

GRADE 4, UNIT 3

European Arrival in North America



STUDENT WORKBOOK



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.

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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: _____

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?

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: _____



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?

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: _____

Cluster Web Instructions

Directions: Work with your group to build a cluster web about the ways societies interacted before the 1400s. Follow the steps below.

Step 1: Brainstorm

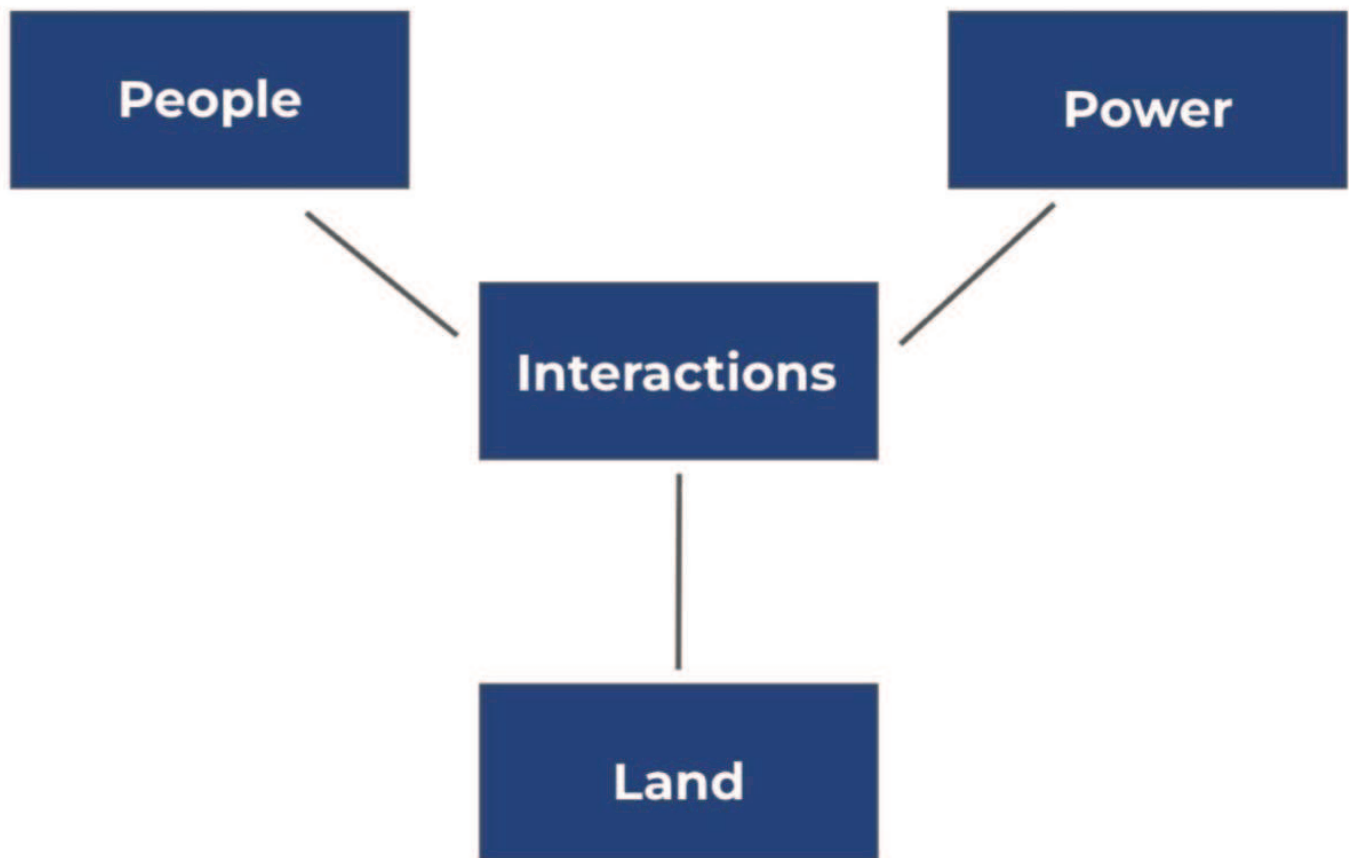
As a group, think of as many words, phrases, or short ideas as you can for each category in the chart below. Some examples have been added for you.

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: _____

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?	

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.

[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.	

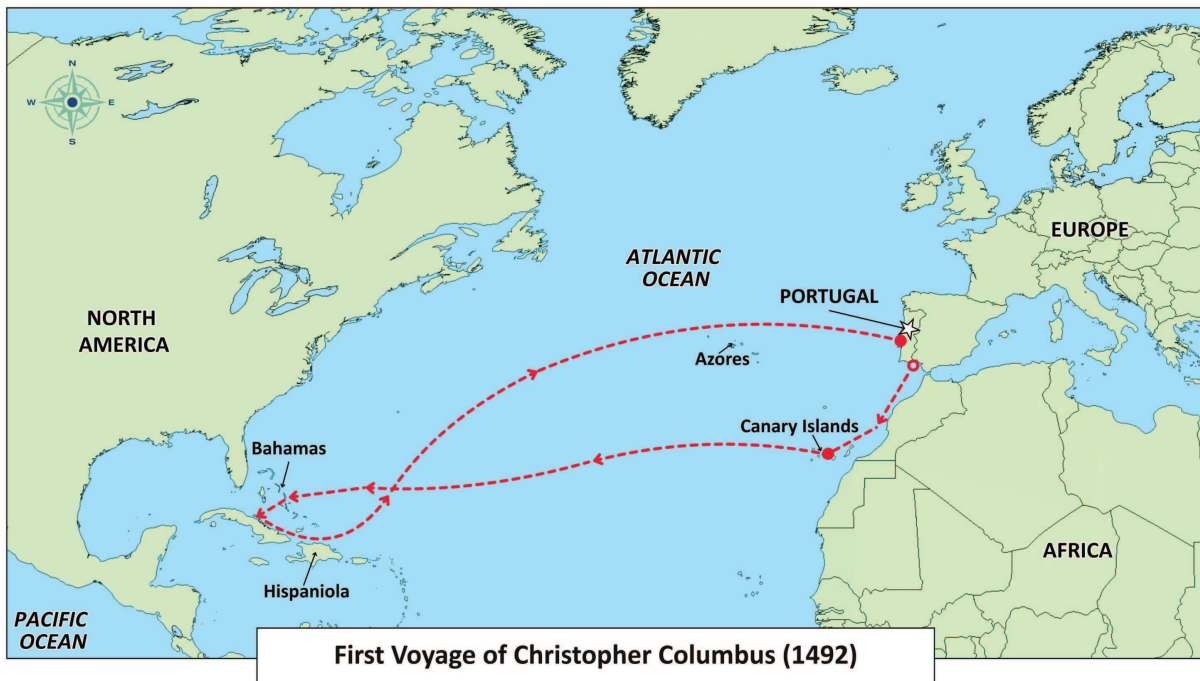
Name: _____ Date: _____

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.

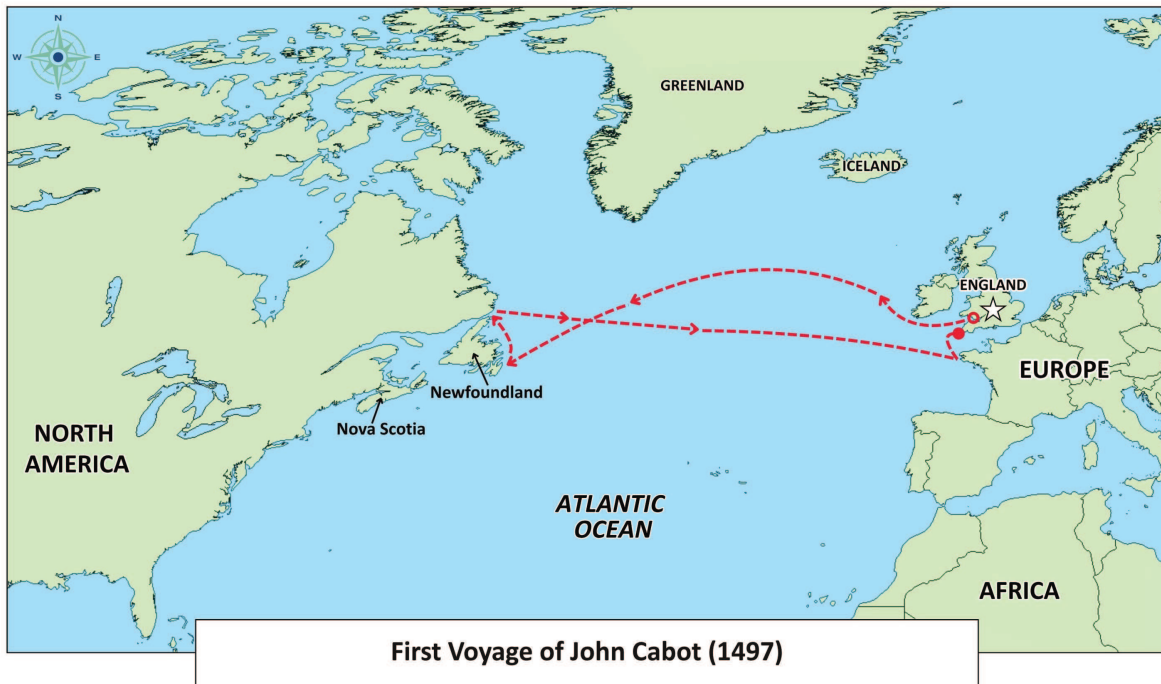
Columbus then sailed to more islands, including Cuba and the island that is now home to Haiti and the Dominican Republic. In all of these places, Columbus encountered more Taíno people. According to the sources available, some Taíno people were welcoming. One Taíno leader helped Columbus and his crew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

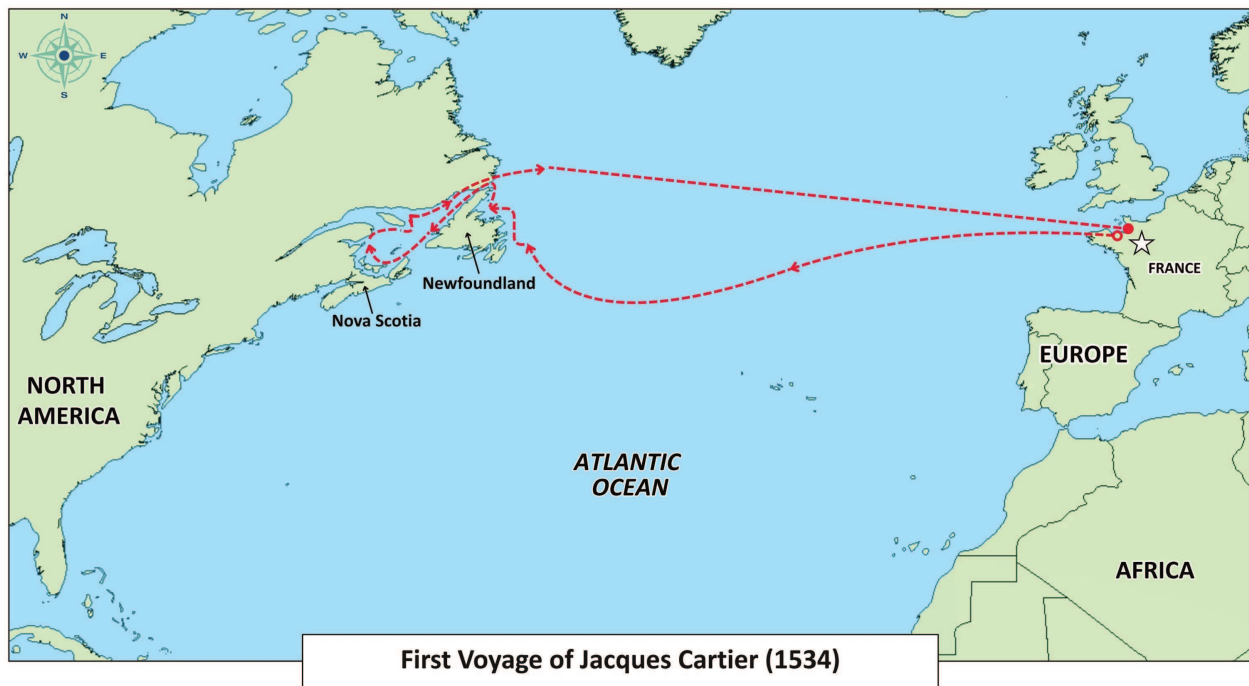
This region was already home to Indigenous nations, including the Innu, Inuit, Mi'kmaq, and Beothuk peoples, who relied on fishing and coastal trade networks. There are no records that describe their interactions, but historians know that the coastal communities were experienced traders.

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.

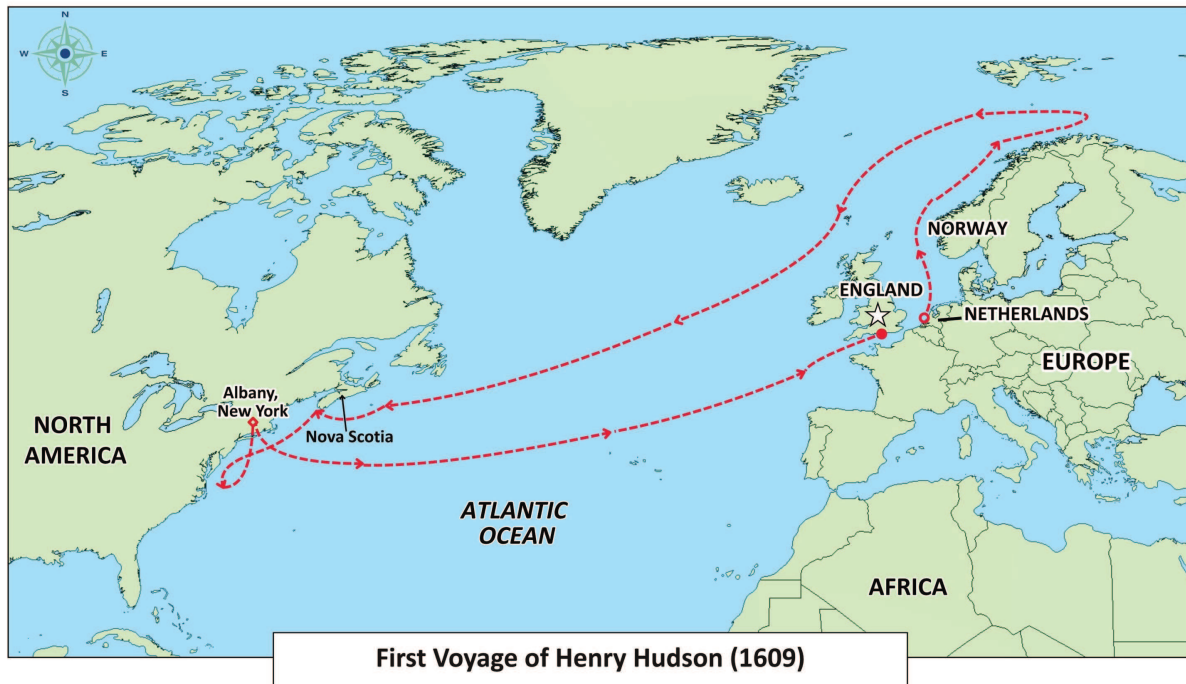
As he sailed along the coastline, Cartier met many members of the Indigenous nations living there, including the St. Lawrence Iroquois. Historians believe that Cartier traded with many Indigenous peoples, but these interactions were not always cooperative.

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

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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

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: _____

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 _____.

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: _____

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 _____

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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.	

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: _____

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 Céloron de Blainville
- Tanaghrisson

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

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: _____

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: _____

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: _____

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?

