

THE NEW WORLD EXPLORED



#3492

OPEN-CAPTIONED
RAINBOW EDUCATIONAL
MEDIA

1998

Grade Levels: 6-10

28 minutes

DESCRIPTION

From 1520-1620, Europeans encountered and explored North America. Spanish explorers Coronado and De Soto, looking for gold, exploited native people as they mapped the southern portion of the United States. Cartier and Champlain, Frenchmen, explored the St. Lawrence River and set up profitable trading posts. Hudson also founded trade centers for the Netherlands. These explorers and others established Europe's control of the New World.

ACADEMIC STANDARDS

Subject: World History

- Standard: Understands how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations
 - Benchmark: Understands what contributed to increasing oceanic travel in the 15th and 16th centuries (e.g., major Spanish and Portuguese technological innovations in shipbuilding, navigation, and naval warfare; navigational inventions such as the compass, astrolabe, and quadrant; trade routes of prominent Asian and European explorers and how prevailing wind currents influenced these routes; the features of Chinese and Arab sailing vessels that made long-distance travel easier) (See Instructional Goal #1)
- Standard: Understands the economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas between 1500 and 1750
 - Benchmark: Understands economic and political features of various European colonies between the 16th and 18th centuries (e.g., the administrative system of the Spanish viceroyalties of Peru and Mexico, and the importance of Indian agriculture and silver production to Spanish colonial economy; the fundamental ideas of mercantilism and differences in how it was practiced by the Netherlands, France, and England; diversity in colonial governments, economies, the military, and social organization in European colonies) (See Instructional Goal #1)
- Standard: Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization
 - Benchmark: Understands the political and Standard: religious factors that influenced English, Spanish, French, and Dutch colonization of the Americas (e.g., the enclosure movement; the accession of Elizabeth I to the throne in England; how the Spanish "Black Legend" was used to motivate and justify English colonization of North America; to what extent the "Black Legend" was Protestant propaganda; to what extent it was a valid description of the Spanish conquest) (See Instructional Goal #2)

INSTRUCTIONAL GOALS

1. To explore the impact that early exploration of the New World had on the 16th-century world.
2. To identify the explorers, and what they accomplished in their various travels.

VOCABULARY

1. expedition
2. colonization

3. aboriginal
4. hostile
5. uncharted
6. tribes
7. Jesuits
8. New World
9. convert

BEFORE SHOWING

1. Present the time period covered in this video as from the early 1500s to the early 1600s.
2. Locate on a map the European countries of England, France, the Netherlands, and Spain, as well as Mexico, and the part of Asia known as the Far East.

AFTER SHOWING

Discussion Items and Questions

1. Discuss the reasons Europeans were initially interested in exploring the New World.
 - a. Indicate why the explorers were hoping to find a new route to Asia.
 - b. Indicate what financial gains they might experience if they were successful in finding a new route.
2. After the explorers saw the New World, their goals were different.
 - a. Examine why their focus changed.
 - b. Discuss the explorers' plans for their discoveries in the New World.
3. How did the Native Americans of the New World feel about the explorers?
 - a. Determine whether or not the Native Americans were receptive to the explorers.
 - b. Examine what role the explorers played in creating this attitude.
4. Explain why the St. Lawrence River was so important to the early explorers and traders.
5. Investigate the events that led Coronado to look for the seven golden cities of Cibola.
6. Explain how Juan Ortiz became an interpreter of several Native American languages for the De Soto explorations.
7. Discuss why Spain stopped their explorations of the New World for more than a century after the death of De Soto.
8. Examine the contributions of the Jesuits in terms of their recording and documenting Native American languages and culture.

Applications and Activities

1. Using a blank map of the New World, complete the following activity.
 - a. Place the names of the following explorers on the map to show the primary location(s) of their travels:
 - (1) Giovanni da Verrazzano
 - (2) Álvar Núñez Cabeza de Vaca
 - (3) Francisco Pizarro
 - (4) Hernando de Soto
 - (5) Francisco Vásquez de Coronado
 - (6) Sir Francis Drake
 - (7) Jacques Cartier
 - (8) Samuel de Champlain
 - (9) Henry Hudson

- (10) John Cabot
- b. Color each explorer's name to indicate the country for which he explored:
- (1) Spain=green
 - (2) England=red
 - (3) Mexico=orange
 - (4) Netherlands=blue
- c. Indicate on the map the location of the major Native American Indian tribes as they occurred in the 1500s:
- (1) Aztecs
 - (2) Incas
 - (3) Mayas
 - (4) Algonquian
 - (5) Iroquois
 - (6) Pueblo
 - Zuni
 - Hopi
 - Tamaqua
 - Calusa
2. Working as a group, make a chart showing what country each explorer came from, and what the major accomplishments of each were.
3. Write a journal entry from the point of view of an explorer finding a Native American settlement. Change points of view, and write the same entry from a Native American perspective.

RELATED RESOURCES

Captioned Media Program

- Beginnings of Exploration, The: Why Did Europe "Discover" America in 1492? #3338
- Europe Explores the Americas: Southern Voyages and Settlements #3356
- Florida: Spanish Colony to American State #3033
- Francisco Pizarro (Edited Version) #1861

World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- YAHOO!LIGANS
http://www.yahooligans.com/School_Bell/Social_Studies/History/Exploration/Explorers/

Interesting and comprehensive site with extensive listing of articles about early explorers.

- DISCOVERER'S WEB <http://www.win.tue.nl/cs/fm/engels/discovery/>

Comprehensive, interesting list of historical topics.

- MEDIEVAL SOURCEBOOK <http://www.fordham.edu/halsall/sbook1.html>

Information on a variety of early explorers.

- THE AGE OF EXPLORATION CURRICULUM GUIDE SITE <http://www.mariner.org/age/menu.html>

Comprehensive narrative in timeline format. World explorers.



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WITH VIDEO**

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online at *www.cfv.org***

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