploration and expansion from the late 1400s to the early 1600s.

Nations:

- Spain
- France
- England
- The Netherlands

Spain Image 1



In 1492, King Ferdinand and Queen Isabella united Spain after winning a long war. The king and queen decided to send ships west to gain riches and power and to spread their religion.

Spain Image 2



Spain needed gold and new trade to grow stronger and pay for its kingdom.

Spain Image 3



Spain was a Catholic country and believed it should spread Catholic Christianity.

France Image 1



In the 1500s, King Francis I ruled France.

France Image 2



France wanted new trade, especially furs, to make the country richer.

France Image 3



Spain was gaining land and wealth in the Americas, and France did not want to fall behind. French leaders chose to send explorers to gain riches and increase France's power.

England Image 1



In the 1500s, King Henry VIII broke away from the Catholic Church and formed the Church of England.

England Image 2



English leaders like Queen Elizabeth I decided to send ships to compete with Spain and to help make the country stronger.

England Image 3



England and Spain became rivals for power and trade. England wanted land, wealth, and influence around the world.

The Netherlands Image 1



In the late 1500s, the Netherlands fought Spain to become independent.

The Netherlands Image 2



The Dutch were skilled merchants who made money through trade.

The Netherlands Image 3



The Netherlands wanted trade routes that would give them access to new resources as well as freedom from Spanish control. Dutch leaders chose to send ships to gain riches and strengthen their new nation.

Image Sources:

- “Ferdinand of Aragorn, Isabella of Castile” by unknown artist (physical painting from the collection of Avila Madrigal de las Altas Torres at the Convento de las Augustinas) via Wikimedia Commons, public domain.
- “Escenas de la Reconquista por las Órdenes Militares” by Valdoria via Wikimedia Commons, public domain.
- “Hours of Queen Isabella the Catholic” by Master of the First Prayerbook of Maximillian (part of the collection of the Cleveland Museum of Art) via Wikimedia Commons, public domain.
- “François Ier Louvre” by Jean Clouet via Wikimedia Commons, public domain.
- “Fur Trade” by EverGreene Painting Studios for the U.S. Capitol Building via Wikimedia Commons, public domain.
- “Jacques Cartier sur le mont Royal” by Alfred Faniel via Wikimedia Commons, public domain.
- “Portrait of Henry VIII” by Hans Holbein the Younger (in the collection of the Thyssen-Bornemisza Museum) via Wikimedia Commons, public domain.
- “The Hampden Portrait (Elizabeth I of England)” by George Gower via Wikimedia Commons, public domain.
- “John Davis” by unknown artist (part of the collection of the National Maritime Museum of London) via Wikimedia Commons, public domain.
- “De Stade Puncto Galle opt Eylant Ceilon” by unknown artist via Wikimedia Commons, public domain.
- “Barents’s ship in Arctic Ice” (presumably) by Joannes van Doetecum or Baptista van Doetecum via Wikimedia Commons, public domain.

Name: _____ Date: _____

Video Guide: Exploration Motivation (Sentence Frames)

Directions: As you watch the video, listen for information about three different motivations: riches, glory, and religion. Then, respond to the questions below using information from the video. You can use the provided sentence frames to help you.

How did riches motivate European nations to explore and expand?

European nations wanted riches. Nations were motivated to explore / expand so they could ____.

How did glory motivate European nations to explore and expand?

European nations wanted glory. Nations were motivated to explore / expand so they could ____.

How did religion motivate European nations to explore and expand?

European nations had religious beliefs. Nations were motivated to explore / expand so they could ____.

Name: _____ Date: _____

Jigsaw Notes: European Motivations (Sentence Starters)

Directions: Read your assigned portion of the European Motivations Resource Set, then respond to the prompts below. You can use the sentence starters to help you.

WHERE: Nation name:

WHO: Who was the leader?

The leader was...

WHAT: What was happening in this nation?

In this nation,...

WHEN: When did this happen?

This happened in...

WHY: Why did this nation explore? How do you know?

They explored because they wanted...

I know this because...

HOW: How did exploration help them?

Exploration helped the nation by...

Directions: As you listen to your classmates' presentations, take notes about the motivations of the other European nations. Use the sentence starters to help you write what was happening.

European Nation (Circle one)	What was happening?	Motivation for Expansion (Circle one)
Spain France England The Netherlands	<i>The nation was...</i> <i>The leader wanted...</i>	riches glory religion
Spain France England The Netherlands	<i>The nation was...</i> <i>The leader wanted...</i>	riches glory religion
Spain France England The Netherlands	<i>The nation was...</i> <i>The leader wanted...</i>	riches glory religion

Name: _____ Date: _____

Interaction Perspectives

Directions: For each event, read both sources to learn about the interaction between the Aztecs and the Spanish. Discuss the perspective of each source with your partner. Then fill in the charts to show what you learned about the interactions and to identify facts and opinions in the quotes.

Event 1: First meeting in Tenochtitlan (1519)

Aztec Source

"Our lord, you are weary. The journey has tired you, but now you have arrived on the earth. You have come to your city, Mexico. You have come here to sit on your throne...

You have come back to us; you have come down from the sky. Rest now, and take possession of your royal houses. Welcome to your land, my lords!"

—from *The Broken Spears* (Miguel León-Portilla), [*Vision de Los Vencidos*](#)

Spanish Source

When I met with Moctezuma, I removed my own pearl and glass diamond jewelry to offer him. In exchange, he had his servants get necklaces made of shells to put around my neck...

After he spoke for a long time, I confirmed that he believed in you, the Spanish king, as their leader. We were then given many different foods and whatever we needed for six days.

—adapted from Hernán Cortés, *Second Letter to Charles V*, [*Cortés on meeting Moctezuma*](#)

Aztec–Spanish Interactions

Question	Answer
How does the Aztec source describe the interaction?	
How does the Spanish source describe the interaction?	
Who had the power at that moment? (<i>Circle one.</i>)	Aztec Empire Spanish Empire

Facts and Opinions

Source	Facts	Opinions
Aztec quote		
Spanish quote		

Event 2: Tóxcatl Festival Massacre (1520)

Aztec Source

"The Spaniards attacked the musicians first. The singers and even the spectators were also killed. This attack in the Sacred Patio went on for three hours. Then the Spaniards burst into the rooms of the temple to kill the others...

The king Moctezuma, who was accompanied by Itzcohuatzin and by those who had brought food for the Spaniards, protested: "Our lords, that is enough! What are you doing? These people are not carrying shields or macanas. Our lords, they are completely unarmed!"

—from *The Broken Spears* (Miguel León-Portilla), [*Vision de Los Vencidos*](#)

Spanish Source

People said that Alvarado (who was left in charge of the Spanish while Cortés was away) attacked out of greed. They said he wanted their special festival clothing and jewels, but I do not believe that. There is no truth to it.

I believe that Alvarado only attacked to scare the Aztecs into listening to and respecting him. There is a phrase, "He who attacks first gains the victory." But the attacks had terrible consequences that he didn't expect.

I learned these facts from people I trust who were there at the time.

—adapted from *The Memoirs of the Conquistador Bernal Diaz del Castillo*, [*The Memoirs of the Conquistador Bernal Diaz del Castillo*](#)

Aztec–Spanish Interactions

Question	Answer
How does the Aztec source describe the interaction?	
How does the Spanish source describe the interaction?	
Who had the power at that moment? (<i>Circle one.</i>)	Aztec Empire Spanish Empire

Facts and Opinions

Source	Facts	Opinions
Aztec quote		
Spanish quote		

Event 3: Fall of Tenochtitlan (1521)

Aztec Source

When the Spanish had captured Tenochtitlan's leader Cuauhtémoc, they brought him to Cortés. They then began to shoot cannons at our people...Many people died, and the war was over.

—adapted from *The Florentine Codex*, Book 12, Chapter 40 [*Cuauhtemoc Surrenders*](#)

Spanish Source

It was God's will for us to find a canoe with important Aztec people in it. We captured Tenochtitlan's leader Cuauhtémoc and the lord of Tacuba, along with other leaders...

They were all taken prisoner by us. The war was officially over, and we know this pleased God. We had been fighting for 75 days, and Your Majesty (King of Spain), we worked hard and encountered danger to do this.

—adapted from Hernán Cortés, *Third Letter to Charles V*, [*Cuauhtemoc Is Taken Prisoner*](#)

Aztec–Spanish Interactions

Question	Answer
How does the Aztec source describe the interaction?	
How does the Spanish source describe the interaction?	
Who had the power at that moment? (<i>Circle one.</i>)	Aztec Empire Spanish Empire

Facts and Opinions

Source	Facts	Opinions
Aztec quote		
Spanish quote		

Name: _____ Date: _____

Interaction Perspectives (Chunked Text)

Directions: For each event, read both sources to learn about the interaction between the Aztecs and the Spanish. Discuss the perspective of each source with your partner. Then fill in the charts to show what you learned about the interactions and to identify facts and opinions in the quotes.

Event 1: First meeting in Tenochtitlan (1519)

Aztec Source

"Our lord, you are weary. The journey has tired you, but now you have arrived on the earth.

You have come to your city, Mexico. You have come here to sit on your throne...

You have come back to us; you have come down from the sky.

Rest now, and take possession of your royal houses. Welcome to your land, my lords!"

—from *The Broken Spears* (Miguel León-Portilla), [*Vision de Los Vencidos*](#)

Spanish Source

When I met with Moctezuma, I removed my own pearl and glass diamond jewelry to offer him.

In exchange, he had his servants get necklaces made of shells to put around my neck...

After he spoke for a long time, I confirmed that he believed in you, the Spanish king, as their leader.

We were then given many different foods and whatever we needed for six days.

—adapted from Hernán Cortés, *Second Letter to Charles V*, [Cortés on meeting Moctezuma](#)

Aztec–Spanish Interactions

Question	Answer
How does the Aztec source describe the interaction?	
How does the Spanish source describe the interaction?	
Who had the power at that moment? <i>(Circle one.)</i>	Aztec Empire Spanish Empire

Facts and Opinions

Source	Facts	Opinions
Aztec quote		
Spanish quote		

Event 2: Tóxcatl Festival Massacre (1520)

Aztec Source

The Spaniards attacked the musicians first. The singers and even the spectators were also killed.

This attack in the Sacred Patio went on for three hours. Then the Spaniards burst into the rooms of the temple to kill the others...

The king Moctezuma, who was accompanied by Itzcohuatzin and by those who had brought food for the Spaniards, protested:

"Our lords, that is enough! What are you doing? These people are not carrying shields or macanas. Our lords, they are completely unarmed!"

—from *The Broken Spears* (Miguel León-Portilla), [*Vision de Los Vencidos*](#)

Spanish Source

People said that Alvarado (who was left in charge of the Spanish while Cortés was away) attacked out of greed.

They said he wanted their special festival clothing and jewels, but I do not believe that. There is no truth to it.

I believe that Alvarado only attacked to scare the Aztecs into listening to and respecting him.

There is a phrase, “He who attacks first gains the victory.” But the attacks had terrible consequences that he didn’t expect.

I learned these facts from people I trust who were there at the time.

—adapted from *The Memoirs of the Conquistador Bernal Diaz del Castillo*, [*The Memoirs of the Conquistador Bernal Diaz del Castillo*](#)

Aztec–Spanish Interactions

Question	Answer
How does the Aztec source describe the interaction?	
How does the Spanish source describe the interaction?	
Who had the power at that moment? <i>(Circle one.)</i>	Aztec Empire Spanish Empire

Facts and Opinions

Source	Facts	Opinions
Aztec quote		
Spanish quote		

Event 3: Fall of Tenochtitlan (1521)

Aztec Source

When the Spanish had captured Tenochtitlan's leader Cuauhtémoc, they brought him to Cortés.

They then began to shoot cannons at our people...Many people died, and the war was over.

—adapted from *The Florentine Codex*, Book 12, Chapter 40 [Cuauhtemoc Surrenders](#)

Spanish Source

It was God's will for us to find a canoe with important Aztec people in it.

We captured Tenochtitlan's leader Cuauhtémoc and the lord of Tacuba, along with other leaders...

They were all taken prisoner by us. The war was officially over, and we know this pleased God.

We had been fighting for 75 days, and Your Majesty (King of Spain), we worked hard and encountered danger to do this.

—adapted from Hernán Cortés, *Third Letter to Charles V*, [Cuauhtemoc Is Taken Prisoner](#)

Aztec–Spanish Interactions

Question	Answer
How does the Aztec source describe the interaction?	
How does the Spanish source describe the interaction?	
Who had the power at that moment? <i>(Circle one.)</i>	Aztec Empire Spanish Empire

Facts and Opinions

Source	Facts	Opinions
Aztec quote		
Spanish quote		

Name: _____ Date: _____

Notes Organizer: Interaction Accounts

Directions: Read each account with your partner. Take turns reading one source out loud at a time. After reading each source, summarize information about people, land, and power in the organizer.

Source	Information About People	Information About Land	Information About Power
Account 1: George Percy (1607)			

Source	Information About People	Information About Land	Information About Power
Account 2: John Smith (1608)			
Account 3: Chief Powhatan (1609)			
Account 4: Ralph Hamor (1614)			

Name: _____

Date: _____

Reflection

Directions: Use what you learned to answer the question below. You can use the sentence frame to help you write your response.

How did interactions between the Powhatan and English colonists affect each society?

The effects on the Powhatan were _____. The effects on the English colonists were _____.

Interaction Accounts

Account 1

Observations

by George Percy, 1607

By mid-June (1607) our fort was built, and our captain left for England. He promised he would return with food and other important supplies in 20 weeks. The Chief of the Rappahannock Tribe connected with us and said we were friends. We think they will keep their promise, but do not like or approve of the way they act or pray.

Over the next weeks and months, a large number of our men died. After five months, there were not even five men strong enough to defend our fort.

God wanted us to survive, so he made the Indigenous peoples give us food, including bread, corn, and fish. We all would have died without these things.

Account 2

General Historie of Virginia

by John Smith, 1608

Every man needed to work. Some guarded the fort, some cut down trees to make room for more living spaces, some worked to fix ships and tend to the gardens. We traveled to learn about the riverhead, and after six days we passed the homes of Indigenous peoples.

Their homes were on the hill, surrounded by fertile land, including corn fields. Their leader is Powhatan, and his people are Powhatans.

When we returned, we found that the men at the fort had been attacked and killed by Indigenous peoples. We decided we had to protect our fort better. There were many attacks, and our men used weapons. We had to work hard to protect ourselves against our enemies, reload the ships, and plant corn.

Account 3

Address to Captain Smith

by Chief Powhatan, 1609

I wish that you loved us the way we loved you. We do not understand why you take things by force, or why you try to hurt us and go to war when we have helped you and given you food.

We are not armed, and we are willing to work with you and give you what you need as long as you don't attack us. I want to live in peace with my family and not worry that we will be hurt.

I urge you to meet with us peacefully and get rid of your weapons.

Account 4

A True Discourse of the Present Estate of Virginia

by Ralph Hamor, 1614

After five years of fighting with the unforgiving and terrible Powhatans, we have peace with them and the neighboring Indigenous peoples.

We have agreed on several things. The Powhatans and other Indigenous peoples nearby must be faithful to England. They cannot ever kill any of us or our cattle. They must be our allies if Spain or any other Indigenous peoples try to attack us. They cannot come to our forts unannounced. They must provide us with corn. And finally, the leaders will be held responsible for any Indigenous peoples breaking these agreements.

Text sources:

- Account 1 adapted from [The Dying Time; an excerpt from "Observations gathered out of a Discourse of the Plantation of the Southerne Colonie in Virginia" by George Percy](#) (1625). *Encyclopedia Virginia*, Virginia Humanities.
- Account 2 adapted from [Chapter 1, Book 3 of The Generall Historie of Virginia, New-England, and the Summer Isles by John Smith](#) (1624). *Encyclopedia Virginia*, Virginia Humanities.
- Account 3 adapted from ["Powhatan's Address to Smith"](#) by Chief Powhatan (1609). *American Rhetoric*, Online Speech Bank.
- Account 4 adapted from [A TRUE DISCOURSE OF THE PRESENT ESTATE OF VIRGINIA, and the successe of the affaires there till the 18 of June, 1614.](#) by Raphe Hamor. *Virtual Jamestown*, First-Hand Accounts.

Name: _____ Date: _____

Notes Organizer: Interaction Accounts (Word Bank)

Directions: Read each account with your partner. Take turns reading one source out loud at a time. After reading each source, summarize information about people, land, and power in the organizer. Use the word bank to support your writing.

Word Bank			
control	demand	depend	defend
food	provide	sick	survive
territory	supplies	fort	weapons

Source	Information About People	Information About Land	Information About Power
Account 1: George Percy (1607)			

Source	Information About People	Information About Land	Information About Power
Account 2: John Smith (1608)			
Account 3: Chief Powhatan (1609)			
Account 4: Ralph Hamor (1614)			

Name: _____ Date: _____

Cluster 2 Timeline Entry Builder

Directions: Create timeline entries for what you've learned about conquest and colonization. Write your completed entries in the correct boxes on your timeline. You can use the sentence starters to help you write.

Spanish Voyages → Conquest

- What did Spain want when they sent Cortés?
- What happened after he arrived?
- Who had power before?
- Who had power after?

Write two timeline entries that summarize what happened between Spanish voyagers and Indigenous peoples in North America in the 1500s.

In 1519, Spain sent Cortés to... *In 1521, Spanish forces...*

English Voyages → Colonization

- Why did England support voyages?
- What did colonists do once they arrived?
- Did they leave or stay?
- What happened to the land?

Write one timeline entry that summarizes what happened when England sent voyages to North America in the 1600s.

In 1607, English colonists...

Name: _____ Date: _____



Lesson 15 Exit Ticket

Directions: Use the timeline to complete the 3-2-1 below.

3 key events from the timeline that show conquest and / or colonization

2 ways Indigenous peoples were affected by these events

1 question you still have about the effects of European voyages, conquest, or colonization

Name: _____ Date: _____

Cluster 2 Timeline Entry Builder (Word Bank)

Directions: Create timeline entries for what you've learned about conquest and colonization. Write your completed entries in the correct boxes on your timeline. You can use the sentence starters and word bank to help you write.

Word Bank			
colony	control	defeat	expand
land	power	remove leaders	riches
attack	spread Christianity	take control	territory

Spanish Voyages → Conquest

- What did Spain want when they sent Cortés?
- What happened after he arrived?
- Who had power before?
- Who had power after?

Write two timeline entries that summarize what happened between Spanish voyagers and Indigenous peoples in North America in the 1500s.

In 1519, Spain sent Cortés to... *In 1521, Spanish forces...*

English Voyages → Colonization

- Why did England support voyages?
- What did colonists do once they arrived?
- Did they leave or stay?
- What happened to the land?

Write one timeline entry that summarizes what happened when England sent voyages to North America in the 1600s.

In 1607, English colonists...

Name: _____ Date: _____

Formative Assessment Task

Directions: Make a 3-scene storyboard that explains how one European nation's voyages led to conquest or colonization in North America. Use captions and symbols to tell what happened. Read the prompts below to see what you need to include in each scene.

Choose a country:

Spain / England / France / The Netherlands

Scene 1: Motivations for the voyage

- Explain why the country sailed (wealth, trade, power, religion).
- Include at least one date from the timeline.

Scene 2: Interaction(s) that occurred

- Describe what interaction(s) occurred and who was involved
- Explain how this led to conquest or colonization.
- Include an example of people who had different perspectives of the same interaction.
- Include at least one date from the timeline.

Scene 3: Effects on people, land, and power

- Explain what happened to the land.
- Tell who gained or lost power.
- Describe one way Indigenous communities were affected.
- Describe one way the European country was affected.

Title _____

Name: _____ Date: _____

Unit 3, Cluster 3 Inquiry Chart

Unit EQ	What effects did interactions among societies have over time on people, land, and power in North America?
Cluster SQ	How did the increased European presence in North America change people, land, and power by the 1800s?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 18: We compared maps of North America to observe changes in land control and discussed what those patterns suggest about land use.	
Lesson 19: We read about three people connected to the Ohio River Valley and their perspectives on who wanted to control the land, how they believed it should be used, and who gained or lost influence as a result of those decisions.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 20: We analyzed three source sets about Indigenous peoples, enslaved Africans, and white Americans using a notes organizer.	

Columbian Exchange



Crops were shared between the eastern and southern hemispheres, leading to new discoveries for people around the world. Unfortunately disease and illness were also shared.

Image source: "Columbian Exchange" by Encyclopedia Britannica via Wikimedia Commons, CC BY 4.0.

Image Sort Cards

Images

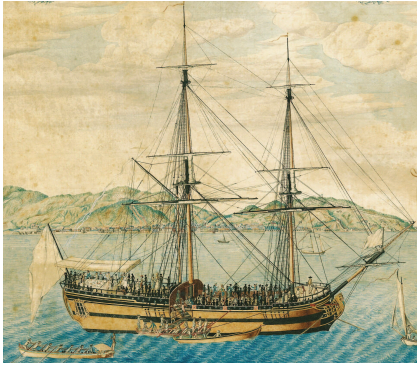


Image sources:

- “La Marie-Séraphique” by Jean-René L'Hermite via Wikimedia Commons, public domain.
- “Male Wild Turkey” by Frank Schulenburg via Wikimedia Commons, CC BY-SA 4.0.
- “Pustebblume” by David Philippi via Wikimedia Commons, CC BY-SA 3.0.
- “Peanuts in Shell” by Ivar Leidus via Wikimedia Commons, CC BY-SA 4.0.
- “Aztec Smallpox Victims” by unknown artist via Wikimedia Commons, public domain.
- “Nakota Horses” by François Marchal via Wikimedia Commons, CC BY-SA 3.0.

Name: _____ Date: _____

Map Comparison

Directions: Observe the maps, then answer the questions to understand how European presence in North America grew from around 1700 to around 1750.

Observe

What do the colors on the maps represent?

What do you think the gray area represents?

Read

What does the location of European colonies tell you about how the land was being used?

Look for places where different European countries claimed land near each other. What might that mean?

How do you think the changes you observed would affect Indigenous nations?

Connect

Use evidence from the maps to answer the Cluster 3 Supporting Question:



How did the increased European presence in North America change people, land, and power by the 1800s?

Name: _____ Date: _____

Cluster 3 Timeline

The pages of this timeline can be taped together to form one continuous timeline for Cluster 3. Additionally, this timeline can be combined with the timelines for Clusters 1 and 2 to create one large, continuous Unit 3 timeline.

1700

- In the late 1600s, European traders traded goods like guns and cloth with African societies along the west coast of Africa, and more Africans were taken into slavery and sent across the Atlantic.
- Large empires like the Qing in China and the Mughal Empire in India controlled most land and trade, while European countries competed for access to Asian goods.

The Americas and
Other Societies
Around the World

1750

- West African kingdoms like Dahomey fought to gain power and control trade. Some Africans captured during these conflicts were sold into slavery, as the number of enslaved Africans sent to the Americas continued to increase.
- The Qing Dynasty expanded its empire into new regions and strengthened its control, while population increased due to new crops and a period of stability.

The Americas and
Other Societies
Around the World

1800

- Increased demand for enslaved people led to more people being taken from West African communities, affecting families and societies.
- The Qing Dynasty faced internal revolts and pressure from trade conflicts, while European colonization expanded in parts of Asia.

**The Americas and
Other Societies
Around the World**

Name: _____ Date: _____

Cluster 3 Timeline Entry Builder

Directions: Create timeline entries for what you've learned about the growing European presence in North America from the late 1600s through the 1750s. Write your completed entries in the correct boxes on your timeline. You can use the sentence frames to help you write.

Late 1600s

In the late 1600s (who) (did what) (where), and (effect).

1750s

By the 1750s, (who) (did what) (where), and (effect).

Name: _____ Date: _____

Maps of European Presence in North America

Map A: European Presence in North America around 1700



European presence in North America around 1700.

Image source: "Queen Anne's War Before" by Magicpiano via Wikimedia Commons, CC BY-SA 4.0.

Map B: European Presence in North America around 1750



European presence in North America around 1750.

Image source: "Queen Anne's War Before" by Magicpiano via Wikimedia Commons, CC BY-SA 4.0.

Name: _____ Date: _____

Map Comparison (Sentence Starters)

Directions: Observe the maps, then answer the questions to understand how European presence in North America grew from around 1700 to around 1750. You can use the sentence starters to help you write your responses.

Observe

What do the colors on the maps represent?

The colors represent . . .

What do you think the gray area represents?

I think the gray area represents . . .

Read

What does the location of European colonies tell you about how the land was being used?

The colonies are mostly near . . . This suggests the land was used for . . .

Look for places where different European countries claimed land near each other. What might that mean?

It might mean . . .

How do you think the changes you observed would affect Indigenous nations?

I think the changes I observed would affect Indigenous nations by . . .

Connect

Use evidence from the maps to answer the Cluster 3 Supporting Question:



How did the increased European presence in North America change people, land, and power by the 1800s?

Between 1600 and 1800, increased European presence in North America changed [people / land / power] by . . .

Name: _____ Date: _____

Perspectives Comparison Chart

Directions: After reading about each historical figure, think about their perspectives on topics below. Then, complete the comparison chart on the next page. Think like a historian and look back at the text for clues.

Land: *Who should control the land? How should it be used?*

Power: *Who gets to decide?*

People: *Which groups benefit? Which groups might lose something?*

Topic	George Washington	Pierre-Joseph Céloron de Blainville	Tanaghrisson
Land			
Power			
People			

Name: _____ Date: _____



Lesson 19 Exit Ticket

Directions: Choose two of the historical figures from today's readings. Explain what land meant to each of them and the different ways those beliefs affected them. Use the sentence frames to support your writing.

Choose two:

- George Washington
- Pierre-Joseph C loron de Blainville
- Tanaghrisson

For ____, land meant ____. For ____, land meant ____. Because of those beliefs, ____.

Name: _____ Date: _____

Historical Figure Readings

Directions: Read about each historical figure to learn about their perspectives on land, power, and people. Underline evidence that gives information about:

- **Land:** Who should control the land? How should it be used?
- **Power:** Who gets to decide?
- **People:** Which groups benefit? Which groups might lose something?

George Washington Virginia surveyor, 1753

Word Bank

boundary	an imaginary line that marks where land or property begins or ends
valuable	useful, helpful, or worth a lot of money

George Washington (JORJ WAH-shing-tun) worked as a surveyor in the British colony of Virginia. That means he measured land and drew it on maps.

Surveying land helped colonies, leaders, and other powerful and wealthy people decide on land **boundaries** and borders. Washington's job was to help make the land and its features clear on paper.

Later, Washington got involved in Britain's war with France. He was considered important and **valuable** because of his strong knowledge of the land and ability to make maps. Washington wrote reports and drew maps that argued it was important for the British to keep their power over the Ohio River Valley and not let the French take over the area.

Pierre-Joseph Céloron de Blainville

French Canadian military leader, 1749

Word Bank

expedition	a journey by a group of people with a special purpose, usually to explore, research, or fight battles
fort	a strong building or group of buildings built to protect soldiers and land

Pierre-Joseph Céloron de Blainville (pee-AIR zhoh-ZEFF say-lor-OHN duh blehn-VEEL) led a French **expedition** from Canada down the Ohio River and through the Ohio River Valley. The French government sent him with soldiers to claim the land because the French and English were fighting for control of the area. The French government told Céloron to bury metal plates on the land to claim it for France. In the end, this strategy did not work.

France used the river as a transportation route for trade, but so did Indigenous peoples in the area as well as British colonists. Many Indigenous peoples that he came across did not want the French in the area.

Céloron went back to Canada to share what he experienced and learned. He also wrote about his experiences and shared his belief that it was important for the French to stay at their **forts** and keep trading in the area, otherwise, the British would succeed in taking over.

Tanaghrisson

Seneca leader, 1750s

Word Bank

objected	disagreed; did not approve
governor	the official leader of a colony

Tanaghrisson (tah-nuh-GREE-sun) was a member of the Seneca Nation. When Europeans began to claim the land in the Ohio River Valley, Tanaghrisson and many other Indigenous leaders **objected**. The Haudenosaunee chose him to help lead the Indigenous tribes and nations in the area and protect their land.

Tanaghrisson sent multiple letters to the French government asking them to leave the area. Tanaghrisson also accompanied and guided George Washington to deliver a letter from the **governor** of Virginia demanding the French leave their forts in the area.

Washington later asked Tanaghrisson to fight the French with him, but Tanaghrisson refused. He didn't believe Washington would listen to him and other Indigenous peoples about what they needed and wanted.

Text sources:

- Bumgardner, Stan. n.d. "[Céloron de Blainville](#)." The West Virginia Encyclopedia.
- National Park Service. n.d. "[Tanaghrisson, the Half King](#)."
- Ohio County Public Library. n.d. "[Leaden Plate Buried at Wheeling Creek: Pierre-Joseph Céloron de Blainville claims territory for France](#)"
- Redmond, Edward. n.d. "[Washington as Public Land Surveyor](#)." Library of Congress.
- Stanley, George F. G. 1968. [New France: the last phase, 1744-1760](#), McClelland and Stewart, pp. 55–57.

Name: _____ Date: _____

Perspectives Comparison Chart (Word Bank)

Directions: After reading about each historical figure, think about their perspectives on topics below. Then, complete the comparison chart on the next page. Think like a historian and look back at the text for clues. Use the word bank to help you complete the chart.

Land: *Who should control the land? How should it be used?*

Power: *Who gets to decide?*

People: *Which groups benefit? Which groups might lose something?*

Word Bank				
Indigenous	Ohio River Valley	boundaries	borders	maps
French	fort	home	river	soldiers
British	route	safety	colonists	trade
Virginia	transportation	valuable	protect	wealthy

Topic	George Washington	Pierre-Joseph Céloron de Blainville	Tanaghrisson
Land			
Power			
People			

Name: _____ Date: _____

Head-Heart-Conscience Organizer

Directions: Read each set of sources. View the images and read the text to learn about the effects of European presence in North America. Complete the chart for each Source Set using details from the readings.

Source Set A

Category	Details
Head What changed for this group between 1500 and 1800? What details are included in the text?	
Heart How might this group have felt about these changes? Does the source help us understand their feelings? Why or why not?	
Conscience Was the change equal or fair? Who had the power to make decisions that affected this group?	

Source Set B

Category	Details
Head What changed for this group between 1500 and 1800? What details are included in the text?	
Heart How might this group have felt about these changes? Does the source help us understand their feelings? Why or why not?	
Conscience Was the change equal or fair? Who had the power to make decisions that affected this group?	

Source Set C

Category	Details
Head What changed for this group between 1500 and 1800? What details are included in the text?	
Heart How might this group have felt about these changes? Does the source help us understand their feelings? Why or why not?	
Conscience Was the change equal or fair? Who had the power to make decisions that affected this group?	

Name: _____

Date: _____

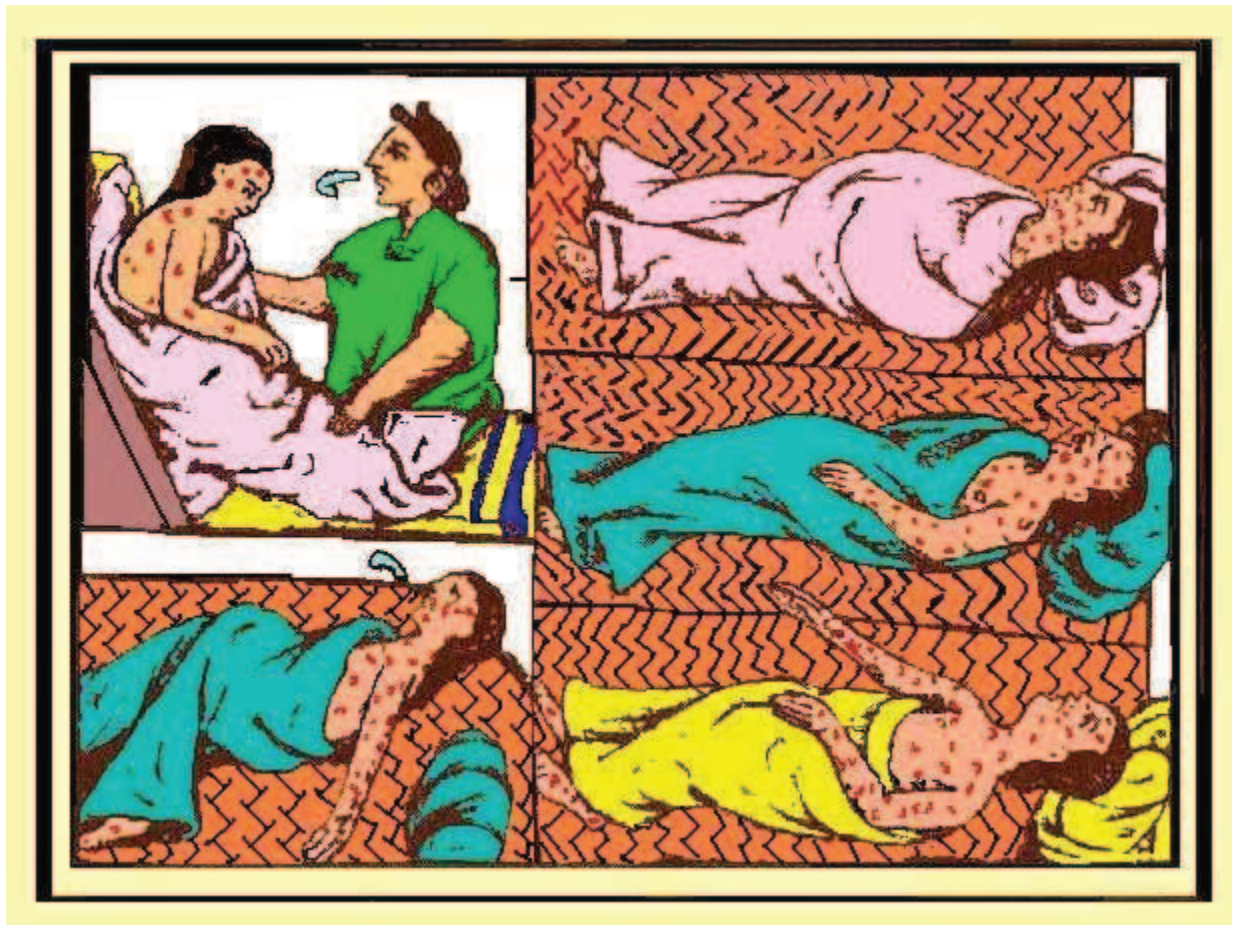
Source Sets

Source Set A

Source A1

Before large numbers of Europeans arrived, many Indigenous nations in the Ohio Valley farmed corn, hunted deer, and traveled freely across their territories. Villages were connected by trade paths, and Indigenous leaders made decisions for their own communities.

After Europeans first arrived, diseases like smallpox spread quickly through Indigenous populations. In some regions, more than half of the population died. This made it harder for some nations to defend their territory.



European colonizers spread diseases and viruses to the Indigenous populations across North America. These illnesses were new to the Indigenous peoples, who had no immunity to them.

Source A2

After the United States won independence from Britain in 1783, it claimed land in the Ohio Valley. Many Indigenous nations already lived there and joined together to defend their land. Between 1785 and 1795, the Shawnee, Miami, Iroquois, Ottawa, Ojibwa, and Delaware Nations fought against the United States to protect their land from being taken by white Americans moving west.

In 1795, U.S. leaders forced several Indigenous nations to sign the Treaty of Greenville. This treaty required Indigenous tribes to give large areas of their land to the United States. They were promised money and peace, and the United States was able to open more land for white Americans.

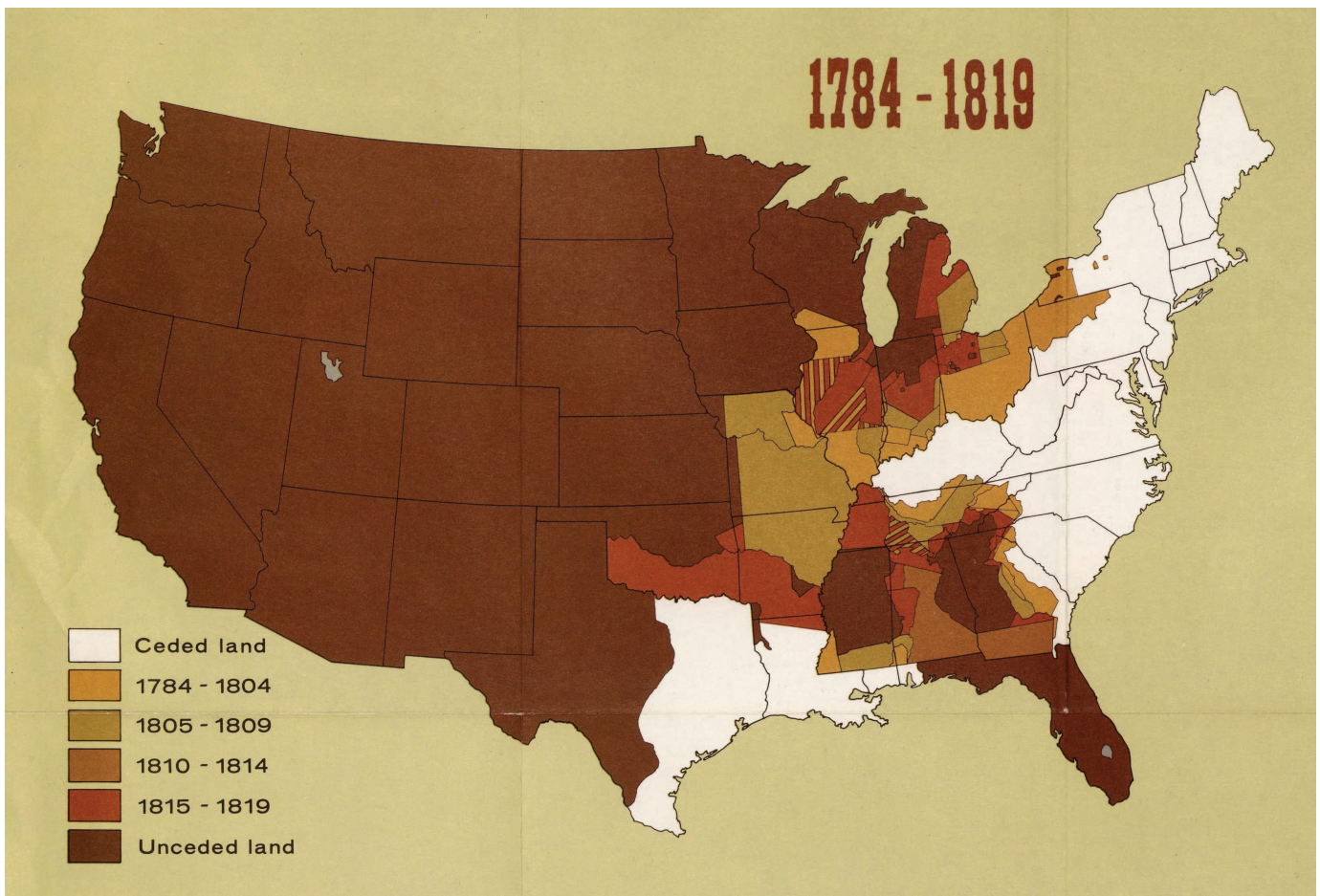


The signing of the Treaty of Greenville ended the Northwest Indian War in exchange for the surrender of Indigenous lands to white Americans.

Source A3

After the Treaty of Greenville in 1795, Indigenous families could no longer hunt in some of their traditional areas, and travel across their own territory became limited.

United States leaders made decisions about land boundaries. Daily life changed as communities were pushed into smaller spaces and lost control over where they lived and traveled.



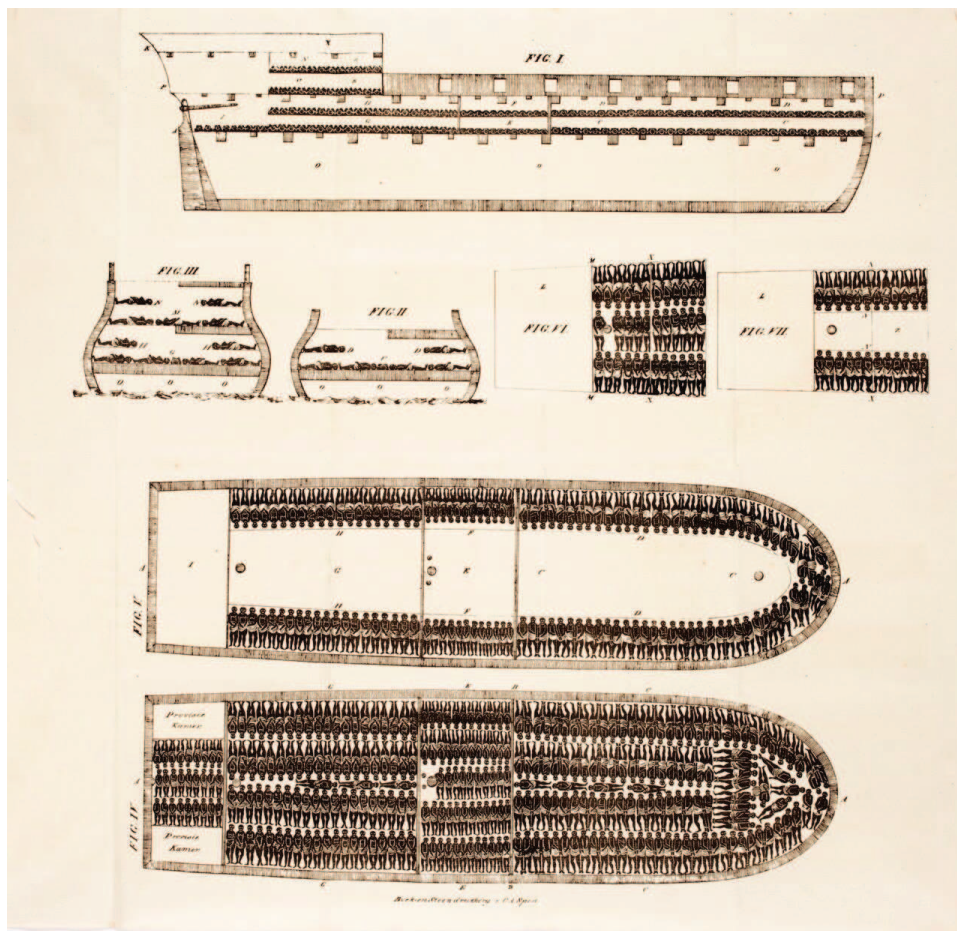
Indigenous nations were forced to give up more and more of their territory between 1784 and 1819.

Source Set B

Source B1

The Columbian Exchange introduced new plants to what later became the United States, like tobacco brought from Cuba by the Spanish. It also started the practice of bringing enslaved Africans by force to the area.

After being captured or sold in West Africa, African people were crowded onto ships and chained together. The voyage could take several weeks or even months. Many became sick, and many did not survive. Those who survived were sold and forced to work on plantations in the United States growing crops including tobacco and cotton plants.



Ships carrying enslaved Africans to North America were cramped and unsafe, with many people forced into a small space.

Source B2

As more cotton was grown, plantation owners wanted more workers. Enslaved Africans were forced to plant and pick cotton for many long hours while being watched closely. Families could be separated and sold to different enslavers.

Enslaved people were not allowed to choose their work, own land, or move freely. Their forced labor produced huge amounts of cotton that made plantation owners rich without any benefit to the enslaved workers.



Cotton was grown on plantations in the southern United States and the Carribean, where the weather was hot enough for plants to grow.

Source B3

In 1785, Congress passed a law that divided newly acquired territory, including the Ohio River Valley, into square sections. This law also said that enslavement was banned in these areas. However, enslavers were allowed to recapture enslaved people who had self-liberated to these areas. Enslavement remained legal in the United States until the passing of the 13th Amendment in 1865.



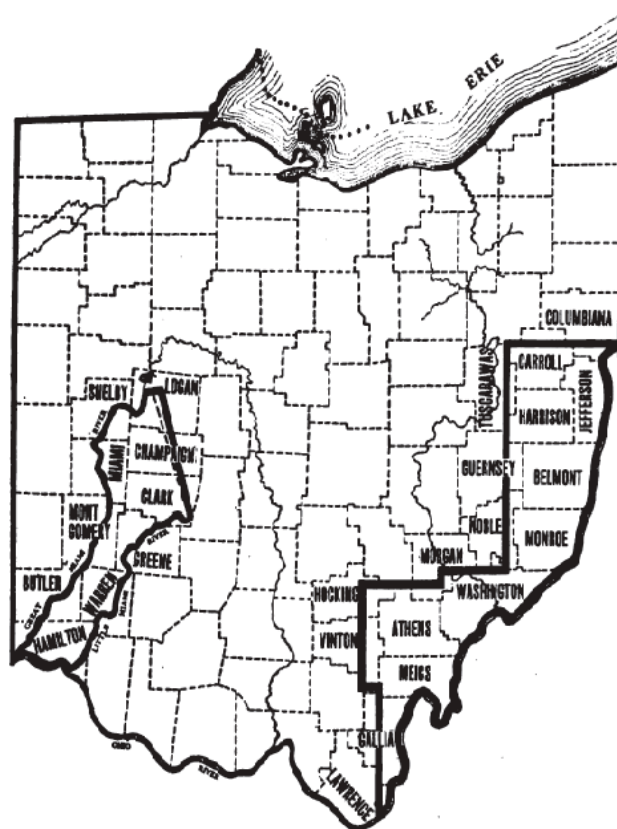
The newly acquired territory included what is now Ohio, Indiana, Illinois, Michigan, Wisconsin, and Minnesota.

Source Set C

Source C1

After the American Revolution, the United States government needed money and wanted control over land in the West. A 1785 law divided land so it could be measured and sold to individuals, used to create schools, and more. The people who were able to buy land at this time were white Americans and descendants of Europeans.

This law led to ten years of war with Northwest Indigenous groups from 1785 to 1795.



SECTIONS NUMBERED UNDER THE LAND ORDINANCE OF MAY 20, 1785

At the order of Congress, new U.S. territory was divided into six mile plots to encourage white Americans to move west.

Source C2

This new land system helped white Americans buy land. Families packed their belongings, traveled west, and cleared forests to build farms. They built houses, planted crops, and helped create new towns.

Over time, this led to conflict, loss of land through treaties like the Treaty of Greenville, and a system that limited where Indigenous people could live, hunt, and travel.

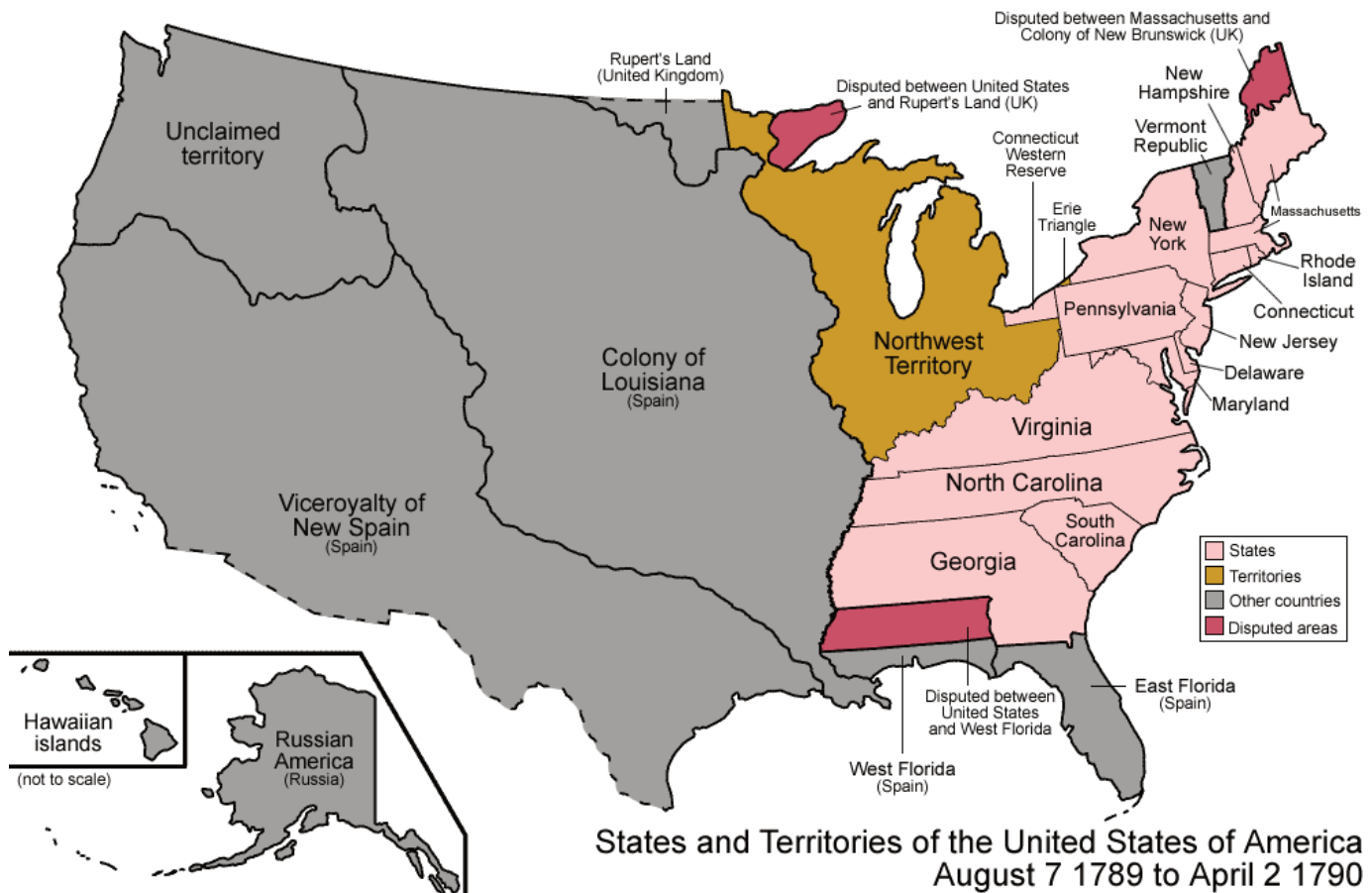


Americans moving west would take long, difficult journeys across the country to their new homes, carrying their belongings on covered wagons.

Source C3

As white Americans bought land and moved west, new communities began to grow. The government created rules that allowed these territories to become states once enough people lived there. This meant these Americans could help choose leaders and have a voice in government.

This directly affected Indigenous nations because many of them, including the Shawnee, Miami, and Delaware, already lived on this land. This led to more conflict and treaties that forced Indigenous groups to give up land.



Much of the land that would become the United States was the territory of other nations and was slowly acquired by the U.S. over time.

Text sources:

- Britannica Editors. 2026. "[Cotton Gin](#)." *Encyclopædia Britannica, Inc.*
- Britannica Editors. 2026. "[Northwest Ordinances](#)." *Encyclopædia Britannica, Inc.*
- Eltis, David. n.d. "[A Brief Overview of the Trans-Atlantic Slave Trade](#)." *Slave Voyages*.
- Hemenway, Eric. n.d. "[Native Nations Defend Ancestral Territory](#)." *National Park Service*.
- History. n.d. "[Treaty of Greenville Signed, Ending the Northwest Indian War](#)."
- Horecny, Zoie. 2025. "[Northwest Ordinance](#)." The Mount Vernon Ladies' Association, *The Digital Encyclopedia of George Washington*.
- Longley, Robert. n.d. "[Treaty of Greenville: An Uneasy Peace to the Northwest Indian War](#)." *ThoughtCo*.
- National Constitution Center. 1787. "[Treaty of Greenville Signed, Ending the Northwest Indian War](#)."
- National Park Service. n.d. "[Ohio River Valley: A Place for Refugees](#)."
- The U.S. National Archives and Records Administration. 2022. "[Northwest Ordinance \(1787\)](#)."

Image sources:

- "Indigenous Village Life Illustration" by Jaontiveros via Wikimedia Commons, CC BY-SA 4.0.
- Signing of the Treaty of Greenville by Columbus Metropolitan Library via Wikimedia Commons, public domain.
- "Indian Land Cession" by David Rumsey Map Collection via David Rumsey Map Center, Stanford Libraries, CC BY-NC-SA 3.0.
- "Thomas-Clarkson-De-kreet-der-Afrikanen MG 1315" by Peace Palace Library via Wikimedia Commons, public domain.
- "People with baskets and sacks pick cotton on a plantation" by James Richard Barfoot via Wikimedia Commons, public domain.
- "Northwest Territory locator map (1787)" by Isochrone via Wikimedia Commons, CC BY-SA 4.0.
- "Uses 1785 numbering" by William E. Peters via Wikimedia Commons, public domain.
- "Sketches from the Far West-Arkansas Pilgrims" by Paul Frenzeny and Jules Tavernier via Wikimedia Commons, public domain.
- "United States 1789" by Golbez via Wikimedia Commons, CC BY-SA 3.0.

Name: _____ Date: _____

People, Land, and Power Timeline Entry Builder

Directions: Use the Cluster 3 resources and handouts to create three timeline entries for North America. Follow the steps. You can use the sentence frame to help you as you work.

- When did it happen (1754, 1783, 1795)?
- What was the event?
- How did the event change people, land, or power?
- Who was affected by the change?

In (year), (what happened), which caused (what changed and who was affected).

Name: _____ Date: _____



Lesson 21 Exit Ticket

Directions: Use the timeline and what you have learned in Cluster 3 to answer the Supporting Question:

How did the increased European presence in North America change people, land, and power by the 1800s?

Your answer should include:

- At least 2 types of change (people, land, and / or power)
- An explanation of what was gained or lost.

Name: _____ Date: _____

People, Land, and Power Timeline Entry Builder (Word Bank)

Directions: Use the Cluster 3 resources and handouts to create three timeline entries for North America. Follow the steps. You can use the word bank and sentence frame to help you as you work.

- When did it happen (1754, 1783, 1795)?
- What was the event?
- How did the event change people, land, or power?
- Who was affected by the change?

Word Bank		
competition	conflict	control
European nations	independence	Indigenous peoples
Ohio River Valley	Treaty of Greenville	United States

In (year), (what happened), which caused (what changed and who was affected).

Name: _____ Date: _____

Formative Assessment Task

Part 1

Directions: Use the organizer on the next page to show how North America changed by the 1800s. You may draw, label, use arrows, write phrases, and / or include symbols. Full sentences are not required.

People: Show one example of how people's lives changed by the 1800s.

- What changed for Indigenous nations?
- What changed for European nations?
- What changed for enslaved Africans?

Land: Show one example of how land changed by the 1800s.

- Who claimed land?
- What happened to Indigenous land?
- Did borders change?

Power: Show one example of someone who gained power or someone who lost power by the 1800s.

- Who made decisions?
- Who controlled land?
- Whose power changed in the opposite direction as a result?

**How People,
Land, and
Power in
North
America
Changed by
1800**

Land

People

Power

Part 2

Directions: Use the spaces on the next page to show perspectives and ask a question that you still have.

Perspectives

Choose two people:

- An Indigenous leader
- An enslaved African
- A British colonist
- A white American
- Another historical figure from this unit

Imagine each of those people is answering this question:

How were you affected by the changes in North America by the 1800s?

Write or draw how they would describe the changes.

One More Question...

Write one question you still have about changes to people, land, and power in the United States by the 1800s.

Use these question starters for ideas:

- Why did...?
- How did...?
- What would have happened if...?
- How might things have been different if...?

Perspective 1

“

”

Perspective 2

“

”

A question I still have is...

?

?

Name: _____ Date: _____

Formative Assessment Task (Word Bank)

Part 1

Directions: Use the organizer on the next page to show how North America changed by the 1800s. You may draw, label, use arrows, write phrases, and / or include symbols. Full sentences are not required. You can use the word bank to help you.

People: Show one example of how people's lives changed by the 1800s.

- What changed for Indigenous nations?
- What changed for European nations?
- What changed for enslaved Africans?

Land: Show one example of how land changed by the 1800s.

- Who claimed land?
- What happened to Indigenous land?
- Did borders change?

Power: Show one example of someone who gained power or someone who lost power by the 1800s.

- Who made decisions?
- Who controlled land?
- Whose power changed in the opposite direction as a result?

Word Bank			
Indigenous peoples	Africans	own	leaders
Europeans	territory	take over	increased
Americans	ancestral	clear	decreased

**How People,
Land, and
Power in
North
America
Changed by
1800**

Land

People

Power

Part 2

Directions: Use the spaces on the next page to show perspectives and ask a question that you still have.

Perspectives

Choose two people:

- An Indigenous leader
- An enslaved African
- A British colonist
- A white American
- Another historical figure from this unit

Imagine each of those people is answering this question:

How were you affected by the changes in North America by the 1800s?

Write or draw how they would describe the changes.

One More Question...

Write one question you still have about changes to people, land, and power in the United States by the 1800s.

Use these question starters for ideas:

- Why did...?
- How did...?
- What would have happened if...?
- How might things have been different if...?

Perspective 1

“

”

Perspective 2

“

”

A question I still have is...

?

?

Name: _____ Date: _____

Discussion Diamond

Directions: Follow the steps below to answer the Essential Question:

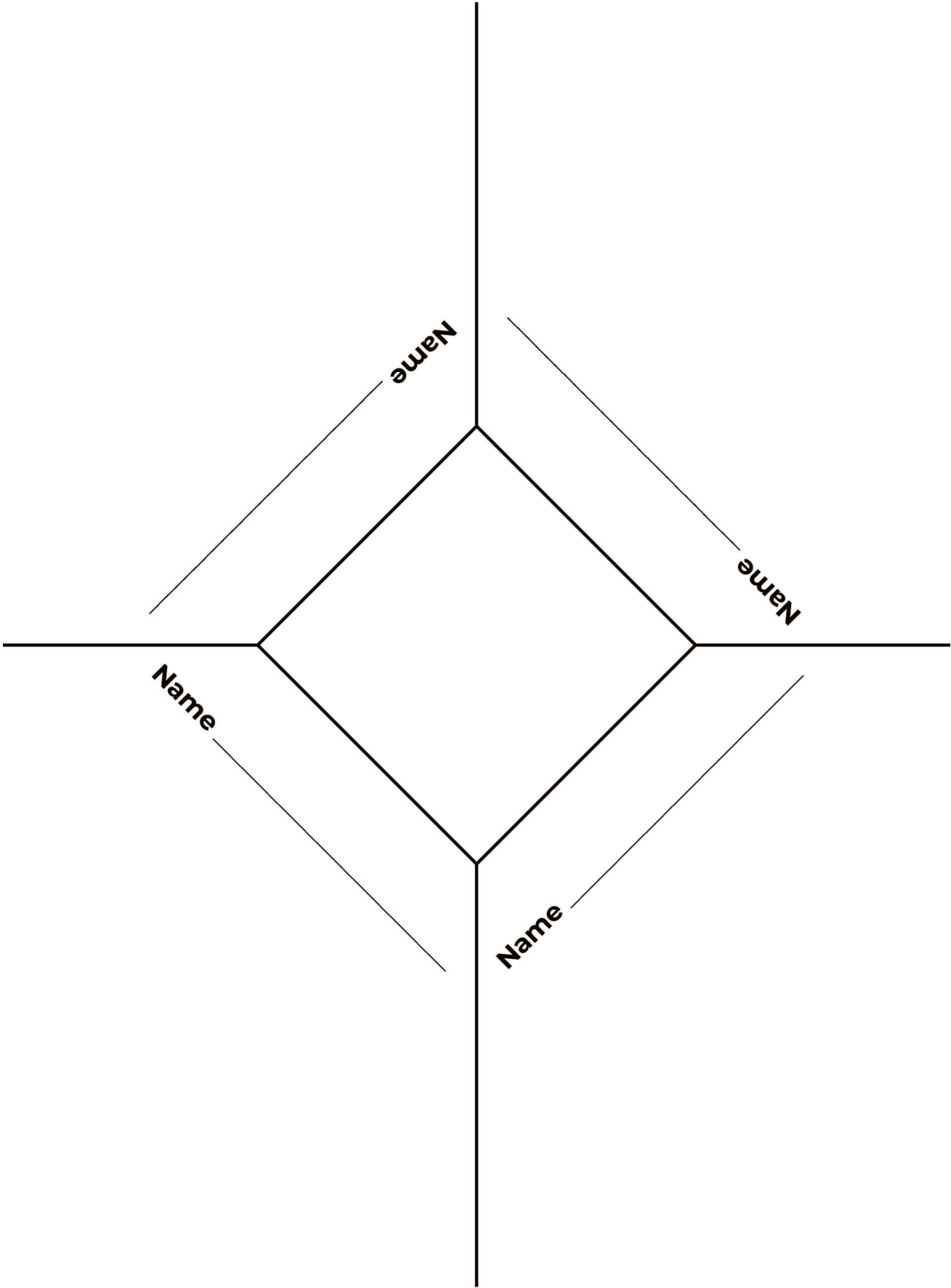


What effects did interactions between societies have on people, land, and power in North America over time?

1. Review one inquiry chart and use the questions below to help you identify the most important takeaway for that cluster.
2. Write the most important takeaway from your chart in your corner.
3. Discuss your takeaway with the group.
4. Write a shared answer to the Essential Question in the middle.

Inquiry Chart Review Questions

- Who was interacting during this time?
- What types of interactions were happening?
- How did these interactions affect people, land, or power?
- What is the Important takeaway for this cluster?



Name: _____ Date: _____

Extension: European Arrival in North America Content Assessment

Section 1: Geography

Directions: Study the map carefully, then answer the following questions.



Map Identification

1. The map shows that materials like copper, shells, and obsidian moved
 - A. only within one small village.
 - B. across long distances between different regions.
 - C. from Europe to North America.
 - D. only along the Atlantic coast.

2. Why might a society located along major trade routes have more power?
 - A. They could control access to valuable goods.
 - B. They avoided contact with other societies.
 - C. They had no need for leadership.
 - D. They were isolated from other groups.

3. Why is this map important to understanding history before the 1400s?
 - A. It shows that European countries were already involved in North America.
 - B. It proves Indigenous societies had no organized systems.
 - C. It shows that complex trade networks existed long before Europeans arrived.
 - D. It shows that all societies shared the same culture.

4. Which idea about interaction is supported by the map?
 - A. All interactions lead to conquest.
 - B. Societies only interact during wars.
 - C. Trade always leads to colonization.
 - D. Interactions can include trade and exchange.

Map Analysis

5. Why do you think societies traded goods and materials from far away instead of using only what was nearby?

6. How might trade change relationships between societies over time?

Section 2: Vocabulary

Directions: Draw a line between the vocabulary word and the matching definition.

Vocabulary word	Connection	Definition
interaction		the takeover of another group’s land and government by military force
power		a group of people with shared ways of living
conquest		when people, groups, or things affect each other
society		a long trip, usually by sea, to a faraway place
voyage		the ability to make decisions and control what happens

Section 3: Social Studies Past and Present

Use what you learned in this unit about the ways that decisions about land, power, and resources can affect different groups of people. Read the scenario below and respond to the questions that follow.

Scenario: Your town has an open field. Some people want to build new homes there. Others want to keep the land as a park where everyone can gather and play. Town leaders are thinking about the following options:

- 1. Build homes on the land:** The town should use the land to build new houses so more people can live in the community.
- 2. Keep the land as a park:** The land should stay open so everyone can gather, play, and enjoy nature.
- 3. Share the land:** Part of the land could be used to build homes, and part could remain a park for the community.
- 4. Let the community vote:** Town leaders should ask people in the community to vote and decide together how the land should be used.

1. If you were a leader, which decision would you choose and why?

2. How might this decision affect different groups of people in the community? Name two groups and then use the chart to explain how each group would be affected.

Group	How would this group be affected by the decision?

Section 4: Paragraph Response

Directions: Choose one from the list below.

___ Interaction(s) between Indigenous communities and Viking sailors

___ Interaction(s) between the Aztecs and the Spanish

___ Interaction(s) between the Powhatan and English colonists

On the next page, write a paragraph explaining how the two groups involved in the interaction(s) might have seen it differently. In your paragraph, explain:

- What interaction(s) happened
- How one group might have felt or benefited
- How another group might have experienced it differently
- What each group gained or lost

Grade 4, Unit 3: European Arrival in North America

Image source:

Hopewell Trade Routes map was created by Educurious using the following assets:

- Map concept inspired by “Hopewell Exotic Materials” by NPS, National Park Service/Hopewell Ceremonial Earthworks, public domain.
- “USPhysical-Web5” by Tom Patterson, Wikimedia Commons, CC0.
- “Ohio - Ross County-Hopewell Bird Claw” by Mike Sharp, Wikimedia Commons, CC BY-SA 4.0. (cropped)
- SIA3614: Silver Earspools” by Calvin J. Hamilton (© Calvin J. Hamilton 2010), ScienceViews Photo Library, per the *ScienceViews Photo Conditions of Use*. (cropped)
- “Rose quartz (32132819430)” by James St. John, Wikimedia Commons, CC BY 2.0. (cropped)
- “Calcite-Galena-elm56a” by Robert M. Lavinsky, Wikimedia Commons, CC BY-SA 3.0. (cropped)
- “IMG 7448-960 (A collection of fossilized shark teeth from the Hopewell culture)” by NPS/Andrew Weiland, National Park Service, public domain. (cropped)
- “Copper Bird A (A copper effigy depicting a peregrine falcon)” by NPS/Tom Engberg, National Park Service, public domain. (cropped)
- “Picture 2 35 (An obsidian spear point from the Hopewell culture)” by NPS, National Park Service, public domain. (cropped)
- “Busycon-contrarium by Clmiadfl, Wikimedia Commons, CC0. (cropped)
- “Knife River 450 (A single piece of Knife River Flint)” by NPS/Andrew Weiland, National Park Service, public domain. (cropped)

Name: _____ Date: _____

Extension: European Arrival in North America Content Assessment (Sentence Frames)

Section 1: Geography

Directions: Study the map carefully, then answer the following questions.



Map Identification

1. The map shows that materials like copper, shells, and obsidian moved
 - A. only within one small village.
 - B. across long distances between different regions.
 - C. from Europe to North America.
 - D. only along the Atlantic coast.

2. Why might a society located along major trade routes have more power?
 - A. They could control access to valuable goods.
 - B. They avoided contact with other societies.
 - C. They had no need for leadership.
 - D. They were isolated from other groups.

3. Why is this map important to understanding history before the 1400s?
 - A. It shows that European countries were already involved in North America.
 - B. It proves Indigenous societies had no organized systems.
 - C. It shows that complex trade networks existed long before Europeans arrived.
 - D. It shows that all societies shared the same culture.

4. Which idea about interaction is supported by the map?
 - A. All interactions lead to conquest.
 - B. Societies only interact during wars.
 - C. Trade always leads to colonization.
 - D. Interactions can include trade and exchange.

Map Analysis

5. Why do you think societies traded goods and materials from far away instead of using only what was nearby?

Societies might have traded for goods and materials from far away because ____.

6. How might trade change relationships between societies over time?

At first, societies might ____, but later they might ____.

Section 2: Vocabulary

Directions: Draw a line between the vocabulary word and the matching definition.

Vocabulary word	Connection	Definition
interaction		the takeover of another group’s land and government by military force
power		a group of people with shared ways of living
conquest		when people, groups, or things affect each other
society		a long trip, usually by sea, to a faraway place
voyage		the ability to make decisions and control what happens

Section 3: Social Studies Past and Present

Use what you learned in this unit about the ways that decisions about land, power, and resources can affect different groups of people. Read the scenario below and respond to the questions that follow.

Scenario: Your town has an open field. Some people want to build new homes there. Others want to keep the land as a park where everyone can gather and play. Town leaders are thinking about the following options:

- 1. Build homes on the land:** The town should use the land to build new houses so more people can live in the community.
- 2. Keep the land as a park:** The land should stay open so everyone can gather, play, and enjoy nature.
- 3. Share the land:** Part of the land could be used to build homes, and part could remain a park for the community.
- 4. Let the community vote:** Town leaders should ask people in the community to vote and decide together how the land should be used.

1. If you were a leader, which decision would you choose and why?

If I were a leader, I would choose ___ because ___.

2. How might this decision affect different groups of people in the community? Name two groups and then use the chart to explain how each group would be affected.

Group	How would this group be affected by the decision?

Section 4: Paragraph Response

Directions: Choose one from the list below.

___ Interaction(s) between Indigenous communities and Viking sailors

___ Interaction(s) between the Aztecs and the Spanish

___ Interaction(s) between the Powhatan and English colonists

On the next page, write a paragraph explaining how the two groups involved in the interaction(s) might have seen it differently. In your paragraph, explain:

- What interaction(s) happened
- How one group might have felt or benefited
- How another group might have experienced it differently
- What each group gained or lost

Use these sentence frames to help you write your paragraph:

In this interaction, ___ and ___ met/interacted ___

From the perspective of ___, this interaction meant ____.

This group might have been concerned about ____.

From the perspective of ___, this interaction meant ____.

This group might have been concerned about ____.

This group might have wanted ____.

They gained/lost ____.

Grade 4, Unit 3: European Arrival in North America

Image source:

Hopewell Trade Routes map was created by Educurious using the following assets:

- Map concept inspired by “Hopewell Exotic Materials” by NPS, National Park Service/Hopewell Ceremonial Earthworks, public domain.
- “USPhysical-Web5” by Tom Patterson, Wikimedia Commons, CC0.
- “Ohio - Ross County-Hopewell Bird Claw” by Mike Sharp, Wikimedia Commons, CC BY-SA 4.0. (cropped)
- SIA3614: Silver Earspools” by Calvin J. Hamilton (© Calvin J. Hamilton 2010), ScienceViews Photo Library, per the *ScienceViews Photo Conditions of Use*. (cropped)
- “Rose quartz (32132819430)” by James St. John, Wikimedia Commons, CC BY 2.0. (cropped)
- “Calcite-Galena-elm56a” by Robert M. Lavinsky, Wikimedia Commons, CC BY-SA 3.0. (cropped)
- “IMG 7448-960 (A collection of fossilized shark teeth from the Hopewell culture)” by NPS/Andrew Weiland, National Park Service, public domain. (cropped)
- “Copper Bird A (A copper effigy depicting a peregrine falcon)” by NPS/Tom Engberg, National Park Service, public domain. (cropped)
- “Picture 2 35 (An obsidian spear point from the Hopewell culture)” by NPS, National Park Service, public domain. (cropped)
- “Busycon-contrarium by Clmiadfl, Wikimedia Commons, CC0. (cropped)
- “Knife River 450 (A single piece of Knife River Flint)” by NPS/Andrew Weiland, National Park Service, public domain. (cropped)

Name: _____ Date: _____

Summative Booklet Planning Guide

Step 1: Booklet Sections

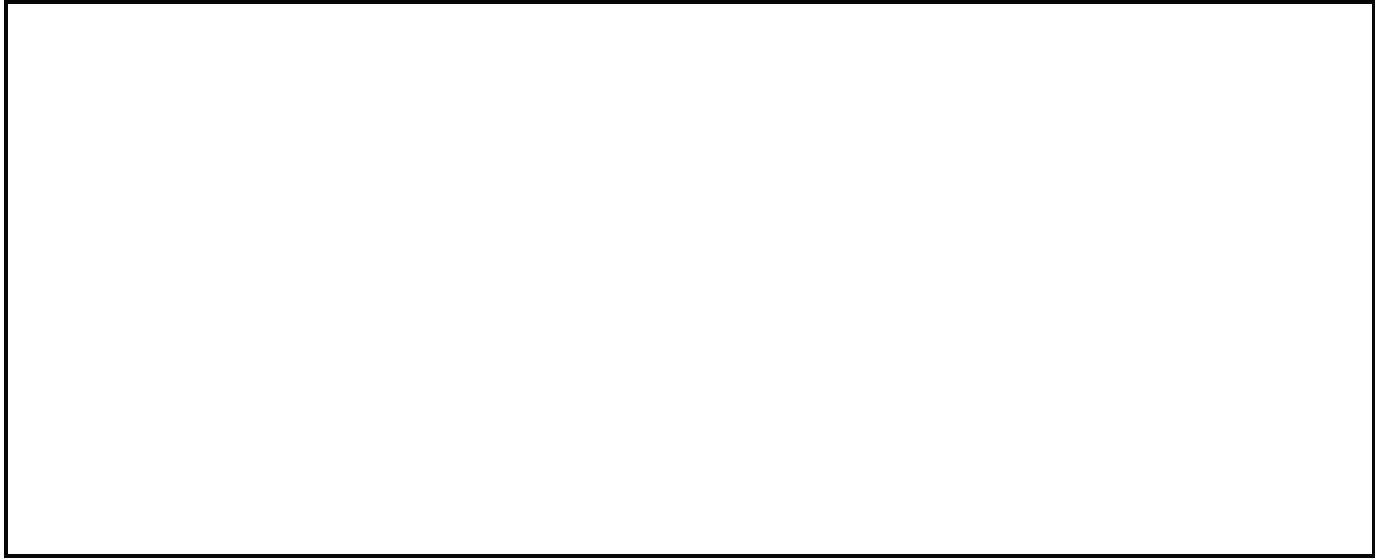
Directions: On the next three pages, use words and drawings to organize your ideas for each section of your booklet. Use the word bank to help you. You do not have to use full sentences.

Word Bank				
interaction	dependent	colonization	Indigenous peoples	enslaved Africans
society	conquest	voyage	European nations	leaders
Vikings	trade	motivation	colonists	religion

Section 1: People

How did interactions affect different people's lives in North America over time?

Details and examples from the unit:



What drawings or images best illustrate your ideas?

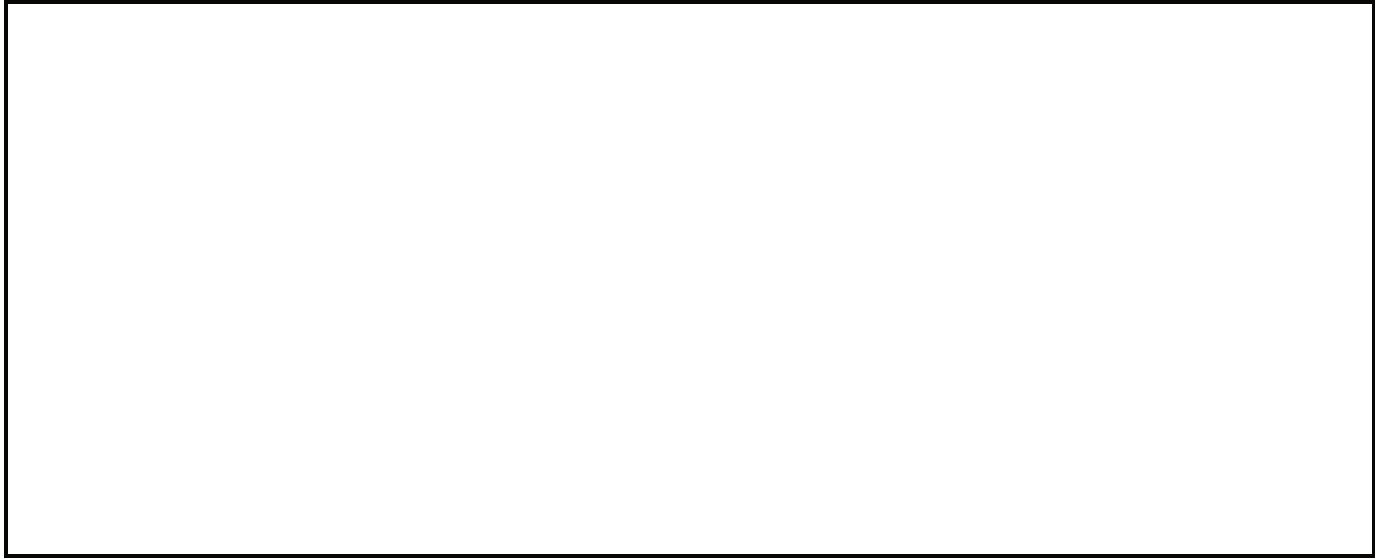
Describe with words, drawings, or both:



Section 2: Land

How did interactions affect land in North America over time?

Details and examples from the unit:



What drawings or images best illustrate your ideas?

Describe with words, drawings, or both:



Section 3: Power

How did interactions affect power in North America over time?

Details and examples from the unit:

What drawings or images best illustrate your ideas?

Describe with words, drawings, or both:

Step 2: Perspective

Directions: Choose a source that provides a specific person or group's perspective on some of the changes you described on the other pages. Answer the questions, then use your responses to write 3–5 sentences on the back cover of your booklet.

Source: _____

What is this source's perspective on people, land, and / or power? Who created the source?

Optional extension: Choose another person or group you learned about in this unit. How was their perspective similar or different? What might they have thought about this source?

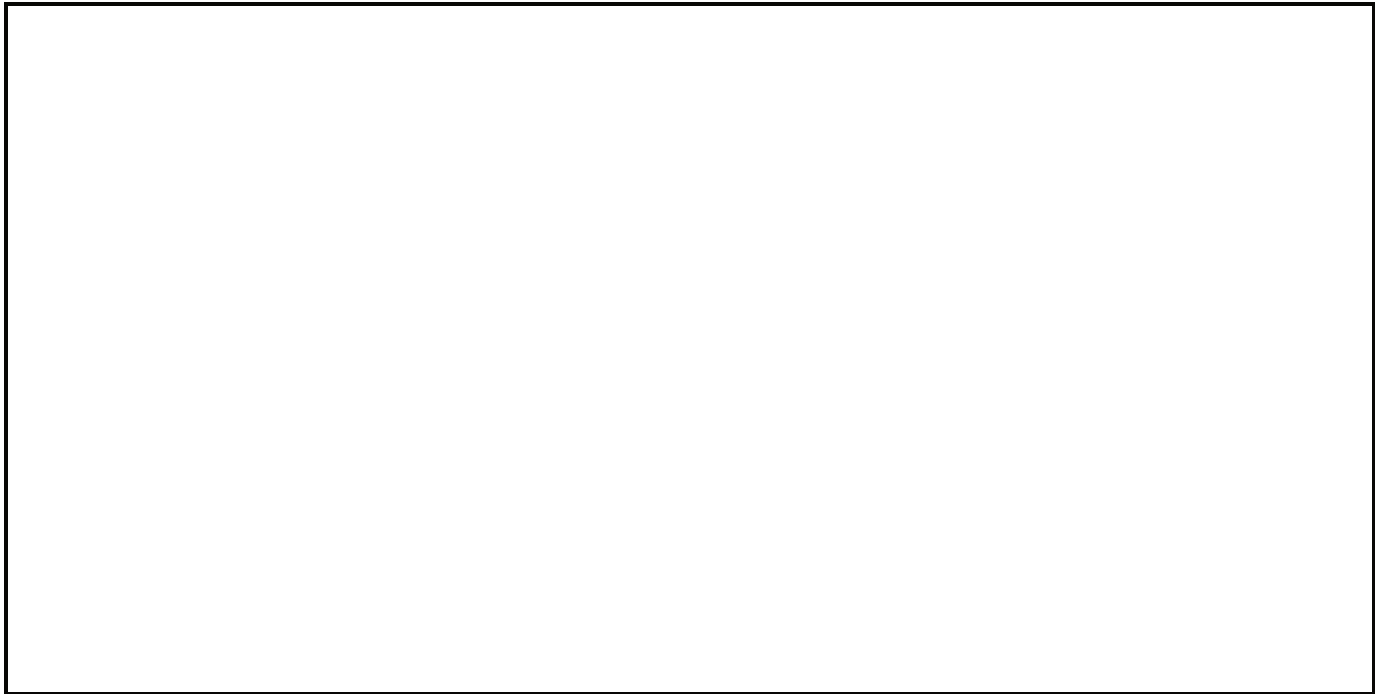
Step 3: Front Cover

Directions: Design the front cover of your booklet.

Title:

What drawings or images best illustrate your ideas?

Describe with words, drawings, or both:



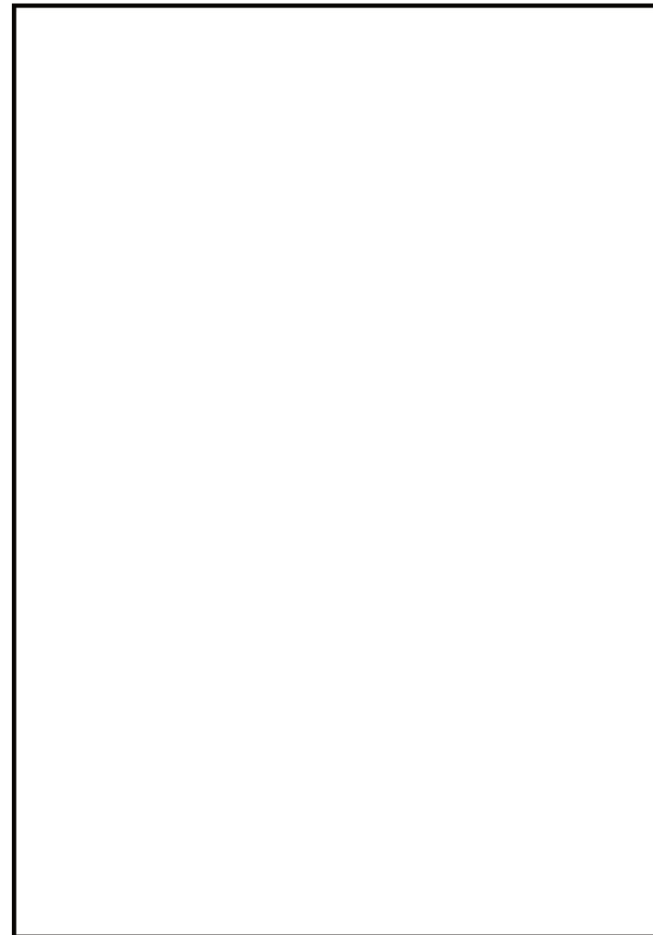
Don't forget to put your name on the cover of your booklet!

Summative Booklet Template

Print one Summative Booklet Template per student. Instructions for printing:

1. Print templates using double-sided printing. If prompted by the printer, select the “Flip on Long Edge” option.
2. For each booklet, stack the two printed sheets with pages 3 and 4 on top, then fold them in half so the front cover and the back cover are correctly oriented.
3. If desired, trim the standard handout headers, footers, and side margins from the pages to give the booklets a more finished look.

Section 2: Land

3**4**

2	5 Section 3: Power
---	---

Section 1: People

1**6**

Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0. For more information, visit <http://creativecommons.org/licenses/by-nc/4.0/>.

Name: _____ Date: _____

European Arrival in North America Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 1 Evaluate the extent to which different individuals or groups have similar or different perspectives on a civic issue or concern.	The writer clearly explains a specific person or group's perspective on the changes in people, land, and power in North America over time.	The writer explains a specific person or group's perspective on the changes in people, land, and power in North America over time.	The writer identifies a person or group's perspective on the changes in people, land, and power in North America over time, but the explanation is limited or unclear.
Practice Standard 4 Identify the point of view represented and explain how point of view affects how events are represented.	In each section, the writer clearly identifies a point of view and explains how the perspective affected the experience and understanding of the event.	In each section, the writer identifies a point of view and explains how the perspective affected the experience and understanding of the event.	In each section, the writer identifies a point of view, but the explanation of how the perspective affected the experience or understanding is limited or unclear.
Content Standards 4.T3.1 (archaeological evidence, maps, illustrations, and text materials); 4.T3.2 (Vikings and encounters with Indigenous peoples); AND/OR 4.T3.3 (European voyages and expansion)	The writer accurately explains the effects of changes in land, people, and power in North America over time using multiple examples and pieces of evidence.	The writer accurately explains the effects of changes in land, people, and power in North America over time using examples and evidence.	The writer partially or inaccurately explains the effects of changes in land, people, and power in North America over time using examples and evidence.

Overall Feedback:

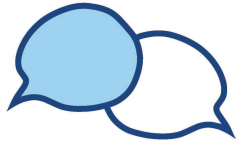


QUESTION

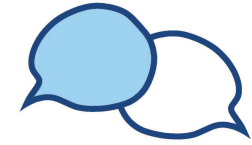


We ask questions about what we see, think, and wonder.

	Less complex ⇨	More complex ⇨	Most complex ⇨
Who?	Who was ___?	Who made ___?	Who wrote ___?
What?	What was ___?	What did ___?	What would ___?
Where?	Where was ___?	Where did ___?	Where would ___?
When?	When was ___?	When did ___?	When would ___?
Why?	Why was ___?	Why did ___?	Why would ___?
How?	How was ___?	How did ___?	How would ___?



TALK MOVES



We use talk moves to listen closely, share what we think, and build on the ideas of others.

Listening moves	Speaking moves
Clarify • Could you say that another way? • Can you explain what you mean by that? • I understand __, but I want to know __.	Add on • I'd like to add to what __ said. I think __. • I agree with you and __. • Another example is __.
Inquire • Can you tell us more about __? • What do you think about __? • What are some other perspectives?	Challenge ideas • I respectfully disagree because __. • Why do you think that? • What is your evidence for __?



OBSERVE



We observe a source by looking for details that help us understand it better.

Less complex ⇒	More complex ⇒	Most complex ⇒
In this source I see ____.	An important detail I see in this source is ____.	I notice ____. This is important because ____.
In this source I notice ____.	Something I notice and want to know more about is ____.	I see / <i>don't</i> see ____, which makes me wonder ____.

Things to look for	Source types and details	Examples
Details to look for: places, people, events, geography, patterns, words, numbers, colors, map keys Features of sources: title, author, headings, images, captions, charts, maps, vocabulary definitions	Source types: article, artifact, document, drawing, graphic, illustration, image, letter, map, newspaper, photograph, primary / secondary source, video, website Source details: author, audience, date, title, location, materials used in an artifact, size of an artifact	- In this source I see <u>a ruler by the coin that shows its size</u>. - I don't see <u>any people</u>, which makes me wonder <u>if the city was abandoned</u>.

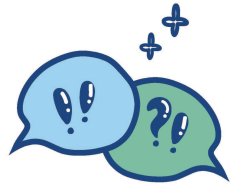


SUMMARIZE

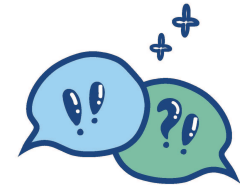


We summarize to understand and share the main idea and supporting details.

Less complex ⇒	More complex ⇒	Most complex ⇒
This is about ____.	The main idea of this source is ____.	<i>“Title” by Author</i> is about ____.
One detail is ____.	The first important detail is ____. A second key detail is ____.	In the <i>first / second</i> part, the main idea is ____. <i>An / Another</i> important detail is ____.
Another detail is ____.	One last important detail is ____.	The author concludes that ____.



CONNECT



We connect to our inquiry questions by thinking about what we learn from sources.

Less complex ⇒	More complex ⇒	Most complex ⇒
I think ____.	These two sources show ____.	The evidence in this source is important because ____.
One connection is ____.	This source shows ____, but the other source shows ____.	Based on evidence that shows ____, I think ____.
This source shows ____.	These sources help answer our question about ____ because ____.	The most useful sources for answering our question are ____ and ____ because ____.
This source answers our question because ____.	This information matters because ____.	We learned ____ from these sources. This is important because ____.



CAUSE-EFFECT



Causes and effects help us understand events in history and explain why people, ideas, and places change over time.

Less complex ⇒	More complex ⇒	Most complex ⇒
___, so ___. (cause) → (effect)	Because (of) ___, ___. (cause) → (effect)	___ and ___ led to ___. (cause + cause) → (effect)
___ because ___. (effect) → (cause)	___ was caused by ___. (effect) → (cause)	___ and ___ because (of) ___. (effect + effect) → (cause)
<u>It was raining,</u> so <u>they wore boots.</u> <u>They wore boots</u> because <u>it was raining.</u>	<u>Because of the rain,</u> <u>there were big puddles.</u> <u>Big puddles</u> were caused by <u>the rain.</u>	<u>The rain and puddles</u> led to <u>wet kids.</u> <u>The kids got wet and cold</u> because of <u>the rain.</u>

Name: _____

Date: _____

Grade 4 Word Map Example

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

geography
word

the study of places and the relationship between people and their environment
definition

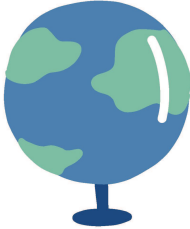
 Illustrate: Draw a picture or diagram to help you remember the meaning of the word. 	 Word Family: Write down different forms of the word. • geography (n) • geographic (adj) • geographically (adv) • geographer (n)
 Part of speech: Is this word a noun, a proper noun, a verb, an adjective, or an adverb? • noun	 Translanguage: Translate the word and write it here. • geografia

Image sources: "Sketch" by Adrien Coquet, "Puzzle pieces" by shashank singh, "Translate" by Uswa KDT, "Complement" by Brandon Shields, "Geography" by Mia Elysia, all via Noun Project, licensed under CC BY 3.0.

Name: _____

Date: _____

Word Map

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

word_____
definition**Illustrate:**

Draw a picture or diagram to help you remember the meaning of the word.

**Word Family:**

Write down different forms of the word.

**Part of speech:**

Is this word a noun, a proper noun, a verb, an adjective, or an adverb?

**Translanguage:**

Translate the word and write it here

Image sources: "Sketch" by Adrien Coquet, "Puzzle pieces" by shashank singh, "Translate" by Uswa KDT, "Complement" by Brandon Shields; all via thenounproject.com, licensed under CC BY 3.0.