

# Interactive Reading & Notetaking QUESTION PAGE

## SOL USI.4a,4b PART 1 European Exploration in North America

Ask Questions, Show & Tell, Make Inferences or Predictions, Making Connections

### Paragraph 1

*Ask questions (Student generated; answers can be found in the paragraph):*

- Which European countries were in competition with each other to explore the new world?
- Why were these European countries competing?
- What three reasons motivated these three European countries?

*Make Inferences or Predictions (Teacher generated):*

- *Predict!* Based on your knowledge of Virginia Studies, which country do you think will “win” in gaining more land and riches?

*Making Connections (T & S generated):*

- Students will connect to the explorers and their motivations from past studies.

### Paragraph 2

*Ask questions (Student generated; answers can be found in the paragraph):*

- What obstacle did the European explorers face?

*Make Inferences or Predictions (Teacher generated):*

- *Think!* Do you spot a cause & effect statement? What’s the cause? What’s the effect? *Show us the evidence!*
- *Think!* Why did the European explorers face these obstacles? *Show us the evidence!*
- *Think!* Which water feature was important to the European explorers? *Show us the evidence!*

*Making Connections (T & S generated):*

- Students may relate to *obstacles* they encounter every day in their exploration of learning!

### Paragraph 3

*Ask questions (Student generated; answers can be found in the paragraph):*

- What is a second obstacle the European explorers faced?

*Make Inferences or Predictions (Teacher generated):*

- *Think!* Do you spot a cause & effect statement? What’s the cause? What’s the effect? *Show us the evidence!*
- *Think!* Why may there have been inadequate supplies for this journey? *Show us the evidence!*

*Making Connections (T & S generated):*

- Students may connect with being ill-prepared on a vacation or during a bad storm.

### Paragraph 4

*Ask questions (Student generated; answers can be found in the paragraph):*

- What is a third obstacle the European explorers faced?

*Make Inferences or Predictions (Teacher generated):*

- *Think!* Do you spot a cause & effect statement? What’s the cause? What’s the effect? *Show us the evidence!*
- *Think!* Why couldn’t they drink the water they were sailing across? *Show us the evidence!*

*Making Connections (T & S generated):*

- Students may connect with being ill-prepared on a vacation or during a bad storm.

### Paragraph 5

*Ask questions (Student generated; answers can be found in the paragraph):*

- What was the fourth obstacle the European explorers faced?

*Make Inferences or Predictions (Teacher generated):*

- *Think!* Why did the author use the words “very real dangers” in this paragraph? *Show us the evidence!*

*Making Connections (T & S generated):*

- Students may connect to Christopher Columbus and his belief that the world was round and not flat.

### Paragraph 6

*Ask questions (Student generated; answers can be found in the paragraph):*

- What were three accomplishments made by the European explorers?

*Make Inferences or Predictions (Teacher generated):*

- *Think!* Did the American Indians and the European explorers cooperate with each other? *Show us the evidence!*

*Making Connections (T & S generated):*

- Students may connect to the accomplishments through prior knowledge of Pocahontas, Powhatan Indians, and English settlers.

# Interactive Reading & Notetaking PRACTICE PAGE

## SOL USI.4a,4b PART 1 European Exploration in North America

### Suggested Practice:

- Go back to the *Comparison Matrix* used with *Livingston Mouse*. Have students write *European Explorers* for the next *Item To Compare*. Using the same characteristics, *motivations*, *obstacles*, and *accomplishments*, have students fill in what they know about the European explorers' motivations, obstacles, and accomplishments. Whatever students cannot recall, have them go back to their notepage and **highlight** the information and revise their graphics. To extend the activity, have students identify similarities and differences between Livingston's explorations and the European explorers.
- Have students combine the information from the notepage and their graphics into the frame, *Somebody Wanted But So*. Use the objective (what students need to know) to focus on the terms, *explorers*, *motivations*, *obstacles*, and *accomplishments*.
  - ▶ *Somebody = Explorers; Wanted = Motivations; But = Obstacles; So = Accomplishments*

### Suggested Word Cards or Word Wall:

The words below are intended to give students *multiple and varied exposure* to the vocabulary in this unit. Students keep cards or their own Word Wall (glossary) inside their interactive textbook for practice & review opportunities (i.e., sorting, mind mapping, etc.).

- Ⓢ explorer
- Ⓢ exploration
- Ⓢ European
- Ⓢ motivation
- Ⓢ obstacle
- Ⓢ accomplishment

### Suggested Writing Activities:

- *Think like an Explorer!* Have students address the following question: Which of the 3 *motivations* would have convinced you to get on that ship and sail across the Atlantic Ocean to an unknown place? Make sure students use the information from the notepage and their personal opinion and experiences to support their choice.
- *Rank it!* Have students rank the **motivations** according to the *most important* to *least important*. Have students rank **obstacles** as *biggest* to *smallest*. Have students rank the **accomplishments** from *major success* to *minor success*. Make sure students include the information from the notepage along with their ideas, opinions, and experiences.

# Interactive Reading & Notetaking QUESTION PAGE

## SOL USI.4a,4b PART 2 European Exploration in North America

Ask Questions, Show & Tell, Make Inferences or Predictions, Making Connections

### Paragraph 1

*Ask questions (Student generated; answers can be found in the paragraph):*

- Who was Francisco Coronado?
- What region of North America did he explore and settle?

*Make Inferences or Predictions (Teacher generated):*

- *Think!* Why would the Spanish explorers enslave the American Indians already living there? *Show us the evidence!*
- *Think!* How did the American Indians and the Spanish explorers get along? *Show us the evidence!*

*Making Connections (T & S generated):*

- Students may connect to the African-American experience of slavery.

### Paragraph 2

*Ask questions (Student generated; answers can be found in the paragraph):*

- Who was Samuel de Champlain?
- What region of North America did he explore and settle?
- How did the American Indians and the French explorers get along?

*Make Inferences or Predictions (Teacher generated):*

- *Think!* How were the French and Spanish explorers similar? *Show us the evidence!*
- *Think!* How were the French and Spanish explorers different? *Show us the evidence!*

*Making Connections (T & S generated):*

- Students may make a connection to Lewis and Clark and Sacagawea.
- Students may have read the book *Streams to the River, River to the Sea* by Scott O'Dell.

### Paragraph 3

*Ask questions (Student generated; answers can be found in the paragraph):*

- Who was John Cabot?
- What region of North America did he explore and settle?
- How did the American Indians and the English explorers get along?

*Make Inferences or Predictions (Teacher generated):*

- *Think!* How were the French and Spanish and English explorers similar? *Show us the evidence!*
- *Think!* How were the French and Spanish and English explorers different? *Show us the evidence!*

*Making Connections (T & S generated):*

- Students may make a connection to the Jamestown Colony in Virginia and the Pilgrims.

### Paragraph 4

*Ask questions (Student generated; answers can be found in the paragraph):*

- How did the explorers and the American Indians cooperate with each other?
- Why didn't the explorers and the American Indians get along?

*Make Inferences or Predictions (Teacher generated):*

- *Think!* Why would the American Indians and explorers have difficulty communicating? *Show us the evidence!*

*Making Connections (T & S generated):*

- Students may make a connection to the Jamestown Colony in Virginia and the accomplishments and conflicts of that settlement.

### Summarizing the Text\*:

In trying to claim the regions of North America for their own gain, the European explorers cooperated and conflicted with the American Indians who were already living there.

\*The summary statement provides students with another opportunity for feedback - what do they know they know and what do they know they don't know?

# Interactive Reading & Notetaking PRACTICE PAGE

## SOL USI.4a,4b PART 2 European Exploration in North America

### Suggested Practice:

#### Map Activity:

- Have students recreate the map of North America from regions to rivers to the American Indians. Now add what they know about the European explorers.
- Have students use a diagram, such as a *Comparison Matrix* or chart, to organize everything they know about the explorers.
  - ▶ Items to compare: *Names of European Explorers*
  - ▶ Characteristics: *Country; Where explored; Conflict; Cooperation; Accomplishment*

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- @ Francisco Coronado
- @ Samuel de Champlain
- @ John Cabot
- @ American Indians
- @ cooperate
- @ conflict

### Suggested Writing Activities:

- Have students address the following question: Based on what you know about the explorers and the American Indians, would you rather be an European Explorer or an American Indian? *Tell why!* Make sure students use the information from the notepage and their graphics to support their choice.