

# THE SEARCH FOR THE NORTHWEST PASSAGE

**Grade Level or Special Area:** Third Grade

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**Length of Unit:** Seven lessons of approximately forty-five minutes each

## I. ABSTRACT

In this history/geography unit, students will gain knowledge and understanding of how the early explorers in the northeastern North American region searched for a northwest passage to Asia and made discoveries of particular geological landmarks. Students will engage in teacher guided discussions about the aforementioned topics and complete activities to achieve understanding. The unit will be evaluated by administration of an assessment test.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships (*Colorado Model Content Standards for History*, Standard 1).
2. Students will apply knowledge of people, places, and environments to understand the past and present to plan for the future (*Colorado Model Content Standards for Geography*, Standard 6).
3. Students will understand how physical geography processes shape the Earth's surface patterns and systems (*Colorado Model Content Standards for Geography*, Standard 3).

### B. Content from the *Core Knowledge Sequence*

1. Third Grade History and Geography: American History and Geography (p. 72)
  - a. Early Exploration of North American: The Search for the Northwest Passage
    - i. Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including:
      - a) John Cabot: Newfoundland
      - b) Champlain: "New France" and Quebec
      - c) Henry Hudson: the Hudson River
  - b. Geography
    - i. "New France" and Quebec
    - ii. Canada, St. Lawrence River
    - iii. The Great Lakes: Superior, Michigan, Huron, Erie, Ontario

### C. Skill Objectives

1. The students will define the vocabulary words *route*, *spices*, *silk*, *harbors*, *coves*, *inlet*, and *strait*.
2. The students will define the vocabulary words *Arab*, *Far East*, *foreign*, *existed*, and *populated*.
3. The students will define the vocabulary words *navigator*, *Historians*, *colony*, *memoirs*, and *St. Lawrence River*.
4. The students will define the vocabulary words *geographer*, *pelts*, *Great Lakes*, *prospered*, and *permanent*.
5. The students will define the vocabulary words *icebergs*, *Dutch*, *confident*, *mutinied*, and *oars*.
6. The students will demonstrate knowledge of the geography of North America, specifically the North American northeast region and the location of "New

France”, Quebec, Canada, the St. Lawrence River and the Great Lakes through reading and teacher-guided discussion.

7. The students will be able to answer specific questions using facts from their reading about why explorers were in search of the Northwest passage.
8. The students will be able to answer specific questions using facts from their reading about why John Cabot was in search of the Northwest passage.
9. The students will be able to answer specific questions using facts from their reading about why Giovanni da Verrazano and Jacques Cartier were in search of the Northwest passage.
10. The students will be able to answer specific questions using facts from their reading about why Samuel de Champlain was in search of the Northwest passage.
11. The students will be able to answer specific questions using facts from their reading about why Henry Hudson was in search of the Northwest passage.
12. The students will review the unit vocabulary words.
13. The students will demonstrate knowledge of the geography of North America, specifically the northeast region, as well as European exploration and settlement through review and teacher-guided discussion (review game).
14. The students will be able to answer specific questions by completing a written assessment using facts from their reading about the search for the Northwest Passage, John Cabot, Giovanni da Verrazano, Jacques Cartier, Samuel de Champlain and Henry Hudson.
15. The students will demonstrate knowledge the northeastern North American region, and how explorers searched for a northwest passage to Asia and made discoveries of particular geological landmarks through completing a written assessment.

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers

1. Hirsch, Jr. E.D. *What Your 3<sup>rd</sup> Grader Needs To Know*, Geography of the Americas, pp. 136-139
2. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge: History and Geography* (Third Grade), pp. 149-158

#### B. For Students

1. General geographic understanding of the regions of the United States (Core Knowledge Kindergarten-Grade 2)
2. Knowledge that North America was explored by Europeans starting in the thirteenth century (Core Knowledge Grades 1-2)
3. Understanding that Native Americans were the first inhabitants of North America (Core Knowledge Kindergarten-Grade 2)

### IV. RESOURCES

- A. Hirsch, Jr. E.D. *What Your 3<sup>rd</sup> Grader Needs To Know* (Lesson One through Lesson Five as references)
- B. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge: History and Geography* (Third Grade) (Lessons One through Lesson Five as references)

### V. LESSONS

#### Lesson One: Why search for a Northwest Passage? (45 minutes)

##### A. Daily Objectives

1. Concept Objective(s)

- a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - b. Students will understand how physical geography processes shape the Earth's surface patterns and systems.
  - 2. Lesson Content
    - a. Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia
  - 3. Skill Objective(s)
    - a. The students will define the vocabulary words *route*, *spices*, *silk*, *harbors*, *coves*, *inlet*, and *strait*.
    - b. The students will demonstrate knowledge of the geography of North America, specifically the North American northeast region through reading and teacher-guided discussion.
    - c. The students will be able to answer specific questions using facts from their reading about why explorers were in search of the Northwest passage.
- B. *Materials*
  - 1. Appendices A-1, A-2.1 (vocabulary page), A-3, and A-4 (one copy per student, one transparency for teacher)
  - 2. Appendices B-2.1 (vocabulary page), B-3 and B-4 (one copy for teacher)
  - 3. Colored transparency pens (for teacher)
  - 4. Overhead projector
  - 5. Common classroom supplies; notebook, folder, paper, pencils, crayons, and markers to be used in every lesson hereafter
- C. *Key Vocabulary*
  - 1. Route-the path taken during travel
  - 2. Spices-something used to flavor or season food
  - 3. Silk-a fine, expensive fabric first made in the Far East by silkworms
  - 4. Harbors-safe places for ships to dock
  - 5. Coves-small, sheltered areas of water
  - 6. Inlet-a small, narrow bay
  - 7. Strait-a narrow passage that connects two larger bodies of water
- D. *Procedures/Activities*
  - 1. Spark lesson anticipation by asking, "Who knows what a short cut is?" Allow time for student responses.
  - 2. Tell students, "Today we are going to begin a new unit about explorers who were trying to find a short cut to get to Asia."
  - 3. Distribute stapled copies of Appendices A-1- A12 "Explorers in Search of the Northwest Passage" packet and direct students to place their names on the cover page Appendix A-1.
  - 4. Say to students, "Now we will define words that will help us to better understand our reading."
  - 5. Supply students with the correct vocabulary definitions located on Appendix B-2.1 by using a transparency of student vocabulary page from Appendix A-2.1, #1-7 to write the correct vocabulary definitions on using the overhead projector.
  - 6. Direct students to transfer the correct vocabulary definitions shown on the teacher's transparency onto their student vocabulary page Appendix A-2.1, #1-7.
  - 7. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.

8. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
  9. Direct students to turn back to page A-3 in their Explorers in Search of the Northwest Passage packet. Read aloud the paragraphs on the page.
  10. Direct students to turn to Appendix A-4 in their Explorers in Search of the Northwest Passage packet.
  11. Read the directions aloud to the students. Answer any questions the students may have about the assignment at this time, also.
  12. Allow students ten to fifteen minutes to complete Appendix A-4.
  13. End the lesson by telling students that tomorrow they will learn about an explorer who searched for the Northwest Passage.
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A-4 using Appendix B-4.

**Lesson Two: John Cabot (45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - b. Students will apply knowledge of people, places, and environments to understand the past and present to plan for the future.
  2. Lesson Content
    - a. Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including:
      - i. John Cabot: Newfoundland
  3. Skill Objective(s)
    - a. The students will define the vocabulary words *Arab*, *Far East*, *foreign*, *existed*, and *populated*.
    - b. The students will demonstrate knowledge of the geography of North America, specifically the North American northeast region through reading and teacher-guided discussion.
    - c. The students will be able to answer specific questions using facts from their reading about why John Cabot was in search of the Northwest passage.
- B. *Materials*
1. Appendices A-2.1 (vocabulary page), A-5 and A-6 (one copy per student, one transparency for teacher)
  2. Appendices B-2.1 (teacher vocabulary page/answer key), B-5 and B-6 (one copy for teacher)
  3. Colored transparency pens (for teacher)
  4. Overhead projector
- C. *Key Vocabulary*
1. Arab-having to do with people or the land of southeastern Asia
  2. Far East-the countries of eastern Asia, including China, Japan, North Korea, South Korea, and Taiwan
  3. Foreign-something or someone that is from a different land or country
  4. Existed-to have lived or been
  5. Populated-to have had people living in a place
- D. *Procedures/Activities*

1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (why explorers wanted to find the Northwest Passage).
  2. Tell students, “Today we are going learn about an explorer that was searching for the Northwest Passage.”
  3. Say to students, “Now we will define words that will help us to better understand the story about the explorer we are going to read today.”
  4. Supply students with the correct vocabulary definitions located on Appendix B-2.1 by using a transparency of student vocabulary page from Appendix A-2.1, #8-12 to write the correct vocabulary definitions on using the overhead projector.
  5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary page Appendix A-2.1, #8-12.
  6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
  7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
  8. Direct students to turn to Appendix A-5 in their Explorers in Search of the Northwest Passage packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
  9. Stop to briefly discuss the information about John Cabot and address questions that the students may have.
  10. Direct students to turn to page A-6 in their Explorers in Search of the Northwest Passage packet.
  11. Read the directions aloud to the students. Also be sure to tell them that they may review Appendix A-5 while they are completing the assignment if they need to.
  12. Place the transparency of Appendix A-6 on the overhead projector. Complete the first two questions with the students.
  13. Allow students ten minutes to complete Appendix A-6.
  14. End the lesson by telling students that tomorrow they will learn about two other explorers who also searched for the Northwest Passage.
- E. *Assessment/Evaluation*
1. Grade students’ independent work from Appendix A-6 using Appendix B-6.

**Lesson Three: Giovanni da Verrazano, Jacques Cartier (45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - b. Students will apply knowledge of people, places, and environments to understand the past and present to plan for the future.
    - c. Students will understand how physical geography processes shape the Earth’s surface patterns and systems.
  2. Lesson Content
    - a. Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia
    - b. Geography
      - i. St. Lawrence River
  3. Skill Objective(s)

- a. The students will define the vocabulary words *navigator*, *Historians*, *colony*, *memoirs*, and *St. Lawrence River*.
  - b. The students will demonstrate knowledge of the geography of North America, specifically the North American northeast region through reading and teacher-guided discussion.
  - c. The students will be able to answer specific questions using facts from their reading about why Giovanni da Verrazano and Jacques Cartier were in search of the Northwest passage.
- B. *Materials*
1. Appendices A-2.1 (vocabulary page), A-7, and A-8 (one copy per student, one transparency for teacher)
  2. Appendices B-2.1 (teacher vocabulary page/answer key), B-7 and B-8 (one copy for teacher)
  3. Colored transparency pens (for teacher)
  4. Overhead projector
- C. *Key Vocabulary*
1. Navigator-a person who creates the way that a ship or vessel will travel
  2. Historians-people who study history
  3. Colony-a settlement made in a new place by a country
  4. Memoirs-written records of a person's experience
  5. St. Lawrence River-a river in eastern Canada that connects the Atlantic Ocean to the Great Lakes
- D. *Procedures/Activities*
1. Ask students, "Who remembers what we learned about in our last lesson?" Allow time for student responses. Reinforce appropriate response (explorers who searched the Northwest Passage, John Cabot).
  2. Tell students, "Today we are going learn about two more explorers that also searched for the Northwest Passage."
  3. Say to students, "Now we will define words that will help us to better understand the story about the explorers we are going to read today."
  4. Supply students with the correct vocabulary definitions located on Appendix B-2.1 by using a transparency of student vocabulary pages from Appendix A-2.1, #13-17 to write the correct vocabulary definitions on using the overhead projector.
  5. Direct students to transfer the correct vocabulary definitions shown on the teacher's transparency onto their student vocabulary pages Appendix A-2.1 #13-17.
  6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
  7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
  8. Direct students to turn to Appendix A-7 in their Explorers in Search of the Northwest Passage packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
  9. Stop to briefly discuss the information about Verrazano and Cartier and address questions that the students may have.
  10. Direct students to turn to page A-8 in their Explorers in Search of the Northwest Passage packet.

11. Read the directions aloud to the students, stressing that they must write in complete sentences for every question. Also be sure to tell them that they may review Appendix A-7 while they are completing the assignment if they need to.
  12. Place the transparency of Appendix A-8 on the overhead projector. Complete the first two questions with the students.
  13. Allow students ten minutes to complete Appendix A-8.
  14. End the lesson by telling students that tomorrow they will learn about another French explorer who was in search of the Northwest Passage.
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A-8 using Appendix B-8.

**Lesson Four: Samuel de Champlain (45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students will apply knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
  - a. Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including:
    - i. Champlain: "New France" and Quebec
  - b. Geography
    - i. "New France" and Quebec
    - ii. Canada, St. Lawrence River
    - iii. The Great Lakes: Superior, Michigan, Huron, Erie, Ontario
3. Skill Objective(s)
  - a. The students will define the vocabulary words *geographer*, *pelts*, *Great Lakes*, *prospered*, and *permanent*.
  - b. The students will demonstrate knowledge of the geography of North America, specifically the North American northeast region through reading and teacher-guided discussion.
  - c. The students will be able to answer specific questions using facts from their reading about why Samuel de Champlain was in search of the Northwest passage.

B. *Materials*

1. Appendices A-2.2 (vocabulary page), A-9, and A-10 (one copy per student, one transparency for teacher)
2. Appendices B-2.2 (teacher vocabulary page/answer key), B-9 and B-10 (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

1. Geographer-a person who records the land features of the earth
2. Pelts-furs taken from animals to be sold to make clothing
3. Great Lakes-a group of five lakes in the north-central part of the United States along the Canadian border: Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario
4. Prospered-grew in wealth and health
5. Permanent-not to be left or deserted

- D. *Procedures/Activities*
1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (explorers who searched for the Northwest Passage, Giovanni da Verrazano, Jacques Cartier).
  2. Tell students, “Today we are going learn about another explorer that searched for the Northwest Passage.”
  3. Say to students, “Now we will define words that will help us to better understand who we are going to read about today.”
  4. Supply students with the correct vocabulary definitions located on Appendix B-2.2 by using a transparency of student vocabulary pages from Appendix A-2.2, #18-22 to write the correct vocabulary definitions on using the overhead projector.
  5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary pages Appendix A-2.2, #18-22.
  6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
  7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
  8. Direct students to turn to Appendix A-9 in their Explorers in Search of the Northwest Passage packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
  9. Stop to briefly discuss the information about Samuel de Champlain and address questions that the students may have.
  10. Direct students to turn to page A-10 in their Explorers in Search of the Northwest Passage packet.
  11. Read the directions aloud to the students. Also be sure to tell them that they may review Appendix A-9 while they are completing the assignment if they need to.
  12. Place the transparency of Appendix A-10 on the overhead projector. Complete the first question with the students.
  13. Allow students ten minutes to complete Appendix A-10.
  14. End the lesson by telling students that tomorrow they will learn about one more explorer who searched for the Northwest Passage.
- E. *Assessment/Evaluation*
1. Grade students’ independent work from Appendix A-10 using Appendix B-10.

**Lesson Five: Henry Hudson (45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - b. Students will apply knowledge of people, places, and environments to understand the past and present to plan for the future.
  2. Lesson Content
    - a. Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including:
      - i. Henry Hudson
  3. Skill Objective(s)

- a. The students will define the vocabulary words *icebergs*, *Dutch*, *confident*, *mutinied*, and *oars*.
  - b. The students will demonstrate knowledge of the geography of North America, specifically the North American northeast region through reading and teacher-guided discussion.
  - c. The students will be able to answer specific questions using facts from their reading about why Henry Hudson was in search of the Northwest passage.
- B. *Materials*
- 1. Appendices A-2.2 (vocabulary page), A-11, and A-12 (one copy per student, one transparency for teacher)
  - 2. Appendices B-2.2 (teacher vocabulary page/answer key), B-11 and B-12 (one copy for teacher)
  - 3. Colored transparency pens (for teacher)
  - 4. Overhead projector
- C. *Key Vocabulary*
- 1. Icebergs-large chunks of ice often found floating near the north and south poles
  - 2. Dutch-people that live in or are from Holland (the Netherlands)
  - 3. Confident-feeling sure of one's self
  - 4. Mutinied-to have left behind or taken over from a ship's Captain
  - 5. Oars-the large, often wooden tools used to move a rowboat
- D. *Procedures/Activities*
- 1. Ask students, "Who remembers what we learned about in our last lesson?" Allow time for student responses. Reinforce appropriate response (an explorer who searched for the Northwest Passage, Samuel de Champlain).
  - 2. Tell students, "Today we are going learn the exploration expeditions of the explorer Henry Hudson."
  - 3. Say to students, "Now we will define words that will help us to better understand the story about Henry Hudson that we are going to read today."
  - 4. Supply students with the correct vocabulary definitions located on Appendix B-2.2 by using a transparency of student vocabulary pages from Appendix A-2.2, #23-27 to write the correct vocabulary definitions on using the overhead projector.
  - 5. Direct students to transfer the correct vocabulary definitions shown on the teacher's transparency onto their student vocabulary pages Appendix A-2.2, #23-27.
  - 6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
  - 7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
  - 8. Direct students to turn to Appendix A-11 in their Explorers in Search of the Northwest Passage packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
  - 9. Stop to briefly discuss the information about the Henry Hudson and address questions that the students may have.
  - 10. Direct students to turn to page A-12 in their Early Explorers in Search of the Northwest Passage packet.
  - 11. Read the directions aloud to the students. Also be sure to tell them that they may review Appendix A-11 while they are completing the assignment if they need to.

12. Place the transparency of Appendix A-12 on the overhead projector. Complete the first question with the students.
  13. Allow students fifteen minutes to complete Appendix A-12.
  14. End the lesson by distributing Appendix C (unit study guide) and telling students that tomorrow they will review all that they have learned in the unit by playing a review game.
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A-12 using Appendix B-12.

**Lesson Six: Unit Review (45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - b. Students will apply knowledge of people, places, and environments to understand the past and present to plan for the future.
    - c. Students will understand how physical geography processes shape the Earth's surface patterns and systems.
  2. Lesson Content
    - a. Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including:
      - i. John Cabot: Newfoundland
      - ii. Champlain: "New France" and Quebec
      - iii. Henry Hudson: the Hudson River
    - b. Geography
      - i. "New France" and Quebec
      - ii. Canada, St. Lawrence River
      - iii. The Great Lakes: Superior, Michigan, Huron, Erie, Ontario
  3. Skill Objective(s)
    - a. The students will review the unit vocabulary words.
    - b. The students will demonstrate knowledge of the geography of North America, specifically the northeast region, as well as European exploration and settlement through review and teacher-guided discussion (review game).
    - c. The students will be able to answer specific questions using facts from their reading about explorers who searched for the Northwest Passage.
- B. *Materials*
1. Appendices D.1-D.3 (teacher review game question sheet) (for teacher reference)
- C. *Key Vocabulary*
- There will be no new vocabulary presented in this lesson. However, all vocabulary from the unit will be used as review.*
- D. *Procedures/Activities*
1. Ask students, "Who remembers what we learned about in our last lesson?" Allow time for student responses. Reinforce appropriate response (Henry Hudson).
  2. Tell students, "Today we are playing a review game to help us get ready for our test tomorrow."
  3. Proceed to divide students into two groups. Allow the groups to give themselves a team name that has to do with something in the unit. (For example, Northwest

- Passage Explorers vs. Frenchmen, John Cabot’s crew vs. Henry Hudson’s crew, etc.) Write the team names on the board.
4. After students have settled on a name, direct one student from each team to go to the chalkboard in front of their team name.
  5. Tell students that they must raise their hand high when they are ready to answer a question. The first student to raise their hand will have to answer the question, even if has not been completely read. If they get the question correct, their team will receive a point. If they do not get the question correct, the other team will be allowed to hear the entire question again and have the opportunity to answer it. If they get the question correct, they will receive a point for their team. If they do not get the question correct, both students will be asked to sit down and two new students will come to the board and an entirely new question will be asked.
  6. Begin the game by asking questions from Appendices D.1-D.3 and following the procedure in step 5.
  7. After all questions have been asked, the team with the most points “wins” and the game is over.
  8. After the game is over, if time permits, allow students to quietly study with a partner to help them prepare for the test tomorrow.
  9. To conclude the lesson, remind the students to study their vocabulary pages and their study guides to be best prepared for the test they will have tomorrow.
- E. *Assessment/Evaluation*
1. An informal evaluation will occur while the teacher is leading the game and observing the student responses.

**Lesson Seven: Unit Assessment/Explorer Report (45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - b. Students will apply knowledge of people, places, and environments to understand the past and present to plan for the future.
    - c. Students will understand how physical geography processes shape the Earth’s surface patterns and systems.
  2. Lesson Content
    - a. Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including:
      - i. John Cabot: Newfoundland
      - ii. Champlain: “New France” and Quebec
      - iii. Henry Hudson: the Hudson River
    - b. Geography
      - i. “New France” and Quebec
      - ii. Canada, St. Lawrence River
      - iii. The Great Lakes: Superior, Michigan, Huron, Erie, Ontario
  3. Skill Objective(s)
    - a. The students will demonstrate knowledge of the geography of North America, specifically the northeast region and the location of the Great Lakes, St. Lawrence River, and the Far East, as well as European exploration and settlement through completing a written assessment.
    - b. The students will be able to answer specific questions by completing a written assessment using facts from their reading about the search for the

Northwest Passage, John Cabot, Giovanni da Verrazano, Jacques Cartier, Samuel de Champlain and Henry Hudson.

**B. *Materials***

1. Appendix E (student vocabulary assessment) (one copy for each student)
2. Appendix G (student unit assessment) (one copy for each student)
3. Appendix F (vocabulary assessment answer key) (one copy for teacher)
4. Appendix H (unit assessment key) (one copy for teacher)
5. Appendix I (explorer report) (one copy for each student)
6. Appendix J (explorer report rubric) (one copy for each student)

**C. *Key Vocabulary***

*There will be no new vocabulary presented in this lesson. However, some vocabulary from the unit will be included in the assessment.*

**D. *Procedures/Activities***

1. Tell students, “Today we are going to take a vocabulary test and a unit test to show what we have learned in our Explorers in Search of the Northwest Passage unit.”
2. Give each student a copy of Appendix E (student vocabulary assessment).
3. Allow students 10-15 minutes to complete Appendix E.
4. After students are finished with Appendix E, give them each a copy of Appendix G (student unit assessment).
5. Allow students 5-10 minutes to complete Appendix G.
6. When all students are finished with both assessments, distribute one copy to each student of Appendix I.
7. Tell students that they will have two days to finish Appendix I (explorer report) as homework. Read the directions with them and explain that they may choose one of the five explorers they have learned about in the unit (John Cabot, Giovanni de Verrazano, Jacques Cartier, Samuel de Champlain, or Henry Hudson) to report on.
8. Students may use their packet information (from Appendices A-1-A-12) to help them complete their report as well as information from other sources (internet, library, etc.).
9. Give each student a copy of Appendix J (explorer report rubric) to use as a guide to help them complete this assignment.
10. OPTIONAL: students can orally report Appendix I during a class period after it is turned in.
11. Conclude the lesson by congratulating the students for a job well done completing the unit.

**E. *Assessment/Evaluation***

1. Grade Appendices E and F by using Appendices F and H.
2. Appendix I will be graded using Appendix J.

**VI. CULMINATING ACTIVITY**

A.

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Student Early American Southwest Explorers Packet
- B. Appendix B: Teacher Early American Southwest Explorers Packet/Answer Key
- C. Appendix C: Early American Southwest Explorers Unit Study Guide
- D. Appendix D: Early American Southwest Explorers Review Game Teacher Question Sheet
- E. Appendix E: Early American Southwest Explorer Student Vocabulary Assessment

- F. Appendix F: Early American Southwest Explorer Student Vocabulary Assessment/Teacher Answer Key
- G. Appendix G: Student Unit Assessment
- H. Appendix H: Student Unit Assessment/Teacher Answer Key
- I. Appendix I: Student Explorer Report
- J. Appendix J: Explorer Report Rubric

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# Explorers In Search of the Northwest Passage

Name: \_\_\_\_\_

Appendix A-2.1

# Student Vocabulary Definition Sheet

1. route: \_\_\_\_\_  
\_\_\_\_\_
2. spices: \_\_\_\_\_  
\_\_\_\_\_
3. silk: \_\_\_\_\_  
\_\_\_\_\_
4. harbors: \_\_\_\_\_  
\_\_\_\_\_
5. coves: \_\_\_\_\_  
\_\_\_\_\_
6. inlet: \_\_\_\_\_  
\_\_\_\_\_
7. strait: \_\_\_\_\_  
\_\_\_\_\_
8. Arab: \_\_\_\_\_  
\_\_\_\_\_
9. Far East: \_\_\_\_\_  
\_\_\_\_\_
10. foreign: \_\_\_\_\_  
\_\_\_\_\_
11. existed: \_\_\_\_\_  
\_\_\_\_\_
12. populated: \_\_\_\_\_  
\_\_\_\_\_
13. navigator: \_\_\_\_\_  
\_\_\_\_\_
14. historians: \_\_\_\_\_  
\_\_\_\_\_
15. colony: \_\_\_\_\_  
\_\_\_\_\_
16. memoirs: \_\_\_\_\_  
\_\_\_\_\_
17. St. Lawrence River: \_\_\_\_\_  
\_\_\_\_\_

Appendix A-2.2

# Student Vocabulary Definition Sheet

18. geographer: \_\_\_\_\_

19. pelts: \_\_\_\_\_

20. Great Lakes: \_\_\_\_\_

21. prospered: \_\_\_\_\_

22. permanent: \_\_\_\_\_

23. icebergs: \_\_\_\_\_

24. Dutch: \_\_\_\_\_

25. confident: \_\_\_\_\_

26. mutinied: \_\_\_\_\_

27. oars: \_\_\_\_\_

## Student "Explorers In Search of the Northwest Passage" Packet

### Why Search For a Northwest Passage?

When Christopher Columbus landed on North America, he was looking for a western **route** to Asia. After other explorers discovered that he had found an entirely new continent, they began trying to find a way around it. During this time, many explorers searched for a passage through or around North America to get to Asia.

Why did the explorers want to get to Asia? For the same reasons that Christopher Columbus did: they wanted to find the wonderful riches in Asia. In Asia, an explorer could trade for **spices**, perfumes, tea, and **silk**. These things were not available in Europe, and if an explorer could bring them back from Asia, they were sure to become very rich.

It was well known that an explorer could travel by ship around Africa to get to Asia, or travel over the land to get to Asia, but both of those routes took a long time and were very dangerous. It would save time and possibly be much safer to find a route around North America.

Many explorers searched for a passage to Asia. There were many **harbors**, rivers, and **coves** along the northeastern shore of North America. Explorers were certain that one of those **inlets** would lead them to a **strait**, or water passage, through the continent and eventually to the riches in Asia.

We will be learning about five explorers from Europe who searched for a northwest passage to get to Asia. John Cabot, Giovanni da Verrazano, Jacques Cartier, Samuel de Champlain and Henry Hudson never found a northwest passage, but they discovered important new lands and saw amazing new sights on their exploration expeditions.

Appendix A-4

Student "Explorers In Search of the Northwest Passage" Packet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Why Search For a Northwest Passage?

**Directions:** Answer each question with a complete sentence.

1. Where were the explorers trying to get to by going through or around North America?

\_\_\_\_\_

2. What were some of the things the explorers wanted to bring back from Asia?

\_\_\_\_\_

\_\_\_\_\_

3. What were two other ways that explorers could reach Asia?

\_\_\_\_\_

\_\_\_\_\_

4. Why did the explorers think that a route through North America would be better than going overland or around Africa?

\_\_\_\_\_

\_\_\_\_\_

5. What three things (inlets) did explorers try to sail into in northeastern North America to get to Asia?

\_\_\_\_\_

\_\_\_\_\_

6. What are the names of the three explorers we will learn about in this unit?

\_\_\_\_\_

\_\_\_\_\_

7. Did any explorer ever find a Northwest Passage to Asia?

\_\_\_\_\_

\_\_\_\_\_

## Appendix A-5

# Student "Explorers In Search of the Northwest Passage" Packet

## John Cabot

Giovanni Caboto was born in Genoa, Italy in the year 1450. He lived in Italy traveled to **Arab** lands to buy spices to sell back in Italy. The spices in the Arab lands came from the eastern Asia. The spices were very expensive because they were carried from eastern Asia (also known as the **Far East**) by camels to Arab lands.

Caboto thought that there must be a better way. He knew that if he could find a western route by ocean to Asia, he would be a very rich man. He wanted to try to find that route.

Italians were not interested in sending explorers to **foreign** lands. Caboto needed help from others to help pay for his trip. Since he could not find help in Italy, Caboto decided to move to England to see if the King there would be interested in his idea. He changed his name to John Cabot to sound more English, and set off for Bristol, England to live.

Cabot went to London to ask King Henry VII for the money to pay for his trip. The king agreed to help, and on May 2, 1497, John Cabot and eighteen other men boarded a ship called the *Matthew* and set out to find a way to eastern Asia.

Cabot learned much about sailing in the Atlantic Ocean from sailors in Bristol, England. He knew others had found Iceland and that Columbus had found some islands that he thought were the Indies. (It was still not known that North America **existed**.) He sailed straight west to try to find Asia.

On June 24, 1497, only eight weeks after leaving England, Cabot saw land. He had not expected to find it so soon. He thought he had reached the eastern coast of China. He was confused though because he didn't see any Chinese cities of Chinese people along the shore. What he did find were many trees and so many fish along the shores that he could scoop them up in a basket. He wasn't sure what to name the new land he had found, so he named it "New Found Land." The land he actually found was the eastern coast of Canada, not China.

Cabot returned to England with no spices, but he did tell the king about the great amount of trees and fish in this new land. The king agreed to send him on a second trip. On this trip, Cabot's son, Sebastian (who was a mapmaker), joined him.

Cabot traveled farther south this time to try to find a more **populated** area. He sailed up and down the coast trying to find way to go through it or around it. (All of North America was in his way!) He couldn't find a way, and his ship was lost at sea. No one knows what happened to him or his crew.

Appendix A-6

Student "Explorers In Search of the Northwest Passage" Packet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## John Cabot

**Directions:** Circle the best answer.

1. Giovanni Cabato was BORN in

Italy

England

China

2. Giovanni Cabato bought \_\_\_\_\_ from Arab lands to sell in Italy.

Jewelry

camels

spices

3. Cabato thought he could travel by ocean to get to \_\_\_\_\_?

North America

Far East (eastern Asia)

Africa

4. When Cabato couldn't get money for his trip in Italy, where did he move to?

France

England

Spain

5. What did Giovanni Cabato change his name to when he moved away from Italy?

Sebastian Bristol

Ferdinand Columbus

John Cabot

6. Who gave Cabot the money for his trip?

King Henry VII

Queen Isabella

Prince William

7. Where did Cabot think he had landed when he found the "New Found Land?"

Italy

Canada

China

7. Did Cabot ever find China or the Far East?

Yes

No

## Appendix A-7

# Student "Explorers In Search of the Northwest Passage" Packet Giovanni da Verrazano and Jacques Cartier

England was not the only country that wanted to find a northwest passage. France also wanted to send an explorer to find a passage to the Far East. In 1523, King Francis I of France asked the Italian **navigator**, Giovanni da Verrazano, to search for the passage for France.

Giovanni da Verrazano was born in Italy around 1485. His family lived in Florence where Verrazano learned to sail. He also learned to read and make maps. As an adult, Verrazano spent many years working as a navigator. It was his skills as a navigator that caught the attention of the French King to ask Verrazano to explore for France.

In January of 1524, Verrazano set off on his ship, the *Dauphine*, to find Asia. He brought food for eight months and 50 men on his expedition. No one knew that North America existed at this time. They only knew of a few islands.

After seven weeks, Verrazano and his crew on the *Dauphine* spotted land. **Historians** now believe he landed somewhere off the coast of North Carolina. He sailed north past Maryland and New Jersey all the way to Maine. He then sailed back to France.

He left on a second trip, determined to find the passage to Asia this time. However, he never returned from that trip. No one is sure what happened to Verrazano. Today, the world's largest bridge, the Verrazano Bridge in New York Harbor honors Giovanni da Verrazano and his explorations. Because of Verrazano's explorations, geographers and map makers were able to map North America from Florida to Maine.

A few years after Verrazano's expeditions, the King of France sent another explorer to search for a passage to Asia. The king chose a Frenchman this time, Jacques Cartier.

Jacques Cartier was born in 1491 in St. Malo, France. He was sent by the king April 1534 to find the Northwest Passage to China. He was the leader of two ships on the expedition. After only 20 days Cartier and his expedition spotted the "Newfoundland" that had been discovered by John Cabot. He sailed around Newfoundland into the **St. Lawrence River** (which Cartier named). He was certain that he had found the Northwest Passage up this river, but he was mistaken.

Cartier sailed his ships hundreds of miles up the St. Lawrence River until they could go no farther because of the rapids in the river. Some Native Americans from the Huron tribe offered to help him when he reached their village which was named Hochelaga. Cartier named the hill nearby Mount Royal. This village was later settled by the French and is now a major Canadian city known as Montreal.

Cartier tried to establish a **colony** in Canada for France, but the expedition's members were overcome with sickness. He returned to his hometown, St-Malo in France and wrote **memoirs** of his expeditions.

Appendix A-8

Student "Explorers In Search of the Northwest Passage" Packet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Giovanni da Verrazano and Jacques Cartier

**Directions:** Circle the correct answer about Verrazano and Cartier. Then, find each correct answer in the word search below.

- Giovanni Verrazano was born in \_\_\_\_\_.  
Italy                                  England                                  France
- Jacques Cartier was born in \_\_\_\_\_.  
Italy                                  England                                  France
- Verrazano and Cartier were both explorers for \_\_\_\_\_.  
Italy                                  England                                  France
- On Verrazano's first trip, he landed somewhere off the coast of what is today \_\_\_\_\_.  
New York                                  North Carolina                                  Maine
- Cartier named which river?  
St. Lawrence River                                  Mississippi River                                  Hochelaga River
- Which tribe of Native Americans helped Cartier?  
Iroquois                                  Malo                                  Huron

T Y W O T E F M U B K W E L S  
P C Q Q Q R C Z N H D R O G J  
S T L A W R E N C E R I V E R  
U Z C V X O V L A Y W H V N D  
X H A G P B E N L R T Y Q O A  
Y U E M O Y B A C D F J P R B  
T H S T A P T R E V D O K U T  
Q J M Q H I T I E N Y K B H S  
X Z G S Q C J Z V Q S O V Q W  
A N I L O R A C H T R O N V T

## Student "Explorers In Search of the Northwest Passage" Packet

### Samuel de Champlain

Samuel de Champlain was born in 1567 in the Brouage, France. As a young man, he worked for the King of France as commander of a ship that visited Mexico City. When Champlain returned from that voyage, the king was so impressed by his descriptive report of the trip that he made him the official royal **geographer**. With this job, Champlain was able to explore North America. Champlain explored to find the Northwest Passage, but he also explored to claim new lands for France.

In March 1603, Champlain made his first trip to North America. He explored the St. Lawrence River during this voyage and came in contact with Native Americans. He thought the river might lead to a Northwest Passage. This was the first trip out of eleven trips he made to the region that is Canada today.

On another trip in 1608, Champlain began a small fur-trading post he named Quebec. This was the first **permanent** French settlement in North America. Champlain and thirty other Frenchmen built Quebec as a trading post. Beaver fur hats were very popular in Europe. Champlain traded knives and tools with the Native Americans in exchange for beaver **pelts** that could be sold in Europe for a very high price. Only nine of the original thirty Frenchmen survived the first winter. Champlain and his men didn't give up, though. Later, they also built walls around the settlement in an attempt to keep out invaders. Today, Quebec is the only walled city in North America and the oldest city in North America north of St. Augustine, Florida.

Later in 1609, Champlain explored and discovered a large lake. This lake was over 100 miles long. This lake, named Lake Champlain in his honor, lies between the land of what are today the states of New York and Vermont.

After spending a winter with the Huron tribe of Native Americans, The Huron told him stories about gigantic lakes. He explored the area they told him about and discovered Lake Erie, Lake Ontario and Lake Huron. These lakes are part of what we know today as the **Great Lakes**.

More French people came to settle in and around Champlain's settlement in Quebec. Eventually, more towns were set up by the French along the St. Lawrence River. Quebec and the other towns **prospered**. France claimed all of this new land and named it's new colony "New France." Today, Champlain is known as the "Father of New France."

Appendix A-10

Student "Explorers In Search of the Northwest Passage" Packet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Samuel de Champlain

**Directions:** Write the word *True* in the blank if the statement is true.  
Write the word *False* in the blank if the statement is false.

1. \_\_\_\_\_ Samuel de Champlain worked for the King of England.
2. \_\_\_\_\_ Champlain was exploring for France to find a northwest passage and set up a new colony.
3. \_\_\_\_\_ Champlain made four trips to North America.
4. \_\_\_\_\_ The name of the first permanent French settlement in North America was Canada.
5. \_\_\_\_\_ Champlain traded with the local Native Americans for beaver pelts.
6. \_\_\_\_\_ Samuel de Champlain has a lake named for him (Lake Champlain).
7. \_\_\_\_\_ Samuel de Champlain discovered all FIVE Great Lakes.
8. \_\_\_\_\_ Champlain is known as the "Father of New France."

## Appendix A-11

# Student "Explorers In Search of the Northwest Passage" Packet Henry Hudson

100 years after John Cabot became lost at sea in his search for the Northwest Passage, another explorer continued the search. Henry Hudson lived in England and had dreams of finding the Northwest Passage.

In 1607, Hudson tried to find a northern passage to the Far East by sailing over the top of the world. He thought his ship, the *Half Moon*, could easily sail over the North Pole and reach Asia. He had problems and had to turn back because the North Pole is always covered with ice which makes it nearly impossible for a ship to sail.

The next year, in 1608, Hudson tried again. He sailed northwest from England. All he found this time were **icebergs**. The crew of the *Half Moon* became angry because they were cold and seemed to be going nowhere. They rebelled and forced Hudson to go back home to England.

In 1609, Henry Hudson was hired by the **Dutch** East India Company in the country of Holland. His job was to try to find a northwest passage to the Far East. The Dutch East India Company made a great amount of money from trading for spices in the Far East by traveling around Africa. This was a long and dangerous route, however, and the company wanted to find a shorter, safer route.

Hudson sailed west this time and reached North America. The Native Americans there gave him bread and green tobacco in trade for knives and beads. They showed him a island called *Manna-hata* (today known as Manhattan, the center of New York City), that was near a river. Hudson thought that river might lead to the Far East. He sailed up the river as far as he could go, but it did not lead to China or the Far East. This river is known as the Hudson River today. He claimed the land around the river for Holland and called it "New Amsterdam." (Amsterdam is the name of an important city in Holland).

The next year in 1610, Hudson tried once more to find a northwest passage to Asia. He had a new ship named the *Discovery*, and he felt very **confident** that he could find a route to the Far East. He sailed northwest along the coast of North America until he found a strait (now known as the Hudson Strait), which led to a great sea. He felt certain that this sea must be the Pacific Ocean. Hudson kept going west until the weather was very cold and the ship was surrounded by ice.

The crew of the *Discovery* was growing angry with Henry Hudson. It was almost unbearably cold and the food supply was running low. As soon as the ice began to melt and the ship could move again, the crew wanted to go home to return to safety. Henry Hudson refused and continued to travel westward in search of China. In June of 1611, the crew **mutinied** against Hudson and forced him and his young son into a small boat without any **oars**. They left them in the middle of what we now call Hudson Bay. They were never heard from again.

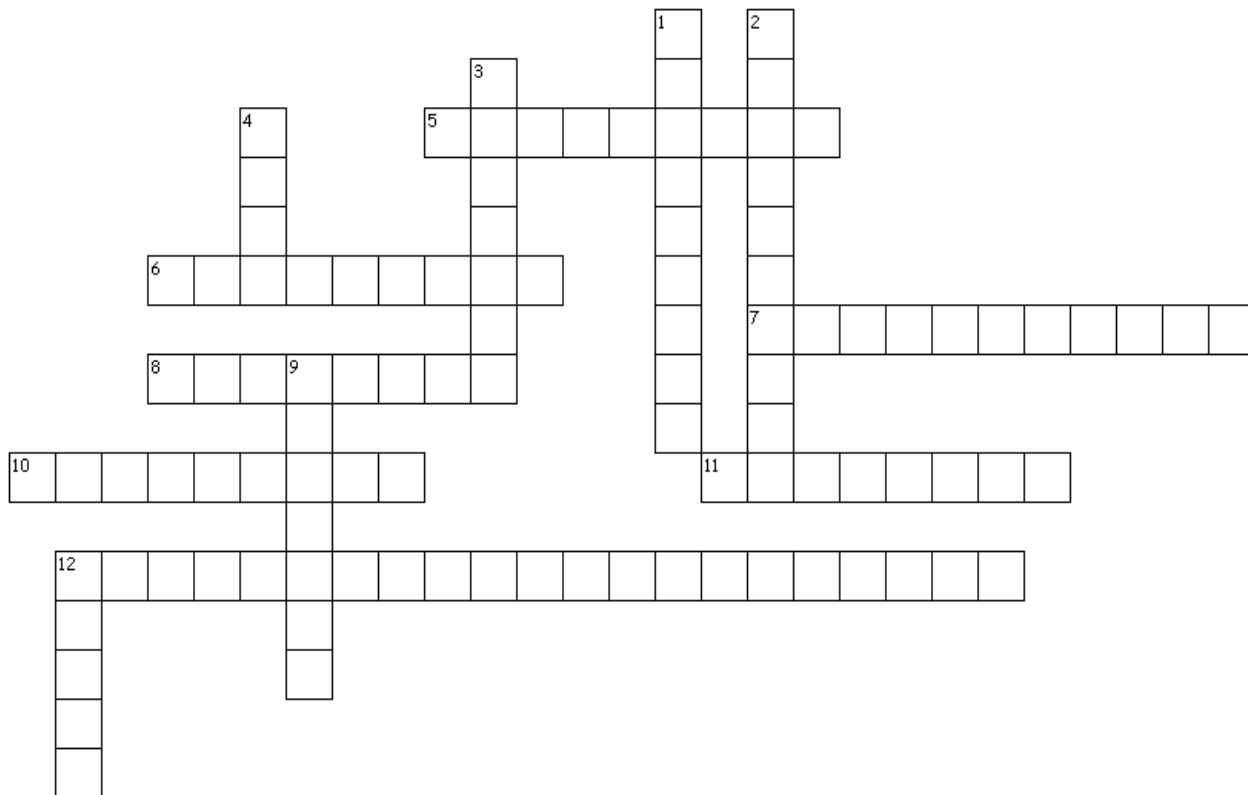
Appendix A-12

Student "Explorers In Search of the Northwest Passage" Packet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Henry Hudson Crossword Puzzle

Directions: complete the crossword puzzle using the clues below.



**Across**

- 5. when a person feels very sure of his/her self
- 6. the name of an important city in Holland
- 7. the river that Henry Hudson sailed upstream in search of the Northwest Passage
- 8. when the crew of a ship abandoned their captain
- 10. the name of the ship that Hudson sailed into Hudson Bay
- 11. the name of the first ship Hudson sailed
- 12. the name of the company that traded for spices that Hudson sailed for

**Down**

- 1. the name of the bay which Hudson thought was the Pacific Ocean
- 2. the Native American name for what is known today as Manhattan (the center of New York City)
- 3. another name for The Netherlands
- 4. the large paddles that are used in a rowboat to steer
- 9. a large floating chunk of ice
- 12. the people of The Netherlands (Holland)

Appendix B-1

Teacher "Explorers In Search of the Northwest Passage" Packet/Answer Key

# Explorers In Search of the Northwest Passage

Name: \_\_\_\_\_

## Appendix B-2.1

# Teacher Vocabulary Definition Sheet Answer Key

1. route: the path taken during travel
2. spices: something used to flavor or season food
3. silk: a fine, expensive fabric first made in the Far East by silkworms
4. harbors: a safe place for a ship to dock
5. coves: a small sheltered area of water
6. inlet: a small narrow bay
7. strait: a narrow passage that connects two larger bodies of water
8. Arab: having to do with people or the land of southeastern Asia
9. Far East: the countries of eastern Asia, including China, Japan, North Korea, South Korea, and Taiwan
10. foreign: something or someone that is from a different land or country
11. existed: to have lived or been
12. populated: to have had people living in a place
13. navigator: a person who creates the way that a ship or other vessel will travel
14. historians: people who study history
15. colony: a settlement made in a new place by a country
16. memoirs: written records of a person's experience
17. St. Lawrence River: a river in eastern Canada that connects the Atlantic Ocean to the Great Lakes

Appendix B-2.2

## Teacher Vocabulary Definition Sheet Answer Key

18. geographer: a person who records the land features of the earth
19. pelts: furs taken from animals to be sold to make clothing
20. Great Lakes: a group of five lakes in the north-central part of the United States along the Canadian border: Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario
21. prospered: grew in wealth and health
22. permanent: not to be left or deserted
23. icebergs: large chunks of ice often found floating near the north and south poles
24. Dutch: people that live in or are from Holland (the Netherlands)
25. confident: feeling sure of one's self
26. mutinied: to have left behind or taken over from a ship's Captain
27. oars: the large, often wooden tools used to move a rowboat

## Teacher "Explorers In Search of the Northwest Passage" Packet

### Why Search for a Northwest Passage?

When Christopher Columbus landed on North America, he was looking for a western **route** to Asia. After other explorers discovered that he had found an entirely new continent, they began trying to find a way around it. During this time, many explorers searched for a passage through or around North America to get to Asia.

Why did the explorers want to get to Asia? For the same reasons that Christopher Columbus did: they wanted to find the wonderful riches in Asia. In Asia, an explorer could trade for **spices**, perfumes, tea, and **silk**. These things were not available in Europe, and if an explorer could bring them back from Asia, they were sure to become very rich.

It was well known that an explorer could travel by ship around **Africa** to get to Asia, or travel over the land to get to Asia, but both of those routes took a long time and were very dangerous. It would save time and possibly be much safer to find a route around North America.

Many explorers searched for a passage to Asia. There were many **harbors**, **river mouths**, and **coves** along the northeastern shore of North America. Explorers were certain that one of those **inlets** would lead them through the continent and eventually to the riches in Asia.

We will be learning about five explorers from Europe who searched for a northwest passage to get to Asia. John Cabot, Giovanni da Verrazano, Jacques Cartier, Samuel de Champlain and Henry Hudson never found a northwest passage, but they discovered important new lands and saw amazing new sights on their exploration expeditions.

Appendix B-4

Teacher "Explorers In Search of the Northwest Passage" Packet/Answer Key  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Why Search For a Northwest Passage?

**Directions:** Answer each question with a complete sentence.

1. Where were the explorers trying to get to by going through or around North America?

The explorers were trying to get to Asia.

2. What were some of the things the explorers wanted to bring back from Asia?

They wanted to bring back spices, perfumes, tea, and silk.

3. What were two other ways that explorers could reach Asia?

Explorers could reach Asia by going around Africa or by going over the land.

4. Why did the explorers think that a route through North America would be better than going overland or around Africa?

They thought it would be faster and possibly safer.

5. What three things (inlets) did explorers try to sail into in northeastern North America to get to Asia?

Explorers tried to sail into harbors, river mouths, and coves.

6. What are the names of the three explorers we will learn about in this unit?

The names of the three explorers we will learn about are John Cabot, Samuel de Champlain, and Henry Hudson.

7. Did any explorer ever find a northwest passage to Asia?

No explorer ever found a northwest passage to Asia.

## Appendix B-5

# Teacher "Explorers In Search of the Northwest Passage" Packet

## John Cabot

Giovanni Caboto was born in Genoa, Italy in the year 1450. He lived in Italy traveled to **Arab** lands to buy spices to sell back in Italy. The spices in the Arab lands came from the eastern Asia. The spices were very expensive because they were carried from eastern Asia by camels to Arab lands.

Caboto thought that there must be a better way. He knew that if he could find a western route by ocean to Asia, he would be a very rich man. He wanted to try to find that route.

**Italians** were not interested in sending explorers to foreign lands. Cabato needed help from others to help pay for his trip. Since he could not find help in Italy, Cabato decided to move to England to see if the King there would be interested in his idea. He changed his name to John Cabot to sound more English, and set off for Bristol, England to live.

Cabot went to London to ask King Henry VII for the money to pay for his trip. The king agreed to help, and on May 2, 1497, John Cabot and eighteen other men boarded a ship called the *Matthew* and set out to find a way to eastern Asia.

Cabot learned much about sailing in the Atlantic Ocean from sailors in Bristol, England. He knew others had found Iceland and that Columbus had found some islands that he thought were the Indies. (It was still not known that North America **existed**.) He sailed straight west to try to find Asia.

On June 24, 1497, only eight weeks after leaving England, Cabot saw land. He had not expected to find it so soon. He thought he had reached the eastern coast of China. He was confused though because he didn't see any Chinese cities or Chinese people along the shore. What he did find were many trees and so many fish along the shores that he could scoop them up in a basket. He wasn't sure what to name the new land he had found, so he named it "New Found Land." The land he actually found was the eastern coast of Canada, not China.

Cabot returned to England with no spices, but he did tell the king about the great amount of trees and fish in this new land. The king agreed to send him on a second trip. On this trip, Cabot's son, Sebastian (who was a mapmaker), joined him.

Cabot traveled farther south this time to try to find a more **populated** area. He sailed up and down the coast trying to find way to go through it or around it. (All of North America was in his way!) He couldn't find a way, and his ship was lost at sea. No one knows what happened to him or his crew.

Appendix B-6

Teacher "Explorers In Search of the Northwest Passage" Packet/Answer Key

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## John Cabot

\*answers are underlined\*

**Directions:** Circle the best answer.

1. Giovanni Cabato was BORN in

Italy

England

China

2. Giovanni Cabato bought \_\_\_\_\_ from Arab lands to sell in Italy.

Jewelry

camels

spices

3. Cabato thought he could travel by ocean to get to \_\_\_\_\_?

North America

Far East (eastern Asia)

Africa

4. When Cabato couldn't get money for his trip in Italy, where did he move to?

France

England

Spain

5. What did Giovanni Cabato change his name to when he moved away from Italy?

Sebastian Bristol

Ferdinand Columbus

John Cabot

6. Who gave Cabot the money for his trip?

King Henry VII

Queen Isabella

Prince William

7. Where did Cabot think he had landed when he found the "New Found Land?"

Italy

Canada

China

7. Did Cabot ever find China or the Far East?

Yes

No

## Appendix B-7

# Teacher "Explorers In Search of the Northwest Passage" Packet Giovanni da Verrazano and Jacques Cartier

England was not the only country that wanted to find a northwest passage. France also wanted to send an explorer to find a passage to the Far East. In 1523, King Francis I of France asked the Italian **navigator**, Giovanni da Verrazano, to search for the passage for France.

Giovanni da Verrazano was born in Italy around 1485. His family lived in Florence where Verrazano learned to sail. He also learned to read and make maps. As an adult, Verrazano spent many years working as a navigator. It was his skills as a navigator that caught the attention of the French King to ask Verrazano to explore for France.

In January of 1524, Verrazano set off on his ship, the *Dauphine*, to find Asia. He brought food for eight months and 50 men on his expedition. No one knew that North America existed at this time. They only knew of a few islands.

After seven weeks, Verrazano and his crew on the *Dauphine* spotted land. **Historians** now believe he landed somewhere off the coast of North Carolina. He sailed north past Maryland and New Jersey all the way to Maine. He then sailed back to France.

He left on a second trip, determined to find the passage to Asia this time. However, he never returned from that trip. No one is sure what happened to Verrazano. Today, the world's largest bridge, the Verrazano Bridge in New York Harbor honors Giovanni da Verrazano and his explorations. Because of Verrazano's explorations, geographers and map makers were able to map North America from Florida to Maine.

A few years after Verrazano's expeditions, the King of France sent another explorer to search for a passage to Asia. The king chose a Frenchman this time, Jacques Cartier.

Jacques Cartier was born in 1491 in St. Malo, France. He was sent by the king April 1534 to find the Northwest Passage to China. He was the leader of two ships on the expedition. After only 20 days Cartier and his expedition spotted the "Newfoundland" that had been discovered by John Cabot. He sailed around Newfoundland into the **St. Lawrence River** (which Cartier named). He was certain that he had found the Northwest Passage up this river, but he was mistaken.

Cartier sailed his ships hundreds of miles up the St. Lawrence River until they could go no farther because of the rapids in the river. Some Native Americans from the Huron tribe offered to help him when he reached their village which was named Hochelaga. Cartier named the hill nearby Mount Royal. This village was later settled by the French and is now a major Canadian city known as Montreal.

Cartier tried to establish a **colony** in Canada for France, but the expedition's members were overcome with sickness. He returned to his hometown, St-Malo in France and wrote **memoirs** of his expeditions.

Appendix B-8

Teacher "Explorers In Search of the Northwest Passage" Packet/Answer Key

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**\*answers are shown in bold print\***

## Giovanni da Verrazano and Jacques Cartier

**Directions:** Circle the correct answer about Verrazano and Cartier. Then, find each correct answer in the word search below.

1. Giovanni Verrazano was born in \_\_\_\_\_.

**Italy**

England

France

2. Jacques Cartier was born in \_\_\_\_\_.

Italy

England

**France**

3. Verrazano and Cartier were both explorers for \_\_\_\_\_.

Italy

England

**France**

4. On Verrazano's first trip, he landed somewhere off the coast of what is today \_\_\_\_\_.

New York

**North Carolina**

Maine

5. Cartier named which river?

**St. Lawrence River**

Mississippi River

Hochelaga River

6. Which tribe of Native Americans helped Cartier?

Iroquois

Malo

**Huron**

T Y W O T **E** F M U B K W E L S  
P C Q Q Q R **C** Z N H D R O G J  
**S T L A W R E N C E R I V E R**  
U Z C V X O V L **A Y** W H V N D  
X H A G P B E N **L R** T Y Q O A  
Y U E M O Y B **A C D F** J P R B  
T H S T A P **T R E V D O K U T**  
Q J M Q H **I T I E N Y K B H S**  
X Z G S Q C J Z V Q S O V Q W  
**A N I L O R A C H T R O N V T**

## Appendix B-9

# Teacher "Explorers In Search of the Northwest Passage" Packet Samuel de Champlain

Samuel de Champlain was born in 1567 in the Brouage, France. As a young man, he worked for the King of France as commander of a ship that visited Mexico City. When Champlain returned from that voyage, the king was so impressed by his descriptive report of the trip that he made him the official **royal geographer**. With this job, Champlain was able to explore North America. Champlain explored to find the Northwest Passage, but he also explored to claim new lands for France.

In March 1603, Champlain made his first trip to North America. He explored the **St. Lawrence River** during this voyage and came in contact with Native Americans. He thought the river might lead to a Northwest Passage. This was the first trip out of eleven trips he made to the region that is Canada today.

On another trip in 1608, Champlain began a small fur-trading post he named Quebec. This was the first permanent French settlement in North America. Champlain and thirty other Frenchmen built Quebec as a trading post. Beaver fur hats were very popular in Europe. Champlain traded knives and tools with the Native Americans in exchange for beaver **pelts** that could be sold in Europe for a very high price. Only nine of the original thirty Frenchmen survived the first winter. Champlain and his men didn't give up, though. Later, they also built walls around the settlement in an attempt to keep out invaders. Today, Quebec is the only walled city in North America and the oldest city in North America north of St. Augustine, Florida.

Later in 1609, Champlain explored and discovered a large lake. This lake was over 100 miles long. This lake, named Lake Champlain in his honor, lies between the land of what are today the states of New York and Vermont.

After spending a winter with the Huron tribe of Native Americans, The Huron told him stories about gigantic lakes. He explored the area they told him about and discovered Lake Erie, Lake Ontario and Lake Huron. These lakes are part of what we know today as the **Great Lakes**.

More French people came to settle in and around Champlain's settlement in Quebec. Eventually, more towns were set up by the French along the St. Lawrence River. Quebec and the other towns **prospered**. France claimed all of this new land and named its new **colony** "New France." Today, Champlain is known as the "Father of New France."

Appendix B-10

Teacher "Explorers In Search of the Northwest Passage" Packet/Answer Key

\*Answers are underlined\*

## Samuel de Champlain

**Directions:** Write the word *True* in the blank if the statement is true.  
Write the word *False* in the blank if the statement is false.

1. False Samuel de Champlain worked for the King of England.
2. True Champlain was exploring for France to find a northwest passage and set up a new colony.
3. False Champlain made four trips to North America.
4. False The name of the first permanent French settlement in North America was Canada.
5. True Champlain traded with the local Native Americans for beaver pelts.
6. True Samuel de Champlain has a lake named for him (Lake Champlain).
7. False Samuel de Champlain discovered all FIVE Great Lakes.
8. True Champlain is known as the "Father of New France."

## Appendix B-11

# Teacher "Explorers In Search of the Northwest Passage" Packet Henry Hudson

100 years after John Cabot became lost at sea in his search for the Northwest Passage, another explorer continued the search. Henry Hudson lived in England and had dreams of finding the Northwest Passage.

In 1607, Hudson tried to find a northern passage to the Far East by sailing over the top of the world. He thought his ship, the *Half Moon*, could easily sail over the North Pole and reach Asia. He had problems and had to turn back because the North Pole is always covered with ice which makes it nearly impossible for a ship to sail.

The next year, in 1608, Hudson tried again. He sailed northwest from England. All he found this time were **icebergs**. The crew of the *Half Moon* became angry because they were cold and seemed to be going nowhere. They rebelled and forced Hudson to go back home to England.

In 1609, Henry Hudson was hired by the **Dutch** East India Company in the country of **Holland**. His job was to try to find a northwest passage to the Far East. The Dutch East India Company made a great amount of money from trading for spices in the Far East by traveling around Africa. This was a long and dangerous route, however, and the company wanted to find a shorter, safer route.

Hudson sailed west this time and reached North America. The Native Americans there gave him bread and green tobacco in trade for knives and beads. They showed him an island called *Manna-hata* (today known as Manhattan, the center of New York City), that was near a river. Hudson thought that river might lead to the Far East. He sailed up the river as far as he could go, but it did not lead to China or the Far East. This river is known as the Hudson River today. He claimed the land around the river for Holland and called it "New Amsterdam." (Amsterdam is the name of an important city in Holland).

The next year in 1610, Hudson tried once more to find a northwest passage to Asia. He had a new ship named the *Discovery*, and he felt very **confident** that he could find a route to the Far East. He sailed northwest along the coast of North America until he found a strait (now known as the Hudson Strait), which led to a great sea. He felt certain that this sea must be the Pacific Ocean. Hudson kept going west until the weather was very cold and the ship was surrounded by ice.

The crew of the *Discovery* was growing angry with Henry Hudson. It was almost unbearably cold and the food supply was running low. As soon as the ice began to melt and the ship could move again, the crew wanted to go home to return to safety. Henry Hudson refused and continued to travel westward in search of China. In June of 1611, the crew **mutinied** against Hudson and forced him and his young son into a small boat without any **oars**. They left them in the middle of what we now call Hudson Bay. They were never heard from again.

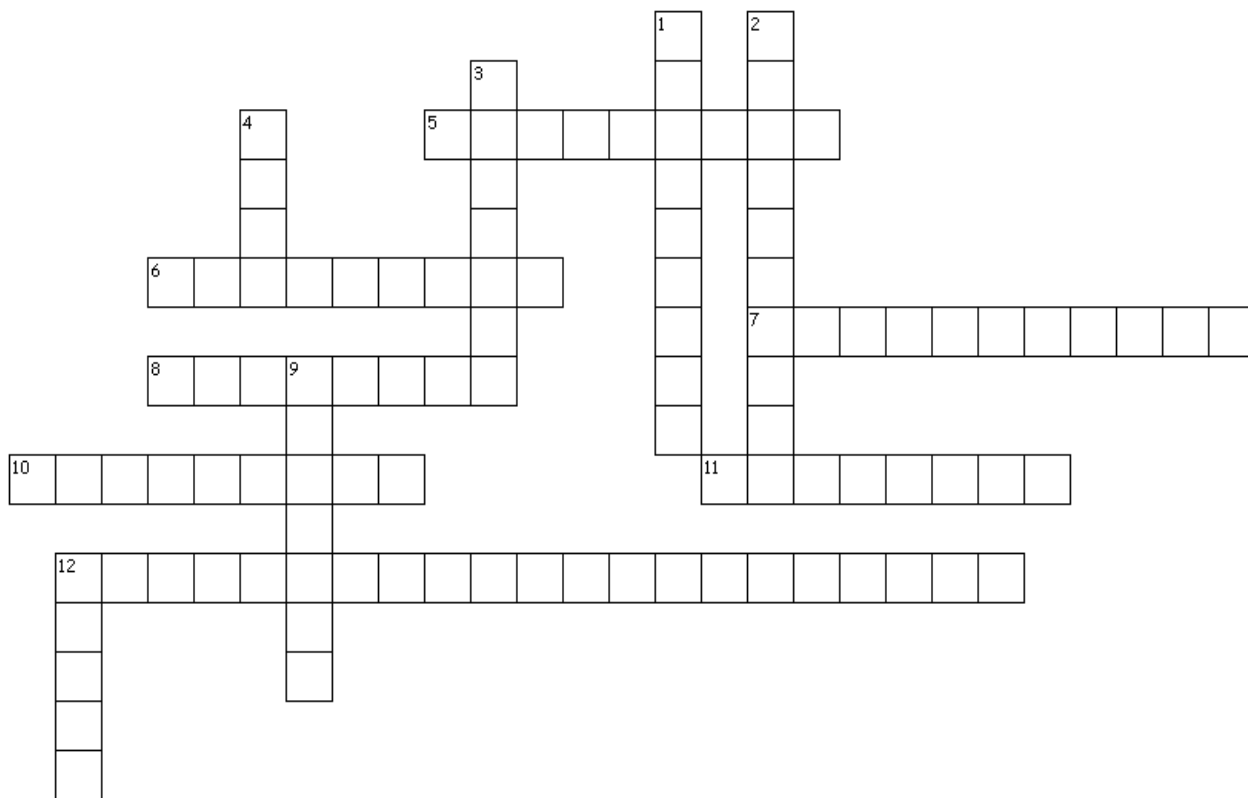
Appendix B-12

Teacher "Explorers In Search of the Northwest Passage" Packet/Answer Key

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Henry Hudson Crossword Puzzle

\*answers are underlined following the clues at the bottom of the page\*



**Across**

- 5. when a person feels very sure of his/her self confident
- 6. the name of an important city in Holland Amsterdam
- 7. the river that Henry Hudson sailed upstream in search of the Northwest Passage Henry Hudson
- 8. when the crew of a ship abandoned their captain mutinied
- 10. the name of the ship that Hudson sailed into Hudson Bay Discovery
- 11. the name of the first ship Hudson sailed Half Moon
- 12. the name of the company that traded for spices that hired Hudson Dutch East India Company

**Down**

- 1. the name of the bay which Hudson thought was the Pacific Ocean Hudson Bay
- 2. the Native American name for what is known today as Manhattan (the center of New York City)  
Manna-hata
- 3. another name for The Netherlands Holland
- 4. the large paddles that are used in a rowboat to steer oars
- 9. a large floating chunk of ice iceberg
- 12. the people of The Netherlands (Holland) Dutch

Appendix C

# Early American Southwest Explorers Study Guide

## STUDY GUIDE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**\*BE SURE TO STUDY EACH FACT LISTED ON THIS PAGE AS WELL AS THE UNIT VOCABULARY DEFINITIONS SO THAT YOU WILL BE PREPARED FOR THE TEST!\***

Explorers wanted to find a Northwest Passage to get to the Far East (Asia).

The explorers wanted to bring back spices, perfumes, tea and silk from Asia.

John Cabot was born in Italy but he explored for England.

John Cabot named the land he found "Newfoundland."

Giovanni da Verrazano and Jacques Cartier explored for France.

Jacques Cartier explored and named the St. Lawrence River.

Samuel de Champlain set up the first permanent colony for France. He named it Quebec.

Henry Hudson explored for England and Holland.

Hudson Bay and Hudson River are both named for Henry Hudson.

Appendix D.1

# Early American Southwest Explorers Review Game Teacher Question Sheet

\*answers are in parentheses following the question\*

What is another name for the countries in eastern Asia that the explorers were trying to find a path to?

*(Far East)*

What is the name of the five large lakes on the United States/Canadian border that Champlain and other Frenchmen discovered?

*(Great Lakes)*

What word means not to be left or deserted?

*(permanent)*

What were some things that the explorers wanted to bring back from Asia?

*(spices, tea, perfumes and silk)*

What does *existed* mean?

*(to have lived or have been)*

What word means to have had people living in a place?

*(populated)*

Samuel de Champlain set up the first permanent \_\_\_\_\_ for France in North America.

*(colony)*

Who explored for Holland?

*(Henry Hudson)*

What is the name of the river that Jacques Cartier named and explored?

*(St. Lawrence River)*

Hudson has two bodies of water named for him. What are they?

*(Hudson Bay and Hudson River)*

## Appendix D.2

# Early American Southwest Explorers Review Game Teacher Question Sheet

Who or what is a *memoir*?

(a written record of a person's experience)

What is the name for a settlement made in a new place by a country?

(*colony*)

What word means having to do with the people or the land of southeastern Asia?

(*Arab*)

What is a small sheltered area of water called?

(*cove*)

What is a *strait*?

(a narrow passage that connects two larger bodies of water)

What is the name given to a person who records the land features of the earth?

(*a geographer*)

What is the name of the large, often wooden tools used to move a rowboat?

(*oars*)

What is the name for furs taken from animals to be sold to make clothing?

(*pelts*)

What are spices used for?

(to season or flavor food)

What is the name for a safe place where ships can dock?

(*harbor*)

Who or what is an *inlet*?

(a small, narrow bay)

What word means something or someone that is from a different land or country?

(*foreign*)

Appendix D.3

# Early American Southwest Explorers Review Game Teacher Question Sheet

What is the name used for a person who creates a way that a ship will travel?  
(*navigator*)

The path taken during travel is known as a \_\_\_\_\_.  
(*route*)

People who study history are known as \_\_\_\_\_.  
(*historians*)

What does it mean when someone or something has grown in wealth and health?  
(they have *prospered*)

What are large chunks of ice that are often found in the ocean near the North or South Poles called?  
(*icebergs*)

People who live in or are from Holland (the Netherlands) are known as \_\_\_\_\_.  
(*Dutch*)

What is it called when someone feels sure of his/her self?  
(*confident*)

What word means to have left behind or taken over from the ship's Captain?  
(*mutinied*)

Appendix E  
**Student Vocabulary Assessment**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Match the letter of the correct definition in the blank next to the correct vocabulary word(s).

- |                           |   |
|---------------------------|---|
| 1. ____ST. LAWRENCE RIVER | a. to grow in wealth and health   |
| 2. ____ SPICES            | b. a fine, expensive fabric first made in the Far East by silkworms                               |
| 3. ____FAR EAST           | c. having to do with people or the land of southeastern Asia                                      |
| 4. ____MEMOIRS            | d. to have left behind or taken over from a ship's Captain  |
| 5. ____NAVIGATOR          | e. furs taken from animals to be sold for clothing  |
| 6. ____ICEBERGS           | f. people that live in or are from Holland (the Netherlands)                                      |
| 7. ____GREAT LAKES        | g. a settlement made in a new place by a country  |
| 8. ____MUTINIED           | h. a river in eastern Canada that connects the Atlantic Ocean to the Great Lakes                  |
| 9. ____COLONY             | i. a group of five lakes in the north-central part of the United States along the Canadian border |
| 10. ____PELTS             | j. a person who creates the way that a ship or other vessel will travel                           |
| 11. ____ARAB              | k. something used to flavor or season food  |
| 12. ____STRAIT            | l. a narrow passage that connects two larger bodies of water                                      |
| 13. ____DUTCH             | m. the written records of a person's experience   |
| 14. ____PROSPERED         | n. large chunks of ice often found floating near north and south poles                            |
| 15. ____SILK              | o. the countries of eastern Asia, including China, Japan, North Korea, South Korea, and Taiwan    |

## Appendix F

# Student Vocabulary Assessment/Teacher Answer Key

Name: \_\_\_\_\_ key \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Match the letter of the correct definition in the blank next to the correct vocabulary word(s).

- |                                |   |
|--------------------------------|---|
| 1. <u>h</u> ST. LAWRENCE RIVER | a. to grow in wealth and health   |
| 2. <u>k</u> SPICES             | b. a fine, expensive fabric first made in the Far East by silkworms                               |
| 3. <u>o</u> FAR EAST           | c. having to do with people or the land of southeastern Asia                                      |
| 4. <u>m</u> MEMOIRS            | d. to have left behind or taken over from a ship's Captain  |
| 5. <u>j</u> NAVIGATOR          | e. furs taken from animals to be sold for clothing  |
| 6. <u>n</u> ICEBERGS           | f. people that live in or are from Holland (the Netherlands)                                      |
| 7. <u>i</u> GREAT LAKES        | g. a settlement made in a new place by a country  |
| 8. <u>d</u> MUTINIED           | h. a river in eastern Canada that connects the Atlantic Ocean to the Great Lakes                  |
| 9. <u>g</u> COLONY             | i. a group of five lakes in the north-central part of the United States along the Canadian border |
| 10. <u>e</u> PELTS             | j. a person who creates the way that a ship or other vessel will travel                           |
| 11. <u>c</u> ARAB              | k. something used to flavor or season food  |
| 12. <u>l</u> STRAIT            | l. a narrow passage that connects two larger bodies of water                                      |
| 13. <u>f</u> DUTCH             | m. the written records of a person's experience   |
| 14. <u>a</u> PROSPERED         | n. large chunks of ice often found floating near north and south poles                            |
| 15. <u>b</u> SILK              | o. the countries of eastern Asia, including China, Japan, North Korea, South Korea, and Taiwan    |

Appendix G  
**Student Unit Assessment**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Circle the correct answer for each question.

1. Why did explorers want to find the Northwest Passage?  
TO FIND THE FAR EAST                      TO FIND GOLD                      TO GET TO AFRICA
  
2. What were some things that the explorers wanted to bring back from Asia?  
GOLD, SILVER, AND DIAMONDS                      SPICES, PERFUMES, TEA AND SILK
  
3. Where was John Cabot born?  
ITALY    ENGLAND    ASIA
  
4. What new land did John Cabot discover?  
ICELAND    MAINE    NEWFOUNDLAND
  
5. What country did Verrazano and Cartier explore for?  
ENGLAND    FRANCE    ITALY
  
6. What river did Cartier name?  
ST. LAWRENCE RIVER                      MISSISSIPPI RIVER                      COLORADO RIVER
  
7. Samuel de Champlain set up the first permanent \_\_\_\_\_ for France in North America.  
RIVER    COLONY    MARKET
  
8. Champlain named his town (settlement) \_\_\_\_\_.  
MONTREAL    CHAMPLAIN    QUEBEC
  
9. Henry Hudson was English, but he explored for both England and \_\_\_\_\_.  
HOLLAND    FRANCE    ITALY
  
10. Hudson has two bodies of water named for him. What are they? (circle two)  
HUDSON COVE    HUDSON BAY    HUDSON RIVER

Appendix H

# Student Unit Assessment/Teacher Answer Key

Name: \_\_\_\_\_ key \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Circle the correct answer for each question.

**\*CORRECT ANSWERS ARE UNDERLINED\***

1. Why did explorers want to find the Northwest Passage?  
TO FIND THE FAR EAST                      TO FIND GOLD                      TO GET TO AFRICA
  
2. What were some things that the explorers wanted to bring back from Asia?  
GOLD, SILVER, AND DIAMONDS                      SPICES, PERFUMES, TEA AND SILK
  
3. Where was John Cabot born?  
ITALY                                      ENGLAND                                      ASIA
  
4. What new land did John Cabot discover?  
ICELAND                                      MAINE                                      NEWFOUNDLAND
  
5. What country did Verrazano and Cartier explore for?  
ENGLAND                                      FRANCE                                      ITALY
  
6. What river did Cartier name?  
ST. LAWRENCE RIVER                      MISSISSIPPI RIVER                      COLORADO RIVER
  
7. Samuel de Champlain set up the first permanent \_\_\_\_\_ for France in North America.  
RIVER                                      COLONY                                      MARKET
  
8. Champlain named his town (settlement) \_\_\_\_\_.  
MONTREAL                                      CHAMPLAIN                                      QUEBEC
  
9. Henry Hudson was English, but he explored for both England and \_\_\_\_\_.  
HOLLAND                                      FRANCE                                      ITALY
  
10. Hudson has two bodies of water named for him. What are they? (choose two)  
HUDSON COVE                                      HUDSON BAY                                      HUDSON RIVER

Appendix I  
**Student Explorer Report**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Explorer Report

Directions: complete each question with a complete sentence about your chosen explorer.

Explorer's name \_\_\_\_\_

Where was he  
born? \_\_\_\_\_

When was he  
born? \_\_\_\_\_

When did he  
die? \_\_\_\_\_

Where did he  
die? \_\_\_\_\_

Why was he exploring (what was he trying to find)?  
\_\_\_\_\_

What was he best known for?  
\_\_\_\_\_

What were some of his life highlights (what will he always be known for...why is he famous)?  
\_\_\_\_\_  
\_\_\_\_\_

What were some characteristics that made him a good explorer?  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix J**  
**Explorer Report Rubric**

1. Student has completed entire report form including all questions (eleven points)
  - a. student has stated explorer's name
  - b. student has stated where the explorer was born
  - c. student has stated when the explorer was born
  - d. student has stated when the explorer died
  - e. student has stated where the explorer died
  - f. student has stated why the explorer was exploring
  - g. student has stated what the explorer was best known for
  - h. student has stated what the explorer's life highlight's were (at least two listed)
  - i. student has stated some characteristics that made the explorer a good explorer (at least two listed)

\_\_\_\_\_/eleven points

2. Student has used correct grammar, punctuation and capitalization rules, and complete sentences
  - a. student has written in complete sentences/no run-ons or fragments (one point)
  - a. correct spelling on all words (one point)
  - b. correct capitalization where appropriate (one point)
  - c. correct punctuation where appropriate (one point)
  - d. student has less than 3 grammar mistakes (one point)

\_\_\_\_\_/five points

3. TOTAL POINTS EARNED \_\_\_\_\_/SIXTEEN POINTS

4. PERCENTAGE GRADE \_\_\_\_\_%

5. LETTER GRADE \_\_\_\_\_

ADDITIONAL TEACHER COMMENTS: \_\_\_\_\_

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