

Domain-Based Unit Overview

Title of Domain: Exploration of North America, Grade 3

Learning Time: 15 Days

Big Idea

Spanish explorers crisscrossed the Americas in search of gold and riches; other European explorers searched for a route through the Americas to Asia. (p. 161)

What Students Need to Learn (p.161)

- Early Spanish exploration and settlement
 - Settlement of Florida and the founding of St. Augustine (oldest continuous European settlement in what is now the United States)
 - The exploits of Ponce de Leon (legend of the Fountain of Youth) and Hernando de Soto
 - Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River
- Exploration and settlement of the Southwest
 - Missionary settlements (missions) in the lands that are now the states of Texas, New Mexico, Arizona, and California
 - Francisco Vasquez de Coronado and the legend of the Seven Cities of Cibola (of gold)
 - The conflict between the Spanish and the Pueblos
 - Geography: Grand Canyon and Rio Gande
- The search for the Northwest Passage
 - Many explorers undertook the perilous, sometimes fatal, voyage to find a shortcut across North America to Asia, including John Cabot (English), Samuel de Champlain (French), and Henry Hudson (English navigator for the Dutch East India Company)
 - Geography: “New France” and Quebec; Canada, St. Lawrence River; The great Lakes (Superior, Michigan Huron, Erie, Ontario)

MN Academic Standards

3.4.1.2.1- Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.

3.4.1.1.2- Create timelines of important events in three different tie scales- decades, centuries and millennia.

3.4.2.5.1- Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.

3.4.3.9.1- Compare and Contrast daily life for people living in ancient times in at least three different regions of the world.

3.4.1.2.2- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions.

3.4.3.7.1- Explain how the environment influenced the settlement of ancient peoples around the world.

3.4.2.3.1- Explain how an invention of the past changed life at that time including positive, negative and unintended outcomes.

3.4.1.1.1- Reference different time periods using correct terminology, including the terms decade, century and millennium.

Pre-Assessment

Pre-assessment will be composed of 3 parts - Content (multiple choice/short answer/essay), vocabulary matching, and labeling a map of the Exploration Routes (*Ponce de Leon, de Soto, Menendez de Aviles, Coronado, Cabot, Hudson, Champlain*). This layout will be in a similar (but shorter) style to the post-assessment.

Domain Lesson 1	Early Spanish Explorers, 2 days
MN Academic Standards	3.3.1.1.1 3.3.1.1.2 3.4.1.1.2 3.4.1.2.2 3.4.2.5.1
Objectives	Big Question: What were European explorers searching for when they sailed west? <ul style="list-style-type: none"> - Describe North America’s geography, including the location of the West Indies, Puerto Rico, Cuba, Caribbean Sea, and the Gulf of Mexico (RI.3.2) - Explain Columbus’s explorations (RI.3.2) - Describe Ponce de Leon’s early exploration of Florida (RI.3.3) - Understand the meaning of the following domain-specific vocabulary: <i>spice, colony, empire, expedition, and settlement</i> (RI.3.4)
Vocabulary	spice, colony, empire, expedition, and settlement
Procedure	1. Introduce the <i>Exploration of North America</i> CKHG Student Reader by doing a picture walk, looking at glossary, and table of contents

	<ol style="list-style-type: none"> 2. Create a KWL chart for what students know and wonder about the exploration of North America 3. Introduce Charter 1 “Early Spanish Explorers” in <i>Exploration of North America</i> CKHG Student Reader 4. Read aloud Chapter 1 and call attention to vocabulary 5. Answer objective question, “What were European explorers searching for when they sailed west?” with a partner (Turn and Talk) 6. Review vocabulary 7. Complete Enrichment activities
Support	Guided Reading Supports on TP 70-73
Enrichment	Explorers Chart (AP 1.1, 1.2, 1.3)
Fiction/ Read Aloud	<i>Exploration of North America</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	De Soto’s Long March, 2 days
MN Academic Standards	3.3.1.1.1 3.3.1.1.2 3.4.2.5.1
Objectives	<p>Big Question: What regions in North America did de Soto explore, and what was he looking for?</p> <ul style="list-style-type: none"> - Describe North America’s geography, including the location of the West Indies, Puerto Rico, Cuba, the Caribbean sea, the Gulf of Mexico, and the Mississippi River (RI.3.2) - Describe Hernando de Soto (RI.3.3) - Summarize the explorations of de Soto (RI.3.2) - Understand the meaning of the following domain- specific vocabulary: <i>exploit, armour, disease, smallpox, and pioneer</i> (RI.3.4)
Vocabulary	exploit, armour, disease, smallpox, and pioneer
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 2 “De Soto’s Long March” in <i>Exploration of North America</i> CKHG Student Reader 3. Read aloud Chapter 2 and call attention to vocabulary 4. Answer objective question, “What regions in North America did de Soto explore, and what was he looking for?” with a turn and talk

	5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports TP 77-80
Enrichment	Early Spanish Exploration and Settlement (AP 2.2) Domain Vocabulary: Chapters 1-2 (AP 2.3)
Fiction/ Read Aloud	<i>Exploration of North America</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	The Di Consentes - making informational posters for each god

Domain Lesson 3	The Search for El Dorado, 3 days
MN Academic Standards	3.3.1.1.1 3.3.1.1.2 3.4.2.5.1
Objectives	The Big Question: Why did Coronado and others explore what is now the American Southwest? <ul style="list-style-type: none"> - Describe North America’s geography, including the locations of the Grand Canyon and the Rio de Grande (RI.3.2) - Summarize the legend of El Dorado (RI.3.2) - Describe the search for El Dorado (RI.3.2) - Describe the explorations of Coronado (RI.3.2) - Understand the meaning of the following domain-specific vocabulary: rainforest, plain, livestock, and canyon, and the phrase “scouting party”. (RI.3.4)
Vocabulary	rainforest, plain, livestock, and canyon, and the phrase “scouting party”.
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 3 “The Search for El Dorado” in <i>Exploration of North America</i> CKHG Student Reader 3. Read aloud Chapter 3 and call attention to vocabulary 4. Answer objective question, “Why did Coronado and others explore what is now the American Southwest?” with an exit ticket. 5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP 83-87
Enrichment	Explorers Chart (AP 1.1, 2.1, 1.3) Coronado’s Explorations (AP 3.1)
Poetry	
Fiction/ Read Aloud	<i>Exploration of North America</i> CKHG Student Reader

Saying and Phrases	“Scouting party”
Writing	<i>City Life During the Roman Republic - Venn Diagram into writing (AP 3.2)</i>

Domain Lesson 4	Spanish North America, 2 days
MN Academic Standards	3.3.1.1.1 3.3.1.1.2 3.4.2.5.1 3.4.2.3.1 3.4.3.9.1
Objectives	The Big Question: Why did the Spanish decide to build settlements in North America, north of Mexico? <ul style="list-style-type: none"> - Summarize how the Spanish built their empire in North America (RI.3.2) - Describe life for Native Americans at Spanish missions (RI.3.2) - Describe the Pueblo Revolt (RI.3.3) - Understand the meaning of the following domain-specific vocabulary: conquistador, Roman Catholic Church, priest, mission, presidio, and blacksmith (RI.3.4)
Vocabulary	conquistador, Roman Catholic Church, priest, mission, presidio, and blacksmith
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 4, “Spanish North America” in <i>Exploration of North America</i> CKHG Student Reader 3. Read aloud Chapter 4 and call attention to vocabulary 4. Answer objective question, “Why did the Spanish decide to build settlements in North America, north of Mexico?” using mini white boards. 5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP 91-95
Enrichment	California Missions and Apolinaría Lorenzana (AP 2.1) Virtual Field Trip: St. Augustine (AP 1.2)
Fiction/ Read Aloud	<i>Exploration of North America</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	Exploring For England, 2 days
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MN Academic Standards	3.3.1.1.1 3.3.1.1.2 3.4.2.5.1
Objectives	The Big Question: What were John Cabot and Henry Hudson looking for? <ul style="list-style-type: none"> - Describe North America’s geography, including the following locations, Canada, Newfoundland, and the Hudson River (RI.3.2) - Summarize the attempts of Cabot and Hudson to find the Northwest Passage (RI.3.2) - Describe Cabot’s explorations (RI.3.2) - Describe Hudson's Explorations (RI.3.2) - Understand the meaning of the following domain-specific vocabulary: <i>merchant, trading center, fleet, Northwest Passage, and mutiny</i> (RI.3.4)
Vocabulary	merchant, trading center, fleet, Northwest Passage, and mutiny
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Chapter 5, “Exploring for England” in <i>Exploration of North America</i> CKHG Student Reader 3. Read aloud Chapter 5 and call attention to vocabulary 4. Answer objective question, “<i>What were John Cabot and Henry Hudson looking for?</i>” using a venn diagram. 5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP 98-102
Enrichment	Explorers Chart (AP 1.3, 2.1) Domain Vocabulary: Chapters 3-5 (AP 5.1)
Visual Arts	
Fiction/ Read Aloud	<i>Exploration of North America</i> CKHG Student Reader <i>The True Story of Pocahontas: The Other Side of History</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>Julius Caesar Campaign Poster Making</i>

Domain Lesson 6	Champlain and New France, 3 days
MN Academic Standards	3.3.1.1.1 3.3.1.1.2 3.4.2.5.1 3.4.3.7.1
Objectives	The Big Question: What were some of the things that Champlain noticed about the St. Lawrence River Valley that made it a good place to settle? <ul style="list-style-type: none"> - Describe North America’s geography, including the following locations: Canada, St. Lawrence River, the Great Lakes (Superior, Michigan, Huron, Erie, and Ontario), New France, and Quebec (RI.3.2)

	<ul style="list-style-type: none"> - Summarize Champlain’s explorations on the east coast of North America (RI.3.2) - Explain Champlain’s settlement (RI3.2) - Describe the “accidental finds” of the exploration of North America (RI.3.3) - Understand the meaning of the following domain-specific vocabulary: custom, natural resource, and trading post (RI.3.4)
Vocabulary	custom, natural resource, and trading post
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 6, “Champlain and New France” in <i>Exploration of North America</i> CKHG Student Reader 3. Read aloud Chapter 6 and call attention to vocabulary 4. Answer objective question, “<i>What were some of the things that Champlain noticed about the St. Lawrence River Valley that made it a good place to settle?</i>” with an exit ticket. 5. Review vocabulary 6. Complete Enrichment activities
Supports	Guided Reading Supports on TP 105-107
Enrichment	Explorers Chart (AP 1.3, 2.1) The Search for the Northwest Passage (AP 6.1) Explorers Review (AP 6.2) Samuel de Champlain’s Journal (AP 2.1)
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>Exploration of North America</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	

Post-Assessment
<p><i>Post assessment test will be comprised of 4 parts. They may be taken on separate dates.</i></p> <ol style="list-style-type: none"> 1. 15 multiple choice content questions (TG 112-114) 2. 7 vocabulary matching questions (TG 115) 3. Label a map of the Explorer’s routes (Ponce de Leon, de Soto, Menendez de Aviles, Coronado, Cabot, Hudson, Champlain) 4. Performance Task - creating a visual summary of the exploration of North America (TP 116-119)

<u>Cross-Curricular Connections</u>	
Art	•



Media	•
Music	•
P.E.	•

