

The Discovery of America

An Interdisciplinary Unit

1490 - 1585



by

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Description of Target Ages and Grade Levels - This unit on *The Discovery of America* has been designed for the middle to upper elementary grades.

Purpose - *The Discovery of America* presents an interdisciplinary unit incorporating the Christian perspective of early American explorers. Activities are designed for small group use - as well as individual projects.

How-to-Guide - *The Discovery of America* unit has a two-fold approach.

Student Based – Students would be assigned an explorer to write a background narrative. The narrative should follow the outline provided. Students may work in small groups – or individually. Narratives should be copied and made available to the class to use as the background for the unit activities.

Teacher Based – Print out the narratives provided within the unit. These narratives can be read to the class by the teacher, or given to each student to be read individually.

A section of inspirational stories is included for worship purposes. Following the narrative, a variety of open ended activities are found. These can be used in any order. Activities work well both in small groups and one on one. Web-based activities combined with project opportunities will give students a wide range of skill development.

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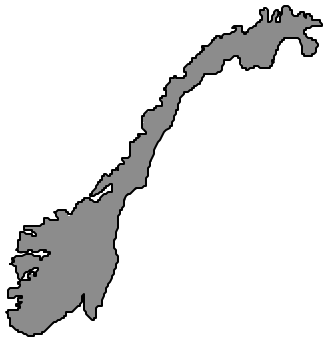
Narrative

- Christopher Columbus
- Ferdinand Magellan
- Hernando Cortes
- Ponce de Leon
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- Francisco Coronado
- Sir Francis Drake
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- Sir Walter Raleigh

Trade Books and Other Resources

- Internet Resource Links
- Music of the Times - Drake
- Life's Survival Kit - Bible
- Make Way for Columbus - Math
- Columbus Sails West - Math
- Fact or Opinion - Reading
- ABCs of Explorers - Language
- Dear Susannah - Creative Writing
- How Long Ago Was That? - Math
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Leif Ericsson

Missionary Viking



Leif stood beside his father on the deck of the longboat. The sleek ship cut a path in the waves as it sailed rapidly toward their home. Greenland. His father had chosen a good name for the new land he had discovered.

The boy with sun-bleached hair and experienced sea legs gazed with pride at his father's Viking helmet. A mane of red hair flowed from under it. Once his father had been forced to flee from Iceland because of a terrible family feud, but now Eric the Red was a very important and respected man.

Someday I will be strong as a mountain, swift as a hawk, and fierce as a bear, Leif thought, just like Father. Then I will sail the world. Perhaps I too will find a new land. Leif's daydreams were cut short by the shouts of family and friends as the longboat sailed into its home port. For now the adventuring was over. It was time to return to his farm chores.

"Don't wear such a long face, Leif!" his father said. "We will set sail again one day soon."

A smile flashed across Leif's fair face. He knew it was true. No Viking could leave the seas for long, especially when there were furs, falcons, and warm woolens to be traded in far-away Scandinavia.

The boy leaped over the side of the docked boat and ran to greet his mother, Thjodhild, and his younger brother, Thorvald. Soon Leif was racing toward their stone house. He was ea-

ger for some of his mother's delicious butter and freshly made cheese.

Season followed season, and Leif grew to be a man. He did not have his father's blazing red hair or his terrible temper, but he had his courage and curiosity. He was always ready for an adventure.

Often the Viking sailors would set their ships toward the home of their ancestors in Iceland and Norway. They needed timber, tools, weapons, grain, and other supplies that Greenland could not provide. In exchange for these things, Leif and his fellow settlers offered goods such as hides, seal oil, and ivory walrus tusks.

On one voyage to Norway, Leif met King Olaf. The year was A.D. 1000 and things were changing in the Viking world. King Olaf had once been a fierce raider who attacked and plundered the people of Europe and the British Isles. Then he became a Christian and returned to Norway, intent on winning his countrymen to his new faith.

Of course, when King Olaf met Leif, he eagerly told him about his Christian beliefs. He encouraged the young sailor to turn from the old pagan gods to the one true God. Leif listened and believed. Soon he shared the king's desire to spread the good news about Christ to the whole world.



During the voyage home to Greenland, Leif and his men were blown off course in a violent storm. As they sailed, strange new lands appeared before them.

The adventurers admired the white sandy beaches. They decided to drop anchor and explore the lovely wooded land beyond. One of the men wandered farther than the rest and came upon some wild grapes. "Look what I found!" he shouted to the others. The sailors also discovered wheat growing in this strange new land. As he looked at the bountiful land around him, Leif knew what he would call it.

"This shall be known as Vinland the Good," he proclaimed. Surely a settlement could be established in this beautiful place. And if Leif had his way, it would be a place where people pledged their loyalty to Christ.

Leif and the crew of his ship were eager to tell the settlers in Greenland about their discovery. So they set sail for home. Along the way, they came across a shipwrecked vessel. The crew was still alive, and Leif rescued them – showing that God's love had come to live in his heart. In gratitude, they offered him the entire cargo of their ship.

When Leif's ship arrived in Greenland, the people cheered. They listened to his exciting stories and looked at his treasure. "Leif, the Lucky! Leif, the Lucky!" they cried. And the name stuck.

True to his promise, Leif began to tell his family and friends about the Christian faith. Some, like Leif's mother, believed and became Christians. Others, like Leif's father, scoffed and remained loyal to their pagan gods.

Leif had many adventures, but none more thrilling than his discovery of Christ and the new land he called Vinland. Because the natives of

Vinland did not welcome settlers, Leif lived out his life in Greenland. He was its ruler when he died, and his Christian influence on his people is still visible today.

The Scandinavian people kept the story of Leif's amazing discovery alive for centuries. Few believed the incredible tales, but in 1960 archaeologists found the ruins of a Viking settlement in Newfoundland – the northernmost part of North America.



Man's Greatest Space Journey

By Ralph S. Watts, Sr.

*This world is not my home;
I'm just a travelin' through.
If heaven's not my home,
Then, Lord, what will I do?
- - Negro Spiritual*

Have you ever traveled from an old home to a new one? If you never had seen the new home before you moved into it, what would be some of the questions you would ask regarding the place?

As the old Negro spiritual says, "This world is not my home; I'm just a travelin' through." Are you traveling toward your new home in heaven?

You have the privilege of taking history's greatest space journey to a wonderful home in New Jerusalem – a real place with real people living there. And where is this city? In talking about it, Paul said he knew a man who had been caught up to the third heaven – or Paradise. John referred to Paradise as the place where the tree of life is located in its midst. So we may conclude that Paradise is God's dwelling place. There is located the capital of Christ's kingdom – New Jerusalem.

The exact location of New Jerusalem is not given in the Bible. However, its general direction is told to us by Job, who wrote that God stretched out the north over an empty place. Astronomers describe Orion as a "hole in the heavens" – or as an "empty place." It is estimated to be twenty-six trillion miles wide and

fifty trillion miles deep. The colors of that area of the heavens are the most varied and glorious of any place above us. It is as though the Creator of the Universe lavished His richest gifts upon this constellation.

Orion is in the North. Ellen White said that she looked through the open space in Orion, from which came the voice of God. If man



were to try to go to Orion now, it would take him 34,246 years if he traveled at the speed of light or 186,000 miles per second. That is 670 billion miles an hour! But if the trip is made with Jesus at the time of His second coming, it will only take seven days to reach the New Jerusalem. Talk about speed and space travel!

The Bible tells us how large this cleanest of all cities, the New Jerusalem, is. It is 12,000 furlongs square or 1,500 miles on each side. That is about the same distance as between Washington, D.C., and Houston, Texas. Can you imagine a city whose circumference is 6,000 miles? It would take a person nearly five days and five nights to drive around it if he drove constantly at 50 miles per hour!

There are twelve gates to the New Jerusalem – three on each side. It is about ninety miles



between each gate, and angels stand guard over every one of them. As a heavenly messenger leaves or enters the city, he presents a golden card to the gatekeeper. This card acts as his passport and gives permission for travel.

Each gate is one pearl. Today the largest gem of that variety which is known to man weighs only two ounces. But God, who makes small pearls, can also make large ones. Pearls for New Jerusalem's gates will weigh a ton or more!

The streets of the city are pure gold. Because this gold is as clear as glass, a person will be able to see, while walking there, to infinite heights above and unfathomable depths below.

Not only the streets of the city are like crystal but the walls around it are transparent also. This added distance-dimension will increase one's feeling of spaciousness as he moves about.

Inhabitants of the city will be dressed with a glorious white mantle from their shoulders to their feet. They will have harps of gold and palms of victory. All will have golden crowns. These will have been made for everyone by the angels. Some crowns will be very bright, others not so bright. Some will be heavy with stars, while others will have but a few. Everyone will be perfectly satisfied, however, with his crown, for jealousy and status-seeking will not be known in the New Jerusalem.

Citizens of the city will eat of the fruit from the tree of life which bears a different crop each month. It looks like gold mixed with silver, and is an antidote for death. The leaves of the tree



are for sustaining life and immortality. After eating these leaves man will grow up to his full stature even as Adam and Eve were when they lived in Eden. They were "more than twice as tall as men now living" or somewhat below the height of Christ. A man who is now six feet tall will be at least 12 feet tall there, and he will weigh more than a ton! Women will grow to a height just above the men's shoulders, and children with wings will be there, too.

Light will come to the New Jerusalem from the Father and Son as they are seated upon their throne. Considering that there the light of the moon will be as bright as our sun is now, and the light of our sun will be seven times greater than it is at present, we can know that the light emanating from God and Jesus must be greater than is possible to comprehend. The sun and moon will not be needed to make periods of daylight and darkness in the New Jerusalem because "there shall be no night there."

Enoch was the first earthly being to go to the New Jerusalem. When Ellen G. White talked to him in vision he told her that his home was in the city. The host of citizens who follow



Enoch will be gathered from all nations and will live in New Jerusalem, too. However, they will be without nationality and simply will be members of the royal family. Each person who is a citizen there, will first have had his name recorded in the Lamb's Book of Life.

The houses where the saints will live are most glorious and will have the appearance of silver. They are supported by four pillars set with pearls. In each home there will be a golden shelf. These will be where the saints will place their crowns while they are working outside.

For a thousand years the inhabitants will enjoy the hospitality of the angels, meet saints of all ages, become acquainted with guardian angels, and, best of all, be associated and work with Earth's wonderful Savior.

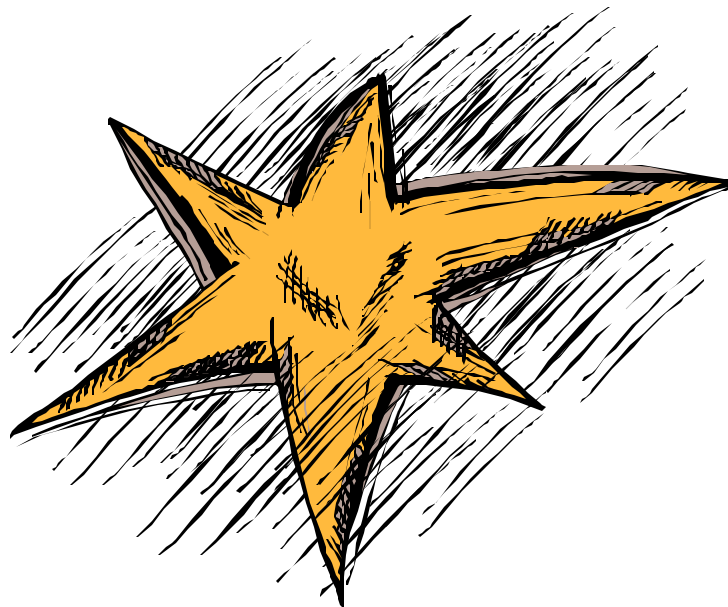
In working with Christ the saints will help to judge the wicked. God could decide every case by

Himself, but by having man assist in the work of the judgment, heaven will thereby be made safe for eternity. After that experience, no one will have any question as to why certain people were not saved. Neither will anyone begrudge the fact that other individuals, not expected to be there, have been given life everlasting.

It is well to keep these visions of things unseen before us. "Let all that is beautiful in our earthly home remind us of the crystal river and green fields, the waving trees, and the living foundations, the shining city, and the white robed singers, of our heavenly home – that world of beauty which no artist can picture, no mortal tongue describe.

How about it? Are you planning for man's greatest space journey? Let nothing hinder you in being ready for Jesus when He comes.

Courtesy of: SDA Advanced Reading Program
Ralph S. Watts, Sr.
Review and Herald Publishing Assoc., 1972



Martyrs For Jesus

And the light shines in the darkness; and the darkness did not comprehend it. John 1:5

During the sixteenth century, many Spanish ships crossed the ocean to the New World. But they did not come to spread the Gospel of Jesus. These early explorers sailed to America to conquer land and discover riches. They cheated the Indians and stole from them. They raided the land and murdered many of its inhabitants. The North American continent continued in darkness. It still needed the Light of Christ to brighten it.

Where was God during this century? Had He forgotten His plan? How did He spread His light into this spiritually dark land?

As you will see, God was still present, and He had not forgotten His plan. God's Holy Spirit was moving quietly through the New World. And He was using some very special people to help him.

In the 1500s, Spanish explorers took Franciscan and Dominican monks with them to Central America. The explorers brought them for encouragement and prayer. But these monks were very different from the Spanish crews and passengers. They were men of God. When the ships landed, they began to spread the Gospel of Jesus.

The monks were Christian men who had given up everything they owned to enter a group called a religious order. The men lived in a special community called a monastery. There they devoted themselves to prayer, study, and work. They separated themselves from ordinary life. Some had come from rich families. Others were from poor families. Some were well educated

while others were not. In the monastery, they worked together as brothers in the Lord.

Monks knew the cost of discipleship. Because of this, they were well suited to come to the New World. Satan could not easily tempt them with riches and glory. Their hearts were not weakened by pride or fear. God knew they would remain steadfast no matter what. He knew they would obey Him and follow His call. So He sent them to North America to bring word of His Son.

After the monks arrived, they established mission towns where life was simple and peaceful. They set up churches and schools. They built homes for orphans. Everything centered around the church. The Spaniards and Indians learned to live together. They learned to trust one another, and the Indians learned about the love of Jesus. The mission towns became dots of God's light in the dark, new land.

As these men worked in the New World, they grew to love it. Riding on horseback, the monks traveled across the desert. They enjoyed the beautiful landscape. They experienced the quiet. They watched the desert change colors. They discovered new places, and their hearts yearned to see more. Some of them became very famous explorers.

The first Spaniard to explore what is now the United States was Friar Marcos de Niza. He traveled into the New Mexico area in 1539. More missionaries followed. Hostile Indians killed some of them, but others soon took their place. By 1630, this area had twenty-five mission towns, and the friars had baptized eighty thousand Indians.



The monks continued exploring. They traveled up the West Coast. A Franciscan monk founded San Diego and San Francisco in California. The monks journeyed east. A French missionary founded the first mission in the present state of Arizona. Slowly but surely, the light of Christ was penetrating the New World.

During this time, Spanish explorers also traveled to the eastern coast of North America. In 1513, Ponce de Leon sailed to Florida. The Spanish settled Saint Augustine. They tried to settle other areas too, but the extreme heat and the fierce Seminole Indians stopped them. God did not bless the Spanish explorers as they tried to settle along the eastern coast. He had plans for pilgrims from another country to come later.

Soon missionaries from other European countries arrived in the New World. Jesuits from France journeyed to the northeast. These Jesuits were young scholars and disciples from an order called the Society of Jesus. They had vowed to follow the Lord Jesus. They had promised to remain faithful to one another as brothers in the Lord. The Jesuits were Christian "soldiers" who practiced strong discipline and had a heart for missions.



In 1534, a Jesuit navigator named Jacques Cartier discovered the Saint Lawrence River. This river flowed eight hundred miles from west to east through Canada. Today, part of it forms a border between Canada and

the United States. In the 1500s, the Algonquin and the Iroquois Indians lived there.

Jacques Cartier's canoe glided silently through the waters of the Saint Lawrence River. It was an early morning in the summer of 1535. A heavy mist hung over the water. The explorer could hear the crickets singing in the pine forests. Once in a while, he heard the hoot of an owl.

This is God's country, he thought to himself. God Himself has created this beauty for His people to enjoy. Now He has sent me to bring news of His Son to the natives.

Cartier reached the end of the river. He entered a bay which he named the Gulf of Saint Lawrence, and he pulled his canoe onto the grassy bank. Then he set out through the forest to find wood.

"I'm going to build a cross," he said. "Yes, a great big cross. I'll bring glory to my Lord's name."

Cartier built a large thirty-foot cross to proclaim the message of salvation. He ministered to the Indians along the river, talking with them about the Lord and sharing the Gospel.

The Jesuits traveled through what would become Maine and Nova Scotia. They journeyed to the Great Lakes and the Mississippi valley. Unlike the Spanish explorers, these men treated the Indians with respect. They honored their customs and spread the love of Jesus.

Jacques Marquette was another famous Jesuit missionary. In May 1673, he and Louis Joliet canoed down the mighty Mississippi River. The Mississippi is the longest river in the United States. It begins in Minnesota and flows into the Gulf of Mexico. In 1673, a number of Indian tribes lived along its borders. The Illinois Indians camped along the northern banks, and the Chickasaw and Natchez Indians lived along its southern banks.

Marquette worked and lived with the Illinois Indians. When he died, the Illinois were very sad because they had loved him a great deal. The Indians formed a parade of thirty canoes to carry his body back to the other Jesuits. They wanted to honor this great man of God.

Another famous Jesuit missionary was Jean de Brébeuf. For nineteen years, he worked





with the Huron Indians in Ontario, Canada. In 1649, the Iroquois Indians attacked one of the Huron towns.

The missionary was kneeling beside an injured Huron boy during the attack.

“Watch out, Father de Brébeuf!” One Huron yelled.

Father de Brébeuf looked behind him. Riding toward him on a black pony was an Iroquois warrior. He wore red and white paint on his face and held a tomahawk in his hand. The Indian was whooping and hollering. Father de Brébeuf stood up and faced the Indian. Then he looked toward heaven. The Indian leaned down and grabbed the priest, pulling him up onto the horse. The missionary had been captured.

The Iroquois Indians hated Father de Brébeuf, and they hated his religion. So they tortured him.

“This is your baptism,” one Iroquois cursed. “Can your Savior save you now?” Father de Brébeuf kept silent.

“You must scream! We’ll make you scream!” the Iroquois yelled. But he did not scream, and the Indians finally killed him.

Father de Brébeuf was a martyr for Jesus. He showed the Iroquois Indians he was willing to die for his faith. He made the Indians think about the true God, and Satan was not happy about it. Satan does not like Christian martyrs. They remind him of Christ who was willing to die for others. They remind him of the victory of the cross. It is no wonder Satan had the Indians torture the missionary as they did.

Satan wanted him to look weak, but Father de Brébeuf remained strong.

Another French Jesuit priest was Isaac Jogues who helped Father de Brébeuf. In 1642, Father Jogues had to travel to Quebec to get supplies. On his return, the Iroquois attacked his group. The priest escaped.

I cannot leave the Iroquois souls to be lost, he said to himself. I must go back and win them to Christ. If I suffer for the Lord Jesus, then I suffer. He died for me. I can do no less for Him. I will go back.

Father Jogues returned to his captors, and the Iroquois tortured him. A year later, he escaped again. He traveled back to France where he became a national hero. But Father Jogues longed to return to the New World and serve the Iroquois.

Father Jogues did return to America, where he founded the “Mission of Martyrs.” Later he, like Jean de Brébeuf, became a martyr for Jesus.

* * *

During the sixteenth century, many missionaries died for Jesus. These men brought God’s Light into a land dark with sin. They spread this Light into the Southwest and the Northeast. They lived their lives as witnesses to the love of Jesus. Many faced the darkness of unbelief, torture, and death. But this darkness did not overcome them. They remained faithful to God and to His call upon their lives.

Courtesy of: The Light and the Glory for Children
Peter Marshall and David Manuel
Fleming H. Revell, 1992.



Christopher Columbus



“Christ Bearer”

In the year 1271, an Italian explorer named Marco Polo set out on a long and dangerous journey across land and sea. He traveled to the Indies, which were the countries of India, China, and Japan. When he returned to Europe, Polo carried back many treasures such as spices, ivory, and silk.

The Europeans liked these things and wanted more of them. So they began to look for different trade routes to the Indies. But land travel from Europe to the Far East was long and treacherous. The only known sea route at that time was around the continent of Africa.

Christopher Columbus was the first European to sail west through the waters of the Atlantic Ocean. He discovered the continents of North and South America. Many historians believe that he was simply looking for a better trade route. They think his discovery was an accident. But was it? What really lay behind his desire to sail west?

As you will see, it was something very great. It was the plan of God Almighty.



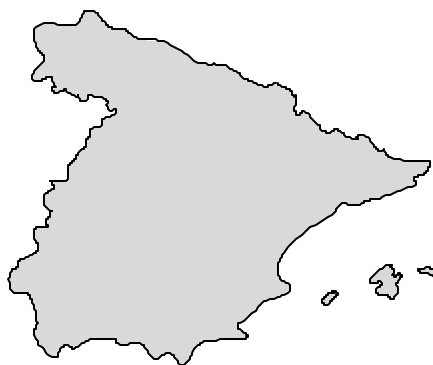
Christopher Columbus grew up in the seaport town of Genoa, Italy, where his father owned a wool shop. In 1484, he moved to Lisbon, Portugal, to work with his brother Bartolomeo, who made maps for ship owners. At that time, Lisbon was the seafaring capital of the world. Many ships came and went from its ports. The Portuguese were great explorers. They already knew the earth was round. If only they could find a better way to get to the Indies.

A God-given love of the sea took Christopher out on the ocean many times. He learned how to plot the course of a ship and how to locate its position. This is called navigation. He gathered the newest geographical information. He studied the latest maps, and he began to think about a voyage of his own.

Columbus kept a journal. In it he wrote that God Himself had given him the idea to sail west into the Atlantic Ocean. “It was the Lord who put into my mind the fact that it would be possible to sail from here to the Indies,” he explained. “There is no question that the inspiration was from the Holy Spirit.”

Columbus sensed God’s leading. He could cross the Atlantic and discover another trade route. But he could do something more. He could undertake this in the name of Jesus and carry the





Gospel message to distant lands. Columbus was going to be a missionary explorer and spread the Good News about Jesus.

The young sailor marked charts and plotted the course. Yes, it could be done. Now he had to find a country that would give him enough money to carry out the mission.

Columbus first presented his plan to the king of Portugal. He also sent his brother to talk with King Henry of England. Neither king liked the idea, and both turned him down. So Columbus approached the country of Spain.

Columbus waited over four years for King Ferdinand and Queen Isabella of Spain to give him an answer. They said *no*. It was 1490, and Spain was at war with the Moors. The country could not afford such an expedition. The king and queen told Columbus to come back after the war.

That day Columbus left the court to return to La Rábida. La Rábida was the monastery in which he was staying. Columbus walked slowly down the road. He felt sad and lonely. Doubts filled his mind.

“Where did I go wrong?” he mumbled to himself. His eyes filled with tears. With a sigh, he placed his hands in the pockets of his pantaloons.

“Maybe I’ve been wrong from the start,” he mumbled. “Maybe this is not God’s vision after all. Maybe everyone is right – it’s not a good idea.”

Inside La Rábida lived an old monk named Juan Pérez. He was a man of great spiritual wisdom. That night Columbus talked with Juan Pérez. The monk listened carefully. Columbus shared his belief that God Almighty was telling him to carry the message of Christ across the Atlantic. The two men prayed.

That night at La Rábida marked a turning point in the story of Columbus. The monk was a friend of Queen Isabella. The next morning Pérez wrote to her that God’s hand was upon Columbus. He asked her to consider the proposal again. And she did. She sent word for Columbus to meet the royal court in the city of Santa Fe.

In Santa Fe, Spain was celebrating a huge victory over the Moors. By the time Columbus reached the city, the Spanish monarchs were ready to accept his idea. They wanted a way to thank God for their victory over the Moors. And Columbus offered them the way. He would be one of Spain’s ambassadors to distant lands. The king and queen agreed to his plan and would pay for the voyage.

Columbus had waited years for this moment! He stood straight and tall as the king spoke to him. As he listened, his heart began to swell. He began to think about the riches and honor which would be his when he discovered these places.



“Your Majesty,” Columbus began, “I must thank you for this honor and for your faith in me. But I must request something else.”

“What is it?” King Ferdinand asked.

Pride filled the sailor’s voice. He spoke boldly.

“When I discover these lands,” Columbus said, “I want to be governor over them. I also want one-tenth of all the riches I find. And I want you to make me an admiral.”

The king and queen started at Columbus.

“This is too much!” the king replied angrily. “You’re dismissed at once!”



Columbus had let his sinful nature take control by asking for power and riches. And he almost lost his golden opportunity, but God was watching over him. A friend named Luis de Santangel later persuaded the king and queen to accept the proposal. Spain would finance the expedition after all.



Eight months later, the *Nina*, *Pinta*, and *Santa Maria* set sail “in the name of Jesus.” It was August 3, 1492.

A tall, red-haired man stood on the deck of the *Santa Maria*. His clear, blue eyes looked out at the great ocean around him. His rugged, brown face showed a man who had known many years of life on the high seas. As the ship rolled with the waves, Columbus held the rail with steady hands. He shouted commands to the sailors and watched them obey.

The date was October 9, 1492. Three small Spanish ships called caravels sailed along in a calm sea. Martin Pinzón and his brother, Vincent, were captains of the *Pinta* and the *Nina*. They had come to the *Santa Maria* for an emergency meeting with the commander, Columbus. As the Pinzón brothers climbed aboard the *Santa Maria*, tension filled the air.

Columbus welcomed the two captains into his private cabin. His smile disappeared when he saw their expressions. They did not look happy.

“Commander, things are not going well,” Martin Pinzón began. “Our men are tired. They are scared and grumbling. We have not seen land for thirty-one days. You do not even know if there is land ahead.”

“We are too far away from Spain, sir,” Vincent continued. “And we don’t know what lies ahead. You must turn the ships around.”



Columbus sighed. Was there anything except water ahead of them?

Silently, Columbus walked over to the window of his cabin. He gazed out at the golden sun as it set below the sparkling sea in front of them. The Pinzóns wanted him to cancel the voyage. They were asking him to give up all his hopes and dreams. This voyage was his mission in life. How could he quit now? He had waited eight long years to set sail. He had been rejected and called a fool. If he turned back now, everyone in Europe would laugh at him. He would not get another chance.

The Pinzón brothers were waiting for his answer. Should he stop the mission and turn back? The commander turned to face his two captains.

"I know we've been sailing for a long time," he began. "We've been heading due west from the Canary Islands for thirty-one days. I realize the men can't take much more. I've heard their talk." Columbus stopped and swallowed hard.

"You're right," he whispered. "We'll turn back."

With a heavy heart, Columbus glanced out the porthole again.

"But you must give me one thing," he continued. "I want three more days on this course. Just three days. Tell the men that if we don't sight land by October 12, we will head home."

The Pinzón brothers agreed and returned to their ships. Columbus remained alone in his cabin. He could hear the groaning masts of the *Santa Maria*. He could feel her steady movement through the smooth waters. How he loved the ocean! How he had dreamed about this voyage. But that did not seem to matter anymore. It was all over now. Columbus collapsed at his desk and began to scribble on the paper. He wrote his name, Christopher . . . *Christo-ferens*. In Latin his name meant "Christ-bearer."

What would happen over the next three days? To turn back meant defeat. Columbus felt defeated. Yet God was still God – and He always answered prayers. Humbly, the commander knelt in his cabin and prayed.

Over the next three days, amazing things happened. At first, the three ships began to speed through the water. In fact, they flew so fast that the sailors grew frightened because they were sailing even farther from home! Then on the second day, men on the *Pinta* saw a reed and a small piece of carved wood floating in the water. These were definite signs of land. Everyone grew excited.

At ten o'clock that night, Columbus and one of his sailors thought they spotted a tiny light far in the distance. Columbus took this as encouragement from the Lord. The ships pressed on.



Then at two o'clock in the morning, the lookout aboard the *Pinta* sighted a low, white cliff shining in the moonlight. "Land! Land!" he cried.

The *Pinta* fired its cannon to signal the others. With just four hours left until the dawn of the third day, they had discovered land! It was October 12, 1492.

Immediately, the three caravels turned south to avoid hitting the reefs near shore. They sailed until daybreak. As the sun rose, they reached the southern tip of the island. The coastline began to glow in the morning sun. The sailors gazed across the clear, blue water to the shore. Silently, they stood on the decks of their ships. They knew this day was important. They had discovered an unknown land three thousand miles from home. It was a day no one would forget.

At noon, the landing party rowed ashore. Every officer had dressed in his best uniform. Columbus carried the Spanish flag. As the men waded toward shore, they addressed Columbus by the new title: "Admiral of the Ocean Sea." Their eyes filled with tears when they reached the beach. The sailors knelt in the sand and bowed their heads. The admiral prayed. He named the island *San Salvador*, which meant "Holy Savior." He and his men erected a huge cross on the beach in honor of the Savior. And then he thanked God for using them to proclaim His Holy Name in this second part of the earth.

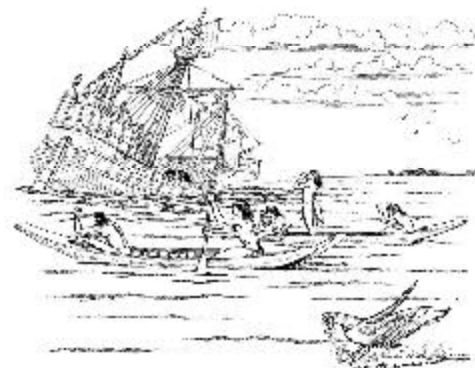
Short, dark-skinned people welcomed the explorers to San Salvador. These people believed the Spaniards were friendly white gods who had come down from heaven in canoes pulled by white clouds. They had never seen white men or sailing ships. Columbus called the natives "Indians" because he thought he had landed on an island in the Indies.

The Spaniards offered the Indians gifts of red hats and glass beads. Columbus wanted to treat them kindly, and he wanted to tell them about Jesus.

Since the natives did not speak Spanish, they used a type of sign language with the sailors. Columbus questioned them about the tiny gold ornaments worn around their necks. The Indians told him about the gold located south of San Salvador. The Spaniards got excited and decided to sail southwest in search of gold.

The three caravels set sail, stopping at many islands and putting up crosses for the Lord Jesus. However, they did not find gold. When the *Pinta* turned off toward the island of Babeque, the *Nina*, and the *Santa Maria* tried to follow. Bad weather forced the two vessels to another island. They named this one *Española*. And here, Columbus experienced a sea captain's nightmare.

It was dawn on Christmas morning. The *Santa Maria* floated calmly in a cove off the island. Everyone was asleep except a young ship's boy, who guarded the ship's tiller. The boy did not notice the waves gently moving the ship toward shore. Suddenly the rudder under the ship became stuck. The boy cried out. Admiral Columbus ran topside to see what had happened. The *Santa Maria* had struck a reef! Disaster!





“Get to the anchor!” Columbus yelled. “We might be able to free the rudder before the tide goes out!”

The men hurried, but it was too late. The *Santa Maria* was stuck. As the tide went out, sharp rocks appeared and cut into the bottom of the ship. Water poured into her hull. The damaged vessel leaned over in the water. She would never sail again.

Friendly natives from the island helped the seamen unload the ship’s cargo. On Española the Spaniards found gold at last. And here, the admiral also set up the first settlement in the New World. He called it *La Navidad*, which means “the Nativity.” Thirty-nine men remained on Española as the first settlers.

Columbus boarded the *Niña*. It was time to return to Spain. The little caravel began to weave its way back through the islands. Three days out, she met the *Pinta*. The two ships sailed together into calm seas and sunny skies.

A steady wind pushed them through the waters of the Atlantic. For much of the voyage, the men thanked God for the good weather. And then came the storm.

On the night of February 12, 1493, the *Niña* and the *Pinta* sailed into a huge storm. Great waves crashed down on the decks, tossing the ships to and fro. The winds howled. Heavy rains pounded the men as they labored against the waves. On the first night, the two little ships lost sight of each other.

Why? Columbus agonized as he prayed in his cabin. *Why is this happening, Lord? Do You want us to sink? Don’t You want us to return to Spain with the good news about our discovery?*



IF GOLD IS YOUR ALMIGHTY

Christopher Columbus had sailed to a great, unknown land. God had given him a vision, and he had carried it out. But just as he was almost back to Spain, he had to battle this terrible storm. Columbus knew God must have a reason. But what was it?

The answer lay deep within the man’s own heart. God saw that the sailor was becoming very proud. Columbus deserved to be called admiral. He had discovered a new land and a new people. Soon the admiral would become rich and famous. God was concerned that he would let those things take priority in his life. He was concerned that Columbus would forget his true mission. God wanted Columbus to return to Spain in obedience and humility to Him. Such a bad storm should have warned Columbus to search his own heart and seek forgiveness.

Would Columbus hear God’s message? Would he return to Spain relying on the Almighty? Or would riches and power become his gods?





The storm raged on for nearly a week. When at last it came to an end, Columbus and the sailors sighed with relief.

And then, toward evening, a blessed sight appeared. Far away on the northeast horizon lay the Azores, a group of tiny islands off the coast of Portugal. The explorers had made it home. The date was Tuesday, February 19, 1493. Columbus and his men stopped to rest.

When the *Niña* set out again, she ran into another storm. The little ship once again battled fierce winds and rain. This time she lost her sails. For five days the storm propelled the ship through the water. Then on the sixth day, the crew spotted land. It was the coast of Portugal.

By now, the winds were blowing the ship straight toward the rocky coast. Admiral Columbus knew they had one chance. If he could steer the vessel into the nearby River of Lisbon, they would be safe. This meant he had to turn the ship broadside into the wind. And this was dangerous because she could turn over. God would have to be with them.

The admiral wiped the rain from his eyes. Could he do it?

“Lean her to starboard!” Columbus yelled to the helmsman. “Keep her to the right. Yes, that’s it. Now hold her there – steady, steady as she goes.”

The *Niña* slowly turned toward the coast. But the wind and waves kept pushing her closer and closer to the rocks.

“Hold her now,” Columbus shouted. “Don’t let go! We have to make it into the river.”

All at once, water came crashing over the ship’s starboard side.

“She’s tipping over!” the helmsman yelled.

“We’re going to drown!” another sailor screamed.

The nervous admiral held his breath. Then, slowly but surely, the little vessel righted herself in the water! The crew worked harder. The *Niña* straightened up as the storm howled. Finally, a large wave pushed her directly into the mouth of the Lisbon River. It was a miracle. They had made it. The sailors clapped and danced with joy. Columbus sighed with relief – God had been with them.

Because of the weather, Columbus visited King John of Portugal for a while. He did not stay long, though. He wanted to get home.



On March 15, 1493, Columbus and his sailors finally entered the harbor of Palos, Spain. Good news awaited them. The *Pinta* had not been lost. She had been blown to the coast of Africa, and was now on her way home. It was time for a great celebration.

Columbus traveled to Barcelona, which was the winter home of King Ferdinand and Queen Isabella. The city was prepared for him. Colorful flags decorated the streets. Spanish capes hung on the sides of the buildings. Women threw rose petals from the balcony windows. People crowded the streets.



Columbus led the small procession on horseback. His officers, some cargo wagons, and six Indian natives followed him. The admiral sat tall and erect in his saddle. One hand held the reins. The other rested proudly on his hip. As the parade reached the palace, the crowd cheered. Columbus waved.

That evening, Columbus and his group entered the grand throne room. Hundreds of candles brightened the court with its great marble columns. As Columbus approached the throne, the monarchs stood up to greet him. Columbus knelt to kiss their hands, but they made him stand. Then they ordered a special chair to be brought for him. The crowd was amazed.

King Ferdinand began, "We are most anxious to hear about your voyage, Commander."

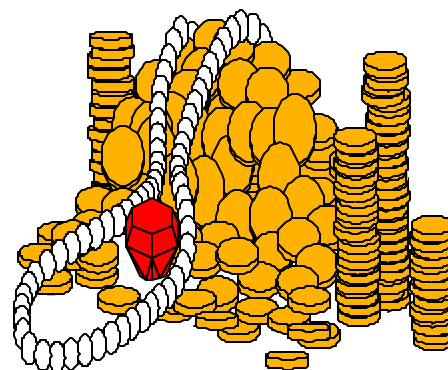
The court listened as Columbus related his story. He told about the long journey across the Atlantic. He described San Salvador and the kind natives. He told them about Espanoña and losing the *Santa Maria*. He introduced them to the Indians who had sailed back with him. They walked forward wearing their native clothes and carrying native wildlife. The king and queen had never seen such strange animals as jungle rats, parrots, and dogs that could not bark.

Columbus next motioned his officers to pick up the oak chest. The officers carried it to him. Columbus stood and walked toward the chest.

"Your Majesties," he announced, "it is with great pleasure that I present this to you and to Spain."

Columbus threw open the lid. Everyone's eyes opened wide. The chest was filled with gold! There were masks and crowns of pure gold, and bright gold jewelry shone in the candlelight. The chest even held gold nuggets. Anyone who had doubted Columbus before did not doubt now. He had made a great discovery – the Indies had gold!

King Ferdinand and Queen Isabella stared at the contents of the oak chest. They both stood and then fell to their knees lifting their faces toward heaven. In the throne room of Spain that night, everyone gave thanks to Almighty God.



Columbus was a hero. He had kept his promise to Spain by discovering a new land, a new people, and great riches. Now Spain would keep her promise to him. The king and queen officially titled Columbus "Admiral of the Ocean Sea." They pronounced him governor of the new land. And they gave him permission to receive one-tenth of all the riches.

Columbus had kept his promise to God, but something was changing deep within his heart. In appreciation for what he did, Spain gave the admiral 334,000 maravedis. This was a lot of money, but it was not enough for Columbus. He wanted more. He demanded that 10,000 maravedis be paid annually to the first person to sight land. The lookout aboard the *Pinta* had spotted land first, but Columbus took the prize. The Admiral was letting gold become his god.

The first voyage to the New World had been a success. On the second voyage across the Atlantic in 1493, seventeen ships and twelve hundred men accompanied Columbus. They dreamed of gold and adventure, but their dreams soon turned into nightmares.

When the ships arrived at the settlement of La Navidad, none of the settlers were there. The natives had killed all thirty-nine men. Columbus quickly found out what had happened.

Soon after the *Niña* had sailed for Spain the year before, the settlers had started hurting the native women and stealing the Indians' gold. The natives could not stop them. At last, the angry Indians ambushed the men, killing every one of them.

As governor of Espanoña, Columbus had a big problem. His men now hated the natives for what they had done to the Spanish settlers. His men also did not trust him anymore. They no longer believed his stories of gentle natives and abundant gold. Columbus had lost their respect and his authority. How could he control them now?

The governor knew he had to do something, and he had to do it fast. But he did not think to get on his knees and pray. He did not think to ask His Heavenly Father to forgive him for his greed and selfishness. He tried to work things out by himself.

Gold, he thought to himself. I'll start exploring for gold. That will make the men forget what has happened here.

So Columbus had the men search the island for gold. But everything went wrong. Disease-bearing mosquitoes plagued them. The heat spoiled their food. Many of the men became sick with terrible fevers. And no one found any gold.

Columbus *had* to come up with some gold, so he made the Indians pay a tax in gold. If they could not pay, the Spanish punished them and treated them like slaves. In just four years, most of the native population had died or been killed. It was a massacre.

The governor decided to return home. In Spain, he learned that the king and queen were very concerned about the Indians.



“Governor Columbus,” King Ferdinand began, “you must understand. We are responsible to God for the welfare of our people. And now these natives are our people. This terrible treatment cannot continue. You must govern the Indians as we would govern them.”

Columbus sighed. He knew the king was right.

The king continued, “We must also discuss the gold. It’s true that we want you to find gold because it would help our country. But we don’t want such riches at the expense of the Indians! Now see to it that our desires are carried out!”

The king and queen knew they had to be firm with Columbus. He was a good explorer, but he was not proving to be a very good governor. He was proud and demanding. He spoke harshly and got mad easily. The people in the islands did not respect him. And he refused to take responsibility for what was happening. Yet, the monarchs let him return as soon as a small fleet of ships was ready.

After a long and terrible journey, the Spanish ships reached Espanoña. Columbus discovered that rebellion had broken out among the men he had left on his earlier voyage. The inhabitants no longer wanted him to be governor. He had lost his authority over them, and he could not control the situation. Alarming reports went back to the king and queen.

The Spanish monarchs had no choice but to replace Columbus as governor. They dispatched Francisco de Bobadilla, who carried a letter giving him authority to act as governor. When the new governor’s caravel arrived in Espanoña, he discovered seven Spanish bodies dangling on ropes. Then he learned that five more were to be hanged the next morning. Immediately, Bobadilla installed himself as governor. But Columbus refused to honor the proclamation from the king and queen.

“I am governor of these islands,” he informed Bobadilla. “This is my land. I discovered it. The king and queen have no right to take away my authority!”



“Put this man in chains!” Bobadilla ordered. “I am sending him back to Spain for trial.”

Columbus remained in chains until he reported to the king and queen in December 1500. They were shocked and ordered the chains removed. But they did not appoint him governor again. Columbus begged them to send him back to the New World. A year later, they permitted him to go, but only to explore for gold.

Once again, Columbus was looking for gold. It had become the most important thing in his life. In Columbus’s heart, God now held a second place.

Despite the king and queen’s command that he not sail to Espanoña, Columbus sailed directly for the island. The governor refused to let him enter, so he sailed to Cuba. Then he sailed southeast toward Central America. The trip usually took three or four days, but strong headwinds stretched the trip into thirty-nine days! God Himself seemed to be blocking the voyage. Yet Columbus never considered he might not be doing God’s will.



The four caravels proceeded down the coast of what are now Honduras, Nicaragua, and Costa Rica in Central America. At last, in Costa Rica, Columbus struck gold. He discovered gold fields in which ore lay on top of the ground. His men could dig for gold with their bare hands!



Columbus decided to build a settlement near the gold fields. But once again he encountered trouble with the natives. Upon learning that the Indians were planning a raid, he attacked first. He took many hostages, including the Indians' chief.

Not long after this, Columbus had a frightening experience. It happened one day when some of his crew sailed inland to get water and supplies. The admiral remained behind with the other ships at the river's mouth. That afternoon, he heard shouting upriver, followed by guns and shooting. Then everything became strangely quiet. By nightfall, Columbus saw dead bodies floating down the river. They were the bodies of his crew.

Alone and frightened, the admiral did not know what to do. He climbed the highest mast on the ship and frantically yelled, "Help me! Someone please help me!"

Columbus later fell asleep in his cabin. While he was sleeping, a Voice spoke to him.

"O foolish man," the Voice said. "How slow you are to serve your God! He has watched over you since you were born. He gave you the Indies and the keys to the Ocean Sea. You have gained fame among all Christians. Turn back to Him. Admit your mistakes. His mercy is infinite."

The Voice was kind and gentle. Columbus knew it spoke the truth. When he awoke, he cried. But sadly, Columbus did not heed its words. He continued searching for gold. It seemed gold was all that mattered to him.

Columbus returned to Spain. He was now fifty-three years old and in bad health. On Ascension Day, 1506, Columbus received the last rites of the Roman Catholic Church and died.

Christopher Columbus had put gold before God. But God still used him to open the door for the Gospel to enter the New World. God's plan had begun. Now this new land needed to hear the message of Christ. It was time for God to send others.

Courtesy of: The Light and the Glory
Peter Marshall and David Manuel
Fleming H. Revell, 1992



SPAIN CONQUERS MEXICO



Hernando Cortés

The Desire for Gold

During the years that followed the discovery of America, many a Spanish boy listened to tales of adventure in the New World, and played at being an explorer. Among them was Hernando Cortés, who lived in a small town in the mountains of Spain. His father wanted Hernando to become a lawyer, so young Cortés went to a university to study. But books did not interest him. He kept thinking of adventure on the sea, and in the West Indies. Finally his father agreed that Cortés should seek his fortune in America.

The expedition that Cortés joined landed on one of the islands of the West Indies. The governor of the island, who had known young Cortés in Spain, offered him a large section of good land for a farm. But Cortés had very different plans.

“No thank you,” he said. “I have come in search of adventure and riches, not to till the ground like a poor Indian. Just show me where gold can be had and I will fight for it if need be.”



No one knew where to find gold at that time, so Cortés finally accepted the land. He became a wealthy farmer with many Indian slaves. He grew to be a good soldier, too, for there was much fighting wherever Spanish settlements were planted. The settlers often grew jealous of one another and quarreled among themselves. Sometimes they rebelled against their governors. There was trouble, also, between the Indians and the settlers, for the Spaniards not only made the Indians slaves, but they took from them whatever they wished without any thought of payment. Altogether, Cortés found plenty of adventure. But although he had gained some wealth, he had not given up his dream of finding gold.

All the early explorers, like Cortés, hoped to find gold and treasure in the New World. However, except for small amounts of gold on some of the islands, they had not yet found the riches they were hoping for. Sometimes they met Indians who wore golden ornaments. Where had the Indians found this precious metal? Somewhere in this new land there must be gold, much gold, and the white men were determined to find it.

One day a group of men came back from the mainland with a wonderful story that they had heard from the Indians. To the west, they reported in the country of Mexico, lay a beautiful city with paved streets and bridges, temples, and palaces. This city belonged to a tribe of Indians called Aztecs,



who dressed in gorgeous clothes and were so rich that they wore sandals of gold on their feet. The Aztecs were brave warriors and had conquered many of the Indian tribes who lived near them.

The Spaniards showed little surprise at this story. Ever since coming to America, they had hoped to find such a city. The word *gold* was all that was needed to make them start at once. The governor of Cuba lost no time in raising a small army to explore and conquer Mexico. The Spanish soldiers took their muskets, a few small cannon, and fifteen horses. In eleven ships they sailed for Mexico, with Hernando Cortés as leader of the expedition.

When they reached the mainland, the Spaniards found hostile Indians. The natives soon learned that their arrows were poor weapons against the soldiers' armor, and that the white men's guns spoke like thunder and killed great numbers. The Indians came to Cortés, seeking peace. They brought gifts of gold, which delighted the Spaniards. Now they were sure that the stories that they had heard about this land were true. The Indians also brought some of their own captives and offered them to Cortés as slaves. Among these captives was a young Mexican girl named Marina. Cortés was kind to her. She became friendly toward the white men and stayed with them during the whole adventure. Marina learned a little Spanish very quickly and was soon a great help in acting as interpreter for the soldiers. Through her they learned a great deal about the warlike tribes that lived in this part of the country.



Both Columbus and Magellan had trouble with cowardly men who wanted to turn back. Cortés had no such trouble. He and his friends planned a bold scheme. They told the soldiers that some of the boats were in bad condition, and might as well be destroyed since there was not enough time to repair them. A few days later more ships were sunk. When the soldiers began to complain, Cortés called them all together and said something like this:

“Brave soldiers do not think of retreating, and they care not what lies behind them. However one ship remains. It has been saved for the cowards, who may now come forward and sail for Cuba.”

Not a man moved. Instead, cheer after cheer arose for the bold leader. So the last ship was sunk. The soldiers could not go back. They had to fight.

The little army started on its march to Mexico City. On the way, the Spaniards often attacked the Indians whom they met. These natives were brave warriors, but when they heard the roar of the muskets and cannon, they lost all their courage. They had never seen horses before – which seemed like dreadful monsters to them. They thought that the white men must be gods.

The Mexican Indians believed a legend that said that hundreds of years before a white sun god had visited them and taught them many things. At last he departed toward the East, saying, “Wait and watch for me. I shall come again bringing many white gods with me. Then I shall reign forever in the city of the Aztecs.”

It happened that Cortés landed in Mexico at the very place where the sun god was supposed to have disappeared. The Indians thought that the Spaniards were the white gods returned from heaven



riding terrible beasts and fighting with thunder and lightning. One tribe after another surrendered. Many of these tribes were old enemies of the Aztecs. They gladly went with the white gods to help them conquer the Aztecs' capital, Mexico City.

Cortés in Mexico City

In the beautiful city of the Aztecs, their emperor, Montezuma, knew all that had happened. Swift Indian runners had brought news of all that went on among neighboring tribes. Day after day Montezuma grew more alarmed, for these strangers were marching toward his own city. If this were the true sun god and his army, of what use would it be to fight? Montezuma sent messengers with every excuse which could be invented to urge the white men to leave the city. When these messages failed, he ordered costly gifts prepared, gold and silver dishes, and beautiful robes woven with bright colored feathers. These gifts were sent to the white strangers with a great show of friendship.

The Spaniards could hardly believe their eyes when they saw the richness of the gifts. Certainly they would not turn back with things like this to be found and captured. They were even more surprised when they saw the beautiful Mexico City and learned how the Aztec Indians lived.

The Spaniards thought of the Indians as a savage people, living in huts instead of palaces. In Mexico, however, the Indians had learned to live well. The weather was always warm, and food could be had without much work. The Aztecs were never hungry or cold. They had time to learn a great many things of which other Indians knew nothing.

They learned to weave together bright feathers of tropical birds to make beautiful garments. They dug gold from their mines and learned to make it into ornaments to wear and into dishes to be used in their homes. They learned to build paved streets, bridges, temples, and great buildings. In many ways the Aztecs lived in as grand a style as any of the princes of Europe.



For their capital, the Aztecs had built a beautiful city on an island in the middle of a salt-water lake. Some of the streets were canals where canoes were used for travel. Three main roads led directly to the center of the city. Where these roads crossed the lake, great stone bridges were built. A huge tower stood in the center of the town, with many steps leading to the top. This tower was the Aztec temple where their gods were worshiped. At the top of the tower was the altar where the finest young men of the tribe were sometimes chosen and killed as sacrifices to the gods.

The houses in the great Aztec city were very large. Sometimes two hundred families lived together in one of them. The walls were made of stone, usually covered with white plaster, which made them dazzling in the sun. On the flat roof of the houses grew palms and flowering plants. Here the people rested at sunset and enjoyed the beauties of their city.



Cortés and his army marched along the paved road across one of the stone bridges into the city. No one dared to stop them. Montezuma greeted the Spaniards as friends and guests. He gave them one of the great houses in which to live. To their surprise, it was large enough for the entire army.

Everything seemed friendly enough, but Cortés knew that he was really surrounded by enemies. He tried to think what he could do to make it safe to stay in the city.

Finally he decided to try to get Montezuma into his power. He therefore sent a messenger to the Aztec chief, asking him and his brother to visit the white men in their house. The king did not dare refuse an invitation from the stranger who might be a sun god. He came, and although Cortés treated him as if he were a guest, Montezuma knew that he was really a prisoner – unable to leave the company of the white men.



Cortés Ordered to Cuba

One day the Aztec runners brought a report that more white men had landed on the eastern coast. Cortés had paid no attention to several messages from the governor of Cuba, ordering him to return. But now an army had come to compel Cortés to obey the governor's commands.

As soon as Cortés heard this, he chose a few of his best men and stole secretly away from the city of the Aztecs. Hurrying toward the seacoast, Cortés met and defeated the Cuban army. Then he talked to the defeated soldiers and told them of all the wealth which had been found in Mexico. He asked the captives to join his own army. They were more than willing to change leaders. Cortés marched back to Mexico City with more soldiers, more cannon, and more horses.

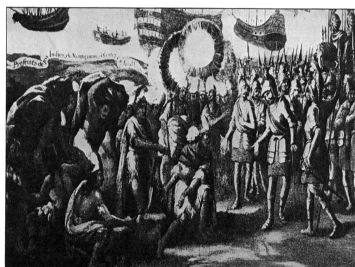
When Cortés reached Mexico City, he knew at once that something had happened. As he marched through the streets, they seemed dangerously quiet, and the market places were closed. The Aztecs did not try to stop the Spaniards, but they looked sullen and angry. As soon as the officer at the palace made his report, Cortés understood the trouble and knew that he had walked into a dangerous trap.

The officer explained what had happened. The Spaniards did not know that it was an Aztec custom to have a great dance in honor of their war god once a year. The time for this dance came while Cortés was away. Great crowds of Indians gathered in the streets to take part in the celebration. The Spaniards were alarmed and thought that an attack was about to be made. They prepared to defend themselves by pointing their cannon at the crowd. This unfriendly action angered the Aztecs, and they began shooting arrows wherever a white man showed himself. Thus the fight started. The Indians seemed about to storm the palace and kill every white man there. But the Spaniards saved themselves by forcing Montezuma to go out on the roof and quiet his people.



Cortés wondered how long the Spaniards could defend themselves in the midst of the aroused and angry Aztecs. In the courtyard of the palace was a spring of pure water, and there was food enough for the present. But Cortés knew that they would soon need more food. He made the mistake of sending Montezuma's brother to reopen the market places. All that the Aztecs needed was a leader. They immediately called a council, which refused to obey a king who was held prisoner by the enemy. The council elected Montezuma's brother to take the king's place.

The Aztec Attack



Early the next morning the attack started. Aztecs swarmed all around the great palace, which the Spaniards had made into a fort. Once more the Spaniards compelled Montezuma to go out on the roof and talk to his people. But Montezuma was now no longer king. The Aztecs would not listen to him. They shot arrows and threw stones at the man who once had been their proud leader. One of the heavy stones wounded him. The Spaniards carried Montezuma to a safe place and treated his wounds, but the Aztec chief was broken-hearted. His people had turned against him, and he was a prisoner among enemies. He did not care to live, and refused to eat. A few days later he died. The news saddened many of the Spaniards. Those who had waited on the Indian chief were very fond of him, and many had still hoped to use Montezuma in making peace with the Aztecs.

The fighting continued fiercely, and Spanish cannon did great damage to the beautiful city. But the Aztecs had the advantage. They far outnumbered the white men, and they controlled the food supply.

Opposite the palace of the Spaniards towered the Aztec temple. It rose like a great house of blocks, each block being smaller than the one below it. Indians took possession of this tower. Whenever a Spaniard stepped out from the walls of the palace, a shower of arrows from the temple met him. The strangers were prisoners in their own fort.

The Spaniards knew that they must capture the temple. Twice they made unsuccessful attacks. At last Cortés strapped a shield to his left arm, which had been wounded. He chose his best men and Indian allies and led a third attack on the tower. The fighting was terrible, but the Spaniards pushed on. Up the steps they went, driving the Aztecs before them. There was no wall at the top of the tower to keep the fighters from falling over the edge. But no man thought of safety. Finally the Spaniards captured the temple. They destroyed the altars and threw the Aztec gods down from the tower.

"Now the Indians will be ready to listen to terms of peace," thought Cortés. He sent a message asking the Aztec leaders to come to the street in front of his palace. Cortés himself stood on the roof with Marina beside him to act as interpreter.



“You, yourselves, are to blame for this destruction,” he said. “You have brought it on yourselves by your rebelling. But even now I will treat you well if you will lay down your weapons. If you do not, I will make your city a heap of ruins and will leave not a soul alive to mourn over it.”

The Aztecs were not deceived. They knew that their own forces were far larger than the forces of the enemy. They knew that food was scarce in the palace of the Spaniards. They had surrounded the white men’s refuge, and the bridges leading to the mainland were destroyed. Boats were bringing their own food across the lake. There was no need to surrender, and Cortés was answered with a shower of arrows.

The only thing left to do was to retreat. Cortés decided to leave the city under cover of darkness. The Spaniards built a movable bridge to be used in crossing the lake. They loaded each horse with golden treasure, and every soldier carried as much as he could. Great heaps of treasure was left piled on the floor of the palace.

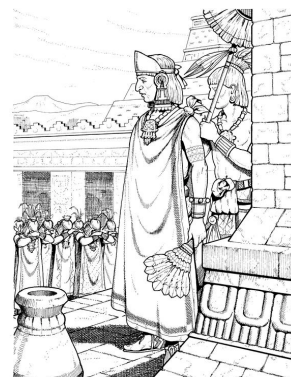
One night when the streets seemed deserted and quiet, the Spanish army stole out of the palace. They hurried toward the lake, hoping to escape from the city. But the Aztecs knew that an escape would be tried, and they were waiting in canoes. As soon as the white men put their movable bridge in position and tried to cross it, the Indians attacked them from both sides. The Spanish cannon were of no use here, and the horses became frightened and jumped into the lake. A few Spaniards succeeded in swimming to shore, but many of the little army were killed or drowned.

When morning came, the sun shone down on a terrible scene of destruction. The Spaniards who had escaped fled toward the coast. Their weary leader got off his horse and sat on a rock as the soldiers passed before him. He rested his head on his hands and thought sadly of the failure of all his hopes.

Luckily for the Spaniards, the ships that had been sent to arrest Cortés had not been sunk as the first ones had. The Spanish leader was glad to find them when he reached the coast. But he did not think of giving up the conquest of Mexico. Instead of escaping in the ships, Cortés used them to send to a friendly colony for help. It was not long before help came – men, cannon, horses, and supplies.

Cortés Conquers the Aztecs

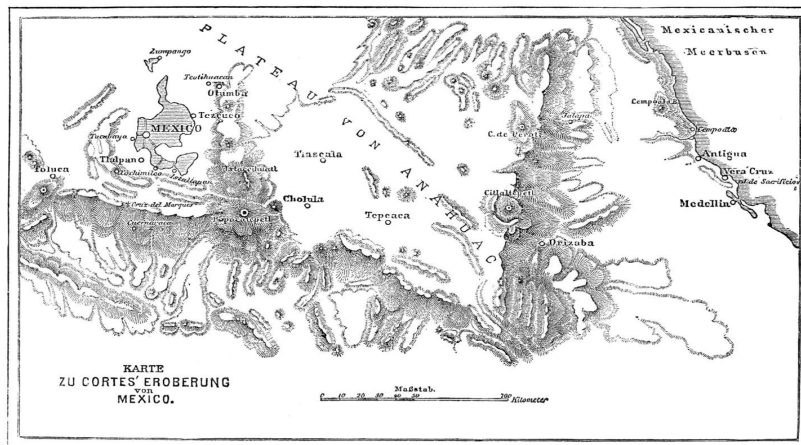
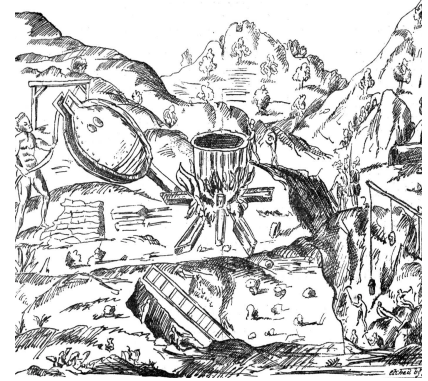
Once more the Spanish army marched to Mexico City. This time the Spaniards tore down the bridges and surrounded the city. The siege began in April 1521, the same year in which both Magellan and Ponce de Leon died. For five months the siege continued. At last the Spaniards cut off the fresh water from the city. The Aztecs could not hold out long without water. Before they gave up, however, they destroyed or threw into the lake most of the rich treasure of their capital. The cannon had already broken down the beautiful buildings. When the Spanish army at last marched into Mexico City, it was no longer the beautiful place that they had seen for the first time. It was a sad



sight. The happy people had been killed and their city destroyed.

Although the capital of the Aztecs was in ruins, Cortés took possession of it for the king of Spain. Soon a Spanish city was built in its place, with a great church where the Aztec temple had once stood. Cortés became governor of Mexico. He made long exploring trips and fought many battles with the Indians. Gradually he conquered the country.

Shiploads of gold and silver from the mines of Mexico were sent to Spain. At last the dream of the explorers had come true. Here was treasure richer than any that had come out of the East. Here was wealth such as no king of Europe had seen.



THE DISCOVERY OF FLORIDA

Ponce de Leon

The Gifts of the New World

In 1929, Commander Richard Byrd and his men flew over the South Pole and drew maps of the land that they discovered. Each day, newspapers in the large cities published radio messages from the explorers. People read of their adventures and of the bleak land of ice and snow where they had made their camp. But no one thought of traveling to that cold region to settle and build a home.



In 1492 Columbus and his fleet sailed westward from Spain to find the trade centers of the East. In those days there were no radio messages to be published in daily papers. In Palos, Spain, friends of the wanderers waited and watched for months with no word to tell them that the explorers were safe and well. When Columbus returned unexpectedly, a strange story very different from Commander Byrd's was brought back to Spain. Instead of snow and ice, Columbus told of a beautiful land where the warm sun shone, birds sang, and flowers and fruit grew in abundance. This was the kind of place to which men were eager to go. The very next year fifteen hundred people went back with Columbus, many of them intending to make their home in the New World. Columbus, himself, helped to build a small Spanish town on one of the islands of the West Indies. In a few years several towns were started, and many settlers were living on these islands of the New World.

At first the early Spanish settlers were disappointed with their life in the West Indies. They had expected to find rich cities where they could trade with the natives for silks and spices. The only cities seemed to be small Indian villages, but the soil was fertile and the climate was healthful. Many strange new fruits and vegetables grew wild. With Indians for workmen, the Spaniards soon planted large farms.

Seeds and plants were brought from Europe, and soon sugar, cotton, fruits, and vegetables from Spain were growing in the New World. There were also strange new plants – corn, the potato, and tobacco – that no one in Europe had ever seen. Soon the settlers found that these furnished some of their best crops.

Today cocoa and chocolate are known and used in most parts of the world. The first white men ever to taste this kind of food were Spanish explorers in Mexico. The Indians had cocoa that they used as a drink, just as we do today. The cocoa was made then, as it is now, by grinding the seeds of the cacao tree – a small evergreen that grows in Mexico.



The Spaniards were the first to bring horses and cattle to America, but they found here a wild fowl that had never been known in Europe. It was the turkey. Wild turkeys lived in many parts of North America and were hunted by all the early white settlers. When the first turkeys were taken to Europe, people were still confusing America with Asia. They thought that this strange new fowl came from Asia, the home of the Turks. It was therefore called *turkey*, and our famous Thanksgiving bird was named by mistake – very much as the Indians were.

The Spanish farmers in the West Indies prospered. They compelled the Indians to work in the fields as slaves, and they also brought Negro slaves from Africa. Many of the white men lived in comfort on their large American farms.

But the New World was a place for adventure and many a bold soldier was unwilling to live the quiet life of a farmer. Spanish governors, whom the king had sent to rule his new lands, were all eager to increase their power and wealth. The mystery of the unknown world around them invited every man to explore and conquer all that he could find. One of the Spanish governors, a man named Juan Ponce de Leon, was led to the coast of Florida by one of the strangest fairy tales that a man ever believed.

Juan Ponce de Leon

When Columbus made his second voyage across the Atlantic Ocean, Ponce de Leon sailed with him to seek fame and fortune in the New World. He belonged to a prominent Spanish family. When he was a boy, he had been a page at the royal court. Later, Ponce de Leon became a bold soldier and fought for King Ferdinand and Queen Isabella in their war against the Moors. Columbus returned from his first voyage and brought with him a wonderful story of far-off lands. Many a Spanish adventurer wanted to sail with the great explorer when he made his second trip across the Atlantic. Ponce de Leon felt that he was fortunate to be able to go. The rest of his life was spent in the New World, and here he found the fame and fortune that he sought.



When Ponce de Leon landed in the West Indies, he was strong, brave, a good leader, and a well-trained soldier. Such a man was sure to do well in this new land.

The Indians were very friendly when Columbus first came. However, they were often captured and forced to work as slaves. Naturally, they learned to distrust the white settlers, and trouble often arose between the Indians and the Spaniards. Ponce de Leon became a famous Indian fighter, and in time he was made governor of part of the large island of Haiti. Here he gained much land, owned many slaves, and lived comfortably in Haiti for many years.

But riches and power did not satisfy Ponce de Leon – for he was growing old. He thought with longing of the days when he was a poor soldier with an unknown world ahead of him. One day he



heard of some Indians who said they knew where a magic spring of water could be found on an island far to the northwest. Anyone who drank from the spring would become young once more.

Ponce de Leon felt that youth would be worth more than all the riches of the world. Why shouldn't he hunt for the magic spring? But first he must find the Indians who could tell him of the Fountain of Youth. He was soon successful. This legend was well known among one of the West Indian tribes.

This is the story that Ponce de Leon heard. "Many years before, so many that the oldest men of the tribe could not remember the time, an Indian warrior and his squaw had grown old together. One day the West Wind whispered to the woman, 'Follow the trail till you reach the Fountain of Youth. There you may drink and be young once more. They followed the trail and found a clear, bubbling spring of water. The woman filled a pearly shell and lifted it for the man to drink. In a moment he was again a strong, young warrior. When the wrinkled old woman had tasted the water, she became young and beautiful once more. Ever since that day they had lived happily, but once in every twelve moons they journeyed to the Fountain of Youth and drank together of its magic waters.

Ponce de Leon listened to the story with hope in his heart and asked many questions about the wonderful spring. The Indians said that it was located far to the northwest on an island called Bimini. The old Spanish soldier did not doubt that the story was true. Remember that he lived in a time when people had just learned that they didn't need to fear sea monsters and the "falling-off place." At that time almost anything seemed possible in this wonderful new land.

Ponce de Leon determined to find the Fountain of Youth and become young once more. He asked for the Spanish king's permission to explore the islands to the northwest of his home. The king consented; and in March 1513, Ponce de Leon started from Puerto Rico on his strange adventure. His three ships sailed toward the northwest until they reached the Bahama Islands. They stopped at many of the islands and parties went ashore to look for the spring. Some of Ponce de Leon's friends had come with him. They, too, were old enough to wish to drink some of the magic water. They eagerly tried every spring that could be found. They even bathed in the streams. Not one looked a day younger – but still they hoped that Bimini was just a little farther on.

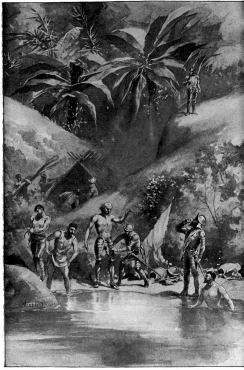
Soon the three ships left the Bahama Island behind and sailed on toward the northwest. At last Easter Sunday dawned. It was a beautiful spring morning – and a welcome sight met the eyes of Ponce de Leon and his men. Before them lay the coast of what they thought was a large island. On landing, they found huge trees and many beautiful flowers. The air was heavy with the fragrance of magnolia blossoms. Ponce de Leon named the place Florida, "the land of flowers." His hopes were high, for surely the magic water could be found somewhere in this land of youth, springtime, and beauty.



The Spaniards landed very near the place where St. Augustine, the oldest city of the United States, now stands. Here they planted a cross and took possession of Florida in the name of King Ferdinand of Spain. The men were eager to explore, but the Indians were suspicious. Ponce de Leon took time to make friends with one of the chiefs and to ask for news of the Fountain of Youth. The Indians pointed to the west and made signs that the spring could be found not far away.

Eagerly the explorers pressed on. Travel was difficult, for the trees grew close together and heavy





gray moss hung thickly from the branches. But there in the midst of the forest they found a spring. It was a round pool, and at one side the water overflowed forming a small stream.

The Indians treated the place with great respect as though it were a sacred spot. Ponce de Leon felt that here at last must be the life-giving water. He drank from the spring and his friends knelt down and buried their faces in the water. Then all waited; but their hair was still gray, and the lines of age still showed on their faces.

The disappointed old Spaniard turned away and led his men back to the ships. They sailed southward along the coast, stopping at many of the rivers and bays to hunt for the Fountain of Youth. Wherever they tried the waters, they met with the same discouraging result.

Perhaps other white men had already visited this shore, for the Indians seemed to fear the explorers. Sometimes they stole up when the ships were anchored and cut the ropes. Often they fought with the white men – and Ponce de Leon finally decided to go home. After rounding the southern point of Florida and exploring part of the western coast, the ships sailed back to Puerto Rico.

Ponce de Leon Tries to Settle in Florida

Ponce de Leon was still an old man, but he had found a new part of this western world. He sailed for Spain to report his discovery to the king and to ask for permission to start a colony in Florida. The king was willing, but he first sent Ponce de Leon to conquer some fierce Indians who were making trouble in the islands south of Puerto Rico.

The sturdy old soldier went back to carry out the king's order. Several years went by before he was free to start his colony and to hunt once more for the magic spring of youth.

In 1521, Ponce de Leon and his colonists were at last ready to start. They took horses, cattle, sheep, and pigs and landed on the western coast of Florida. The Indians were more unfriendly than ever. Soon they attacked the Spaniards and Ponce de Leon was badly wounded in the fight. When he knew that he could not recover, he said, "Take me back to Puerto Rico. The Fountain of Youth must be somewhere near, but I can never find it now."

So the little new settlement was given up and all the Spaniards sailed back to the West Indies. A few days after they landed in Cuba, Ponce de Leon died.

Like so many other great men, Ponce de Leon did not succeed in doing what he wanted to do the most, but without knowing it he gained lasting fame. He is the first man whose name is known who landed on territory that is now one of our Southern States. Through the adventures of Ponce de Leon the land that is now Florida became the property of Spain.



Around the World

Exploring the New World

Columbus had sailed across the Sea of Darkness and had found no “falling-off” place. Instead of strange monsters, he had found a strange new land. The news spread through Spain and Portugal to other countries, and soon many brave men were sailing across the Atlantic, hoping, like Columbus, to find the trade centers of the East. But they found no beautiful cities with stores of spice and gold. Instead, they found only islands inhabited by savages, and the long shoreline of a strange, wild country. The land was so large that people began to call it the *New World*, but most of the explorers felt sure that the New World was an unknown part of Asia.



One of the explorers who followed Columbus was an Italian named Amerigo Vespucci. He sailed for a great distance along the shore of South America and wrote many interesting letters about the country that he explored. People began to talk about “Amerigo’s land,” or “America.” In this way the new country received its name.

The letters of Amerigo Vespucci, and every true story told by an explorer, helped to make the Sea of Darkness a little less dark. Still there was much to learn and much to be done before the western route to the East would be clear.

Ferdinand Magellan

Two young nobles of Portugal stood in the entrance hall of the royal palace, waiting to appear before the king. Guards in brilliant uniforms stood at the door. Gathered near were several boys and young men, nobles’ sons who were receiving their education in the service of the king.

One of the nobles spoke, and at the first words, the boys drew near to hear what was said.

“Have you heard any news of the exploring fleet lately returned to Spain?”

“That I have,” was the answer, “and report says that they cruised among many islands and along hundreds of miles of coast without seeing a single city or palace.”

“Then they did not succeed in learning any more than others have learned about that strange land?” asked the first speaker.



“No, and a strange land it certainly is. One of the captains went so far as to say that it is not a part of Asia at all, but a wild new continent; and that Asia lies beyond, much farther to the west.”

“That might well be,” said the first. “Portugal did wisely to stick to her own plan of finding a route around Africa to the East.”

“Yes,” was the answer, “and trade is growing every year. Already I have one merchant ship in the service.”



One of the groups who listened to words like these was Ferdinand Magellan. He had been sent to the court to be the queen’s page when he was about twelve years old. A few years later, he was transferred to the king’s service. There he heard much about the exciting discoveries in the New World and about the exciting discoveries in the New World and the dangerous voyages of Portuguese sailors who had found the way around Africa to India. The more he heard, the more Ferdinand knew that he did not care to become a gentleman of the court. He longed for adventures on the seas. When he became a man, he left the royal court and sailed with a Portuguese fleet to India.

Young Magellan learned to know the rich East Indies. He cruised among the islands, visiting strange cities, exploring and helping to load spices. He became a good soldier and sailor, and fought many battles. Finally, after seven years, he returned to Portugal, having won honor but no wealth.

Magellan had always been interested in stories brought back by explorers from the West. Now more than ever he wanted to see these new lands. Why should he not make a trading trip to the Indies by the western route?

The same dream had led Columbus across the Sea of Darkness. Now Magellan could profit by the voyages of Columbus and other brave sailors of his time, and could start out with much more knowledge than Columbus enjoyed. Magellan knew about how many days would be required to sail across the Atlantic Ocean, and how large a supply of provisions would be needed for the trip. He knew something of the coast line of Amerigo’s land (South America), and he knew that beyond it lay a great sea, which no doubt washed the shores of Asia. He felt sure that he could find a way either through or around the New World, and could go on westward to the Spice Islands, as the East Indies were called. There he would buy a rich cargo of spices, and then return to Portugal by the familiar route around southern Africa. He would sail around the world!

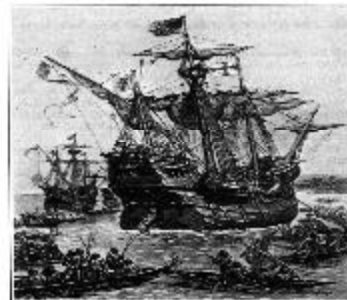
Magellan went to the king of Portugal to ask for ships and sailors. He told the king that the route around Africa was long, dangerous, and expensive. He also said that the western route that he was planning would be shorter and easier than the old way around Africa. You can see that he made the same mistake that Columbus had made. Both believed the earth to be much smaller than it really is.

He had been a page at the royal court in Portugal, and he had served faithfully in the Portuguese navy. But when he made a request for ships for his daring trip around the world, he was refused. Portuguese trade was steadily growing richer, and the king saw no reason for changing the route.



Then the young explorer asked, "Have I your Majesty's consent to seek aid from some other country?" The king answered coldly that Magellan might do as he pleased. As the disappointed sailor left, he knelt to kiss the king's hand, as all loyal subjects did. But the proud monarch drew his hand back.

Magellan was hurt and angry. Like Columbus, he left Portugal and went to Spain. The grandson of King Ferdinand and Queen Isabella was ruling in Spain and was willing to give him the ships which were needed.



The Voyage

Magellan was placed in command of five ships and about two hundred eighty men. Leaving a Spanish port, he turned his little fleet to the southwest. His plan was to reach the coast of America farther south than other explorers. The Portuguese ships had been successful in sailing around the southern point of Africa. If no strait or waterway through the American continent could be found, he intended to follow the Portuguese example and sail around the southern point of America.

The voyage across the Atlantic was rough and stormy, but the five ships safely reached the shore of Brazil and turned to the south. "Surely, Magellan thought, "there must be some way through this land to the East Indies." He sailed into every bay and explored all the rivers. Sometimes he and his men landed and looked for free food. Often the Indians came on board the ship for the natives were very curious about the white men and their great canoes with wings like birds. The Indians were friendly and willing to trade with the explorers. They brought fruit and sweet potatoes, and once they traded five wild fowl for a fishhook.

Farther and farther south the ships went, the sailors carefully watching the shoreline. The weather was cold and stormy, for winter was coming on. Magellan decided to find a safe harbor in which to pass the winter; then he would go on with his explorations in the spring.

When the winter set in, it was very cold. Troubles came thick and fast. Storms wrecked one vessel and injured the others. The food was getting scarce and beginning to spoil. Naturally the men began to grumble.

This information is found in a diary that belonged to one of the crew. Each day the sailor wrote down the adventures of the party. He tells of the unfaithful and cowardly men that Magellan had brought with him. He tells how the commander coaxed the men, offered them rewards, and sometimes punished them. He tells of the patience and courage of Magellan, and how he managed to keep in command even when the wretched men were rebellious.





He tells some very amusing stories, also. Before the winter was over, some natives visited one of the ships. They must have been very tall, for the diary calls them giants. Their feet looked enormous because of the fur wrapped around them for warmth. The explorers called them Patagonians, meaning “people with big feet.” That part of South America near the place where Magellan’s ships wintered is still called Patagonia.

One of these giant men came on board Magellan’s flagship. The sailors crowded around him and gave him some colored beads and bells. The man was a fearful sight with his painted face and rude clothing made of skins. He was so hideous that when he saw himself in a steel mirror, he started back in fright, stumbled over two sailors, and fell to the deck. The poor savage was so terrified that he fled and was never seen again.

For many weeks the explorers stayed in the cold but sheltered bay on the coast of Patagonia. They repaired their four remaining ships as well as possible. When the weather became warmer, they started south once more.

At last they reached a strait leading to the west. Storms and rough seas were met, but Magellan sent two of his best ships forward to explore. The two ships were gone for days. At last they came back with flags flying and cannons booming. They had found a waterway through the land to the western ocean.

Most of the sailors begged to go home. They said, “We have found the way, let us go back to Spain. We may not have enough food for the rest of the trip, and we need new boats.” The men on one of the ships deserted their leader and sailed for home.

But Magellan said, “We will go on if we have to eat the leather on the ships.” So the three vessels that remained carefully sailed through the dangerous strait that is near the southern end of South America. The strait is about three hundred twenty-five miles long. Rocky shores rise on each side. Only brave and skilful sailors could have passed through safely. The passage is named the Strait of Magellan in honor of the brave and determined leader.

On the Pacific Ocean

At last, Magellan and his three battered little boats safely reached the great western ocean. It looked so calm and peaceful, after their stormy passage, that Magellan named it the Pacific Ocean.

Even the discontented sailors now felt that their hardships were over. They thought that in a few days they would reach the East



Indies. Magellan did not dream that he was starting across the greatest open stretch of sea on the earth. Because of worn-out ships and scarcity of food, the rest of the trip was the most daring and difficult part of the voyage.

The sailors became hungry and sick. Twice they saw land in the distance, but they found only a barren island, on which there was not even fresh drinking water. The diary tells us that at last the sailors had to eat rats and sawdust, and even the leather from the ships.

They softened the leather by soaking it in water; then they cooked and ate it to keep from starving. The suffering increased, and many of the sailors grew sick; a number of them died. Hardly enough well men were left to sail the three boats.

Finally, the starving explorers reached that part of the Pacific Ocean where islands are more numerous. They landed on the shore of the first one they reached, and to their joy found food and drinking water. The brown-skinned natives brought bananas and coconuts to the ships, but they stole everything that they could carry away. Magellan in disgust called the islands *Ladron Islands*, a name which means "thieves' islands."



With plenty of good food, the sailors began to get well. There was no longer any danger of starving. A short journey brought them to one of the Philippine Islands. Here they landed and traded with the natives, paying for the goods they bought with the colored cloth, knives, mirrors, beads, and bells that they had brought from Spain. The king of the island was very friendly and promised to trade only with Spain.

Magellan tried to help the friendly king in a war against a neighboring tribe, but was killed in the fight. In another struggle many of the sailors were killed. The rest of the little crew was fearful and discouraged, but there was nothing to do but go on. There were not enough men left to sail three ships, so they burned their poorest one and went to the Spice Islands in the two remaining vessels. One of these ships was not fit for a long voyage and was left here with its crew. The other started for home with a cargo of cloves, rich enough to pay the expenses of the whole expedition.

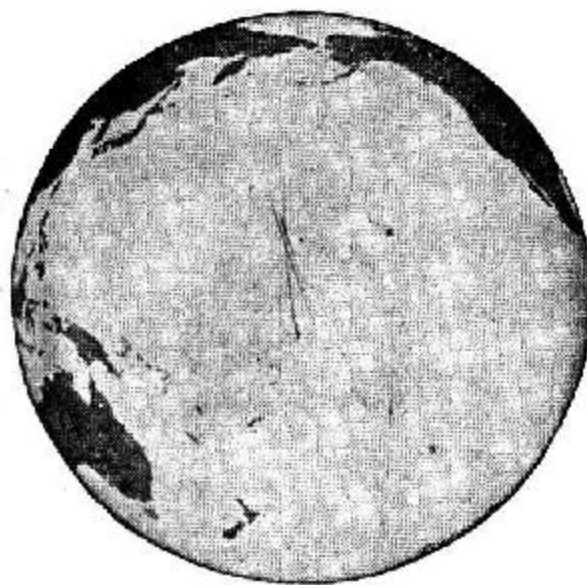
A long, difficult journey was still ahead of the weary sailors in the battered little vessel. Again they suffered sickness and hardship as they crossed the Indian Ocean and crept around the tip of Africa. At last they headed into the Atlantic for the long trip north to Spain. Almost three years after Magellan and his fleet had left Spain, eighteen sick, tired sailors steered their one remaining ship, the *Victoria*, into the port of Seville. The brave Admiral Magellan was not with them. But the great adventure could never have succeeded without this gallant leader. The entire world agrees that the honor of making the first journey around the world belongs to Ferdinand Magellan.



Proof that the Earth is Round

The old question, "Is the earth round?" had at last been answered. A small ship and eighteen men had sailed around the earth and had come back to the place from which it had started. Columbus had believed that the East Indies could be reached by sailing west. Magellan had proved that he was right. Explorers who followed Columbus claimed that America was a new world, not a part of Asia. Magellan's great voyage proved that this also was correct. Here were three questions about which men had argued and differed. Magellan's voyage answered them all.

Magellan's trip also added some new facts to man's knowledge of the earth. His journey proved that the earth is much larger than even the wisest geographers of that time had supposed. It showed that water covers a much larger part of the earth's surface than does land. Finally, it showed that the Atlantic Ocean, which had once caused so much terror, is only about one third the size of the great western Pacific.



THE DISCOVERY OF FLORIDA

Ponce de Leon

The Gifts of the New World

In 1929, Commander Richard Byrd and his men flew over the South Pole and drew maps of the land that they discovered. Each day, newspapers in the large cities published radio messages from the explorers. People read of their adventures and of the bleak land of ice and snow where they had made their camp. But no one thought of traveling to that cold region to settle and build a home.



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Ponce de Leon determined to find the Fountain of Youth and become young once more. He asked for the Spanish king's permission to explore the islands to the northwest of his home. The king consented; and in March 1513, Ponce de Leon started from Puerto Rico on his strange adventure. His three ships sailed toward the northwest until they reached the Bahama Islands. They stopped at many of the islands and parties went ashore to look for the spring. Some of Ponce de Leon's friends had come with him. They, too, were old enough to wish to drink some of the magic water. They eagerly tried every spring that could be found. They even bathed in the streams. Not one looked a day younger – but still they hoped that Bimini was just a little farther on.

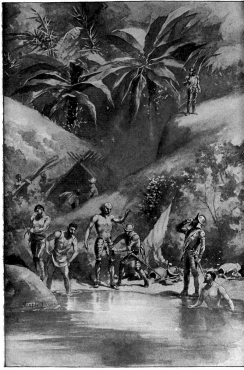
Soon the three ships left the Bahama Island behind and sailed on toward the northwest. At last Easter Sunday dawned. It was a beautiful spring morning – and a welcome sight met the eyes of Ponce de Leon and his men. Before them lay the coast of what they thought was a large island. On landing, they found huge trees and many beautiful flowers. The air was heavy with the fragrance of magnolia blossoms. Ponce de Leon named the place Florida, "the land of flowers." His hopes were high, for surely the magic water could be found somewhere in this land of youth, springtime, and beauty.



The Spaniards landed very near the place where St. Augustine, the oldest city of the United States, now stands. Here they planted a cross and took possession of Florida in the name of King Ferdinand of Spain. The men were eager to explore, but the Indians were suspicious. Ponce de Leon took time to make friends with one of the chiefs and to ask for news of the Fountain of Youth. The Indians pointed to the west and made signs that the spring could be found not far away.

Eagerly the explorers pressed on. Travel was difficult, for the trees grew close together and heavy





gray moss hung thickly from the branches. But there in the midst of the forest they found a spring. It was a round pool, and at one side the water overflowed forming a small stream.

The Indians treated the place with great respect as though it were a sacred spot. Ponce de Leon felt that here at last must be the life-giving water. He drank from the spring and his friends knelt down and buried their faces in the water. Then all waited; but their hair was still gray, and the lines of age still showed on their faces.

The disappointed old Spaniard turned away and led his men back to the ships. They sailed southward along the coast, stopping at many of the rivers and bays to hunt for the Fountain of Youth. Wherever they tried the waters, they met with the same discouraging result.

Perhaps other white men had already visited this shore, for the Indians seemed to fear the explorers. Sometimes they stole up when the ships were anchored and cut the ropes. Often they fought with the white men – and Ponce de Leon finally decided to go home. After rounding the southern point of Florida and exploring part of the western coast, the ships sailed back to Puerto Rico.

Ponce de Leon Tries to Settle in Florida

Ponce de Leon was still an old man, but he had found a new part of this western world. He sailed for Spain to report his discovery to the king and to ask for permission to start a colony in Florida. The king was willing, but he first sent Ponce de Leon to conquer some fierce Indians who were making trouble in the islands south of Puerto Rico.

The sturdy old soldier went back to carry out the king's order. Several years went by before he was free to start his colony and to hunt once more for the magic spring of youth.

In 1521, Ponce de Leon and his colonists were at last ready to start. They took horses, cattle, sheep, and pigs and landed on the western coast of Florida. The Indians were more unfriendly than ever. Soon they attacked the Spaniards and Ponce de Leon was badly wounded in the fight. When he knew that he could not recover, he said, "Take me back to Puerto Rico. The Fountain of Youth must be somewhere near, but I can never find it now."

So the little new settlement was given up and all the Spaniards sailed back to the West Indies. A few days after they landed in Cuba, Ponce de Leon died.

Like so many other great men, Ponce de Leon did not succeed in doing what he wanted to do the most, but without knowing it he gained lasting fame. He is the first man whose name is known who landed on territory that is now one of our Southern States. Through the adventures of Ponce de Leon the land that is now Florida became the property of Spain.



SPANIARDS IN THE SOUTHWEST

De Soto – Coronado

Gold Makes Spain Wealthy

The news that Cortés had found great riches in Mexico spread quickly to the West Indies and Spain. Many men thought, "What other stores of wealth lie hidden in that strange land?" They decided to go to the New World and search for treasure.

About twelve years after the fall of Mexico City, a Spanish soldier named Pizarro led a little army from Panama down the west coast of South America. He traveled through the mountains of Peru and found the country of the Incas, Indians who were much like the Aztec tribe of Mexico in their civilization. The Incas owned rich mines of gold and silver, and their capital had even more treasure than Mexico City. Pizarro and his men would let nothing stop them in their effort to capture the Inca riches. They treated the Indians very cruelly and put the king to death. They captured the Inca treasure houses, with their heaps of gold vases, cups, plates, and ornaments; and they took charge of the rich mines of gold and silver.



Millions of dollars worth of gold and silver were sent back to Spain from Peru and Mexico. Spain became the richest nation in Europe. Now that so much gold had been found, Spaniards were certain that more lay waiting to be discovered in the New World. They sent out many exploring parties to search for the precious metal. Several of these expeditions explored the southern part of the United States. One of the most famous was the expedition of De Soto.

Ferdinand De Soto

One of the officers who had helped Pizarro conquer Peru was Ferdinand De Soto, a Spanish nobleman. Though he landed in the new world so poor that he owned nothing but his armor, he went back to Spain rich. The gold and treasures taken from the Incas in Peru made him one of the wealthiest men in Spain. He was bold and brave, a good soldier, and a leader of men. The



king appointed him to be governor of Cuba, and *adelantado* (governor) of Florida.

Stories were being told in Spain about the great riches to be found in Florida. Several years earlier, a small Spanish army had been sent to explore and conquer it. Of three hundred men, only five lived to tell what had happened. One of these five returned to Spain and told exciting stories of the wealth that lay hidden in Florida, greater than any that had been found in Mexico or Peru.



De Soto offered to lead an expedition into Florida to find this great wealth and to conquer the country. Hundreds of men asked to join the expedition. Many Spaniards sold all that they had in order to share in the venture that would bring so much profit. Never before had Spain sent out an exploring party that was so large or so well supplied. There were nine ships, about six hundred men, and more than two hundred horses.

In May, 1539, De Soto was ready to start. The ships sailed into what is now called Tampa Bay on the western coast of Florida. Here the explorers landed and started to march inland. Whenever they came to a native village, they compelled the Indians to give them food. Often they burned the villages and killed the Indians or made them slaves. The women had to prepare the meals for the soldiers and do the work of the camp. The men acted as guides and carried the supplies.

Slowly the army moved northward through Florida, across Georgia, into South Carolina, and possibly into North Carolina. Then they turned westward to Alabama and Mississippi. Nowhere did they find gold. Nowhere did they find Indians who lived in the civilized manner of the Indians of Mexico and Peru. So cruelly did the Spaniards treat the savages whom they met that the Indians were in terror of the white men. From tribe to tribe went the news of the fierce invaders. Those who were able to get out of the path of the Spaniards fled. Many times they attacked the white men, and they made the march of the army much more difficult. When they knew that the Spaniards were looking for gold, they learned to defend themselves by telling false tales about gold to be found in the north or the west – anywhere away from their own country. So the Spaniards pushed on.



For three long years, De Soto and his men wandered through the wilderness. Many men and many horses died. The ragged army was now dressed in the skins of animals. The men lived on roots and berries and what they could steal from the Indians. The weary soldiers begged to go home, but De Soto would not give up.



Discovery of the Mississippi

Near the northern boundary of the present state of Mississippi, the explorers found their way blocked by a mighty river flowing toward the south. The Spaniards were probably the first white men ever to see the great river that the Indians called Mississippi, "Father of Waters." Even this broad river could not stop De Soto in his search for gold. The men built boats and crossed to the western side. Month after month the weary march went on, through Arkansas, perhaps even through parts of Oklahoma and Texas. But now De Soto was giving up hope. This was the fourth spring since the great expedition had landed in Tampa Bay with such high hopes. If gold did lie in this wilderness, a man's lifetime might be spent in searching for it without success. The party turned back to the Mississippi and camped on the western bank near the mouth of the Red River. Here De Soto, worn out with the long marching, fell ill with a fever and died.

The Spaniards had told the Indians that De Soto was a child of the sun, and that he would never die. Now they feared to let the savages know what had happened; the Indians might attack if they knew that the Spanish leader was dead. The soldiers told their natives that the great commander had gone to heaven for a short visit with his father. Secretly, at midnight, they took the body of De Soto and buried it in the water of the great river he had discovered.

The rest of the little army followed the river to its mouth and there built ships and sailed to Mexico.

Coronado Searches for the Seven Cities



Francisco Vázquez de Coronado

There were many strange stories told among the Spaniards in the days of exploration. Men were ready to believe anything. Had not gold and treasure more than any fairy tale promised been found in Mexico and Peru? A story led De Soto on his long search for gold. Another strange tale led Francisco Coronado and his men through the states of the southwest. This was the story of the seven cities of Cibola.

This story told about seven rich cities far to the north of Mexico. In search of them, a Spanish priest, Friar Marcos, with a small party led by a Negro slave, Stephen, had traveled into the country we now call New Mexico. Stephen went ahead to prepare the Indians for the coming of the Spaniards. He came to Cibola, the first of a group of seven towns of the Zuni Indians. The Indians, however, did not like his rough, greedy ways, and killed the black man. When Friar Marcos heard the news, he didn't dare go into the town. From a near-by hill he saw the city of white houses shining in the sun and thought the place was full of palaces. This, he thought, must be one of the seven famous cities they were seeking.

Friar Marcos returned to Mexico without any farther search. He gave a glowing report of the city of Cibola that he had not been able to enter. The governor believed, like Marcos, that Cibola was one of the great cities of which the wonderful tales were told. He decided to send an expedition to



conquer it, to find the other cities, and to bring back their wealth. Francisco Coronado was the leader of the expedition. Many of the wealthiest and noblest young men of New Spain (Mexico) went with him.

The explorers started from Compostella on the west coast of Mexico in the spring of 1540. They traveled northward into Arizona and New Mexico. When they came to Cibola and the seven towns, they found no palaces such as Friar Marcos had described. Instead, there were only white-plastered clay houses, called *pueblos*, several stories high. The houses were built on the rocky ledges of a steep hill, and were reached by ladders leading to doors in the flat roofs. The Indians lived very simply in these Zuni villages, and had no gold.

The Spaniards were disappointed, but they went on hunting for the seven cities. Coronado divided his men and sent groups in several directions to explore the land. One group reached the Grand Canyon of the Colorado River. Looking down that great gorge they saw the river that seemed no larger than a silver thread far below. But since there were no rich cities near the gorge, the Spaniards were not interested in the discovery.

The expedition crossed the mountains and marched over the great plains where herds of buffalo roamed. Finally they reached the level prairies of western Kansas. Instead of rich cities, they found only wild Indians living in tents made of skins. Coronado decided to go back to Mexico. He had found no gold, no treasure, no seven splendid cities. Sadly the little army that had started out so happily marched home. Months later the ragged survivors reached Mexico.

In his report to the king of Spain, Coronado said that the land they had seen was too poor for colonies. So Spanish colonists went farther south to Mexico and South America, where gold and silver might be found. For many years the land to the north was left to the buffalo and the Indians. When settlements were finally made, they were led by priests, not by gold-seekers.



THE SPANISH ARMADA

Sir Francis Drake

The Boyhood of Francis Drake

Not far south of London flows the river Medway. Before it meets the salty waters of the English Channel, the river widens into a broad and sheltered waterway. Here the great ships of the English navy used to anchor; and here, in the hull of a worn-out battleship, lived the boy Francis Drake.

As he played on the old deck of his boat-home, he saw the great ships at anchor or putting out to sea. His father was a minister, who preached to the sailors of the fleet, and Francis himself was often with the sailing men, listening to the stories they told. Naturally, Francis wanted to become a sailor.

Francis Drake had to earn his living as soon as he was able to work. When he was about fourteen years old, he began to work for the captain of a small trading boat. He had to work very hard, but he learned to manage a boat and to be a very good sailor. The captain was fond of him, and several years later, when the captain died, he left the boat to Francis Drake.

Now Drake was captain of his own ship. Back and forth across the English Channel he went, and up and down the coast, carrying merchandise from one port to another. But he was eager to see the world. Before long he sold his boat and went on a voyage to the West Indies.

Drake Clashes with the Spaniards

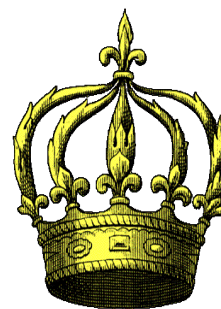
He could not have chosen a better time in which to begin his adventures. Every year the treasure fleet from America came slowly home to Spain, heavy with precious cargoes. Englishmen longed for some of this Spanish wealth, and Queen Elizabeth encouraged them to trade with the Spanish American ports. But King Philip of Spain wanted to keep all the riches for his own country. He did not want the English to take any of the Spanish trade. He gave an order that English ships should not be allowed to enter a Spanish port. The bold English sailors paid no attention to the order. As a result, many fierce sea fights took place between the English "sea dogs" and the Spanish. The Spanish Main (as men called the waters near the West Indies) became a sea that was safe for neither English nor Spanish ships.

In such stirring times, Drake began his adventures with the Spaniards. Neither of his first two voyages to the West Indies turned out well. The Spaniards took all the profits of the trade. Besides,



Drake and his men had once been attacked by the Spaniards after the solemn promise of the Spanish admiral that they would be permitted to sail away in peace. In the fight several of the English ships were lost, and many Englishmen were made prisoners.

Drake grew to hate the Spaniards. He vowed that he would have revenge. He would capture and destroy Spanish ships whenever he met them. He would take Spanish treasure wherever he could find it. When he reached England after his second voyage, he told Queen Elizabeth what had happened. She sympathized with Drake and approved of his plans. Though they were not openly at war, Spain was England's enemy. Queen Elizabeth was glad to have Drake do all that he could to weaken the Spanish power.



The Master Thief of the Western World

Drake laid his plans well. With a handful of men, in a tiny boat, the *Swallow*, he sailed again to the Spanish Main. In a small, unknown harbor, hidden from the Spaniards, he made his headquarters. For two years he learned all that he could about the Spanish ports and rich towns. Then, satisfied, he returned to England. Again he sailed for the Spanish Main, this time with two swift ships, ready to carry out his plans for revenge.

Whenever a Spanish treasure ship appeared, Captain Drake gave chase. Before the Spanish guns could open fire, the English ship was alongside. Brave English fighting men were climbing up the sides of the enemy's vessel – a short, bold fight, and the Spaniards were made prisoners. The stores of gold, silver, and precious stones were transferred to the English ships.



Again and again Drake was successful. If he found the Spaniards too strong for him, he quickly sailed away. Often he entered a Spanish port where treasure was stored. He surprised the people, carried off the treasure, and was safely away before anyone could stop him. In a short time the Spanish settlers in the West Indies and Mexico were in fear for their lives whenever Drake was known to be anywhere near. At last King Philip sent a message to Queen Elizabeth, asking her to stop this "Master Thief of the Western World."

For four long years Drake was kept at home. Many times he longed for the excitement and adventure of the Spanish Main. Many a time he remembered the great Pacific Ocean that he had once seen from the western coast of Central America. Some day, he meant to sail a ship upon that western sea. He knew that rich treasure could be captured there, for no English ship had ever visited that far-off ocean. The Spanish thought that they were safe in these waters, and their treasure ships sailed without guards. These ships carried gold and silver from the mines of South America northward to the Panama Trail. There they unloaded their cargoes of gold and silver. With much labor the great chests of treasure were carried overland along the Panama Trail (the same road now followed by the Panama Canal) to the eastern coast. There other ships were waiting to take the treasure to



Spain. These ships that sailed across the Atlantic were much harder to capture, for they were all prepared and watching for Drake. He resolved to visit the Pacific and capture the Spanish ships there.



Drake Sails on the Pacific Ocean

When Francis Drake was finally permitted to leave England, his plans were all made. Five ships were built, equipped with cannon and supplied with everything necessary for a long voyage. Just where this fleet was going was a great secret, but Francis Drake, the finest sailor of the time, was in command. This was all that the sailors needed to know. They were willing to join the expedition.

When the fleet left port, it headed for the coast of Africa. From Africa it turned west and after a stormy voyage of fifty-four days reached the coast of Brazil. By this route the ships avoided the Spanish Main. Drake did not wish to be delayed by sea fights in this part of his voyage.

Then the fleet turned south and sailed along the same course that Magellan had followed almost sixty years before. Like Magellan, Drake had many difficulties. Storms so badly damaged two of the ships that they had to be given up. The other three ships sailed safely through Magellan's dangerous strait into the Pacific. Once bad storms were met and the little fleet became separated. One vessel was sunk; one, thinking Drake was lost, sailed back to England. Drake's ship, the *Golden Hind*, was blown so far south that it reached the southernmost tip of America. There the captain and his men looked out on the place where the Atlantic and the Pacific Oceans meet. No white man had ever been so far south.

Alone of the five ships, the *Golden Hind* remained to carry out Drake's great plan. Turning northward, he sailed along the coast of South America, to the Spanish settlement at Valparaiso, Chile. Here a treasure ship lay at anchor ready to sail to Panama.

The Spaniards had not heard of Drake for several years. They did not dream that any English ship would dare to come to that far-off coast. When the *Gold Hind* appeared, the Spaniards thought it was one of their own ships. They prepared to welcome friends. Instead, guns were leveled, and a rough English voice shouted to them to surrender. Almost before the Spaniards knew what was happening, "The Master Thief of the Western World" had captured their ship, and they themselves were prisoners.



With this rich Spanish treasure and plenty of food and fresh water safely stored in his own ship, Drake set sail for the north. The English sailors were happy. There was not sickness and starving this time as there had been when Magellan and his poor men first sailed the Pacific Ocean.

At many settlements along the coast, the English sailors had what they called "good luck." Once, part of the crew landed and found a man asleep beside a heavy load of silver bar that he had been carrying.



“Excuse me,” said one of the Englishmen politely, “but we will take charge of this silver for you. You can walk much easier without this heavy weight.”

Another time the English sailors found a Spaniard and an Indian boy driving eight llamas. Thrown across the back of each llama were two bags of silver that were being taken to the Panama Trail by land. The English sailors stole the silver, but the capture was too easy for them to enjoy it. They wanted excitement and adventure as well as riches.

When Drake reached Lima, Peru, he learned that a treasure ship had left for Panama two weeks before. Immediately the *Golden Hind* was headed on an exciting chase. On the way the British overtook and captured several smaller boats. From them they learned that the *Golden Hind* was gaining in the race. Every English sailor did his best, for each expected a share in the rich prize.

Drake offered a splendid gold and jeweled necklace to the one who should first see the Spanish sails. In a few days Drake's own nephew won the golden necklace. The Spanish prize ship was in sight, and the English sailors soon overtook and captured it. The cargo was transferred, and the *Golden Hind* was loaded till she could hold no more. From this ship alone Drake secured a great many jewels and precious stones, thirteen chests of Spanish money, eighty pounds of gold, and twenty-six tons of silver.

Sailing West to Reach England

Captain Drake now thought of the dangerous voyage back to England. It would be unwise to return the way he had come. Every Spanish ship along the coast would be watching for him. What should he do?

Drake decided to go north. He hoped that he could find a route around North America, just as Magellan had found one around South America. If he could not find a passage to the Atlantic, he would sail westward across the Pacific and so home, as Magellan's ships had done.



So Drake sailed north along the western coast of North America, exploring every bay and inlet in search of a passage. The *Golden Hind* went as far north as the island of Vancouver. Here the weather was so cold that Drake wisely decided to go no farther north. Turning south, he next landed on the shore of the present state of California near the Bay of San Francisco. Here he set up a post with the name of Queen Elizabeth carved upon it. Thus the land that is now California was claimed for England.

By this time Drake had given up the idea of finding a northern passage to the Atlantic. He decided to continue westward around the world. One day, when the wind was blowing right, the *Golden Hind* sailed boldly out upon the Pacific Ocean. Week after week the vessel held her westward course. At the Philippine Islands Drake stopped to repair the ship and take on fresh water and food.

The *Golden Hind* was badly battered, but she was able to bear her bold crew safely across the Indian Ocean and around the southern point of Africa. Three years after the voyage was begun,



Francis Drake sailed once more into the harbor of Plymouth, England. His was the second ship of any nation and the first from England to sail around the world.

Quickly the news of these great adventures reached London. Queen Elizabeth was secretly pleased with her brave seaman, but she did not want to increase the anger of King Philip or cause a war with Spain. At first she refused to see Francis Drake, but soon she consented to go on board the *Golden Hind* and heard about the wonderful adventures of its commander. Drake served a great banquet to the queen. When the banquet was over, she asked Drake to kneel before her. Then she touched him on the shoulder with a sword and said, "Arise, Sir Francis Drake." So the "master thief" was made a knight of England.

Drake and the Spanish Armada

Very soon Sir Francis Drake had a chance to prove his knighthood. Spain was growing more and more angry at England, and England was growing bolder in annoying Spain. English "sea dogs" like Drake were capturing Spanish treasure and injuring Spanish commerce. English soldiers were helping the Dutch to resist the Spaniards, who at that time owned and ruled the Netherlands.

King Philip of Spain didn't think he could take any more from the English. He made plans to punish the "English pirates," as he called them, and conquer the little island that dared to help his rebellious Dutch subjects. So he ordered a great fleet to be built.

England knew how the fleet was to be used. In English shipyards also carpenters were busy, but they could not hope to make as many great warships as Spain could build. The people of England anxiously watched every move of their enemy.

No one watched more closely than Sir Francis Drake. One day he disappeared from Plymouth harbor with thirty fast ships. A few days later he suddenly appeared in the port where the Spanish ships were being built. The English boats darted here and there among the great fleet that lay at anchor. English cannon tore great holes in the Spanish ships, and bold English sailors set fire to other ships. Before Sir Francis Drake could be attacked, he and his little fleet had left the port and were racing away on the open sea. When he reached England, Drake jokingly reported that he had been "singeing the beard of the King of Spain."

The damage caused by the daring English seamen to the Spanish fleet took a whole year to repair. England used this year to make ready for the coming struggle. Then the great Spanish warships were finished and the fleet sailed for England. The Spanish called their fleet the Invincible Armada, or "fleet not to be conquered." They felt sure of victory.

One day in the summer of 1588, the Spanish fleet of one hundred thirty warships came in sight of England. The ships sailed close together in the form of a great crescent. They had no fear of attack



from the English. They intended to anchor in a French harbor. There they would take on board a Spanish army before sailing across the Channel and conquering England.

As the Armada approached, signal fires on the English hills burst into flame. Word passed quickly along the English coast. It reached Plymouth, where the English fleet was waiting. Quickly the English ships made ready and left the port, commanded by three brave admirals, one of whom was Sir Francis Drake.

Many a time Drake had captured great Spanish ships. The other commanders were glad to listen to his advice. Drake said, "The dog goes after the sheep, and not before them. Let them go by and we'll stick to them and pick up the stragglers."

The plan worked well. The English boats followed the Armada into the Channel. Sailing swiftly up to the Spanish fleet, the English guns fired several times while the great, clumsy warships of the Spaniards were turning to take aim. For several days the chase went on. Still the Armada stayed closely together and seemed as invincible as ever. It reached the port where the Spanish army was to be taken on board, and there it anchored to wait for the coming day.

All was quiet and dark, but the English sailors were not sleeping. Eight old vessels were filled with kindling, powder, and pitch. Then these vessels were towed close to the great Spanish fleet and set on fire. Suddenly there was one explosion, then another and another. The English boats burst into flames and drifted nearer to the great Armada. How could the Spaniards fight empty, burning vessels? They had to separate to save their own ships from the flames.

On board the Spanish ships was hurry and confusion. Sails were raised, anchors lifted, rigging became tangled, and each ship escaped as best it could.

The English sailors used their advantage well. They chased and fired upon the scattered Spanish warships. Even the weather seemed to be on the side of the English. The wind blew a gale, and a severe storm drove the Armada into the North Sea. The ships could not turn back, and had to sail around Scotland. Many of the ships of the fleet were wrecked on the rocky Scotch coast. Fewer than one third of the Spanish fleet ever reached home.

After this great defeat in 1588, Spain ceased to be the foremost nation in Europe, a position she had held for many years. Gradually England became greater and Spain grew weaker. Soon there was a new "mistress of the sea."

With the power of Spain broken, the English could safely settle in the New World. Before many years had passed, English colonies were growing up all along the coast of what is now the United States. No one had done more than Sir Francis Drake to build up the sea power of England. Without his work, the English colonies might never have been founded in our country.



ENGLISH IN THE NEW WORLD

John Cabot and Walter Raleigh

John Cabot



Spain was not the only country to seek India by a western route. England, too, was eager for a share in the trade with those lands that Columbus said he had found beyond the Atlantic – China, India, and the Spice Islands. Five years after Columbus' first voyage, an English ship sailed westward to find China. In command was a skilful Italian sailor, John Cabot.

In 1476, John Cabot, merchant, became a naturalized citizen of Venice, presumably having fulfilled the fifteen-year residency requirement. It is known that by 1484, he was married with two or more sons. A John Cabot Montecalunya Venetia, who appeared in Valencia records from 1490-1493 arrived in England by 1495 with a plan to reach Cathay by a shorter, more northern route, than the one that Columbus had taken. This plan had already been rejected in Seville and Portugal and it is possible that Cabot, hearing of expeditions out of Bristol made from 1480 or even earlier in search of the "isle of Brazil", thought England would be more receptive. The Bristol merchants were probably more interested in finding new fishing grounds, while Cabot was more concerned with finding a profitable trade route to the riches of the East.

The ship reached the coast of North America near the island of Newfoundland. John Cabot went on shore and planted the English flag on the land he had found.

At the time of Cabot's voyage, Columbus had visited only the islands of the West Indies, and had not seen the mainland. So it happened that John Cabot landed on the North American continent before Columbus did, and the flag of England waved over American soil before the flag of Spain was planted there.

When Cabot returned, he told a strange story. He said that he had found the shore of China, but none of the rich cities of the East, nor any of the natives who lived there. He told of splendid fishing along the new coast, and advised English fishermen to go to the western land. Neither world map, nor globe made by John Cabot showing where he had been and the lands he had discovered exists today. People thought Cabot was lost on his voyage to search for Great Khan's kingdom. Only one of the five ships returned safely to harbor in Ireland.

The exact location of the landfall and the coast that Cabot explored is still a matter of great debate. No original maps or logbook exist. Tradition in Newfoundland and some scholars give Cape Bonavista as the landfall.





When Cabot returned to England in 1497, King Henry VII awarded him a small reward and the Privy Purse records “to hym [Cabot] that founde the new isle, L10”. Another record in 1502 reads “to the merchauntes of Aristotle that have bene in the newe founde launde, L20”. These two documents mentioning “new isle” and “new founde launde” are the first forms leading to the present of Newfoundland. Newfoundland is the oldest surviving place name of European origin in Atlantic Canada and the reason for this is, quite clearly, Cabot’s voyage of discovery.

Today ten pounds is about \$1,000 dollars in our money. In John Cabot’s time, it represented more than that, but still we would think the reward a small one for such a dangerous voyage. More than the reward of money, however, was the king’s promise to send Cabot on a second voyage.

The promise was kept, and the next year John Cabot again sailed west. Whether he came to America, no one knows, for Cabot was never heard from again. Then King Henry the Seventh died, and after him came rulers of England who were not interested in voyages of discovery. For almost a hundred years England did nothing to explore or settle the country that John Cabot had found.

During those hundred years, Spain was growing rich with American treasure. Stories of exciting adventures in America were brought back to Europe. The children of England, like the children of Spain, listened to the marvelous tales and hoped for adventures in the wonderful land across the sea.



Walter Raleigh

One English boy who listened to stories of the wonderful new land was Walter Raleigh. Walter lived in a big house in the country, not far from the sea. Sometimes guests came to the house, bringing news of what was happening in England and in other places. Sometimes, in a near-by seaport, Walter saw ships and the sailors who had visited the strange shores of the New World.

Walter liked books and study and so he was sent to college. But he did not stay in college long. When he was only seventeen, he joined a company of soldiers and went to France. Six long years full of adventure he spent in France. He came back to England a strong man and a skillful soldier, ready for more adventure. When Queen Elizabeth sent troops to help the Dutch fight against Spain, Raleigh was with them. When there was trouble in Ireland, he was there. When his half-brother, Sir Humphrey Gilbert, sailed for the New World, Walter Raleigh was on one of the ships.

Of all his adventures, this voyage to America interested Raleigh most, for Sir Humphrey Gilbert hoped to start an English colony on the island of Newfoundland. Severe storms and a battle with the



Spaniards compelled the little fleet to turn back before it reached America. Again Gilbert tried to found his colony, but on the return voyage from this second expedition he was lost at sea, and his plans for a colony were given up.

But Walter Raleigh was eager to carry on the work that his brother had started. After studying the reports of explorers, he decided that Sir Humphrey Gilbert had planned to locate his colony too far north. Raleigh himself fitted out two ships and sent them to explore the coast of North America between the island of Newfoundland and the Spanish settlements to the south.

The ships landed on the shore of what is now North Carolina. The men explored the coast for a short distance. They found the land so beautiful that they looked no farther for a good place to settle. When they reached England, they reported that the country was the “most plentiful, sweet, fruitful, and wholesome of all the world.” The Indians, they said, were “most gentle, loving, and faithful, void of all guile.” They named the place Wincondacoa because the first thing which the Indians had said to them was “Wincondacoa” – which interpreted as “What pretty clothes you wear!” Raleigh changed the name to Virginia in honor of the Virgin Queen, Elizabeth.

Walter Raleigh's Colonies

In 1585, Raleigh sent one hundred eight men to start a settlement in Virginia. The colonists landed on the island of Roanoke near the coast of North Carolina, and started the first English colony in what is now the United States.

These first English settlers found the land so beautiful that they called it the paradise of the world. But they did not want to work, as all pioneers in a new land must do. They built a few cabins but did not clear the land or plant gardens. Instead, they explored the country, lived easily, and waited for the supplies from England that Raleigh had promised to send. Their food was soon gone, and they took what they could from the Indians, who at first were generous and friendly.

In the end, the Indians grew tired of feeding the newcomers. By the time that a year had gone by, the red men were heartily sorry that these white men had ever come to their shores. The white men, too, were longing to be back in England, and grumbling because the supply ship from England had not come promptly.

One day the sails of an English fleet came in sight. Sir Francis Drake, the great English sea captain, was returning to England after capturing Spanish treasure in the West Indies. He had stopped to see how Raleigh's colony was getting along. The settlers were homesick and tired of their adventure. They needed food and supplies. So they deserted their new homes and all sailed back to England with Drake. With them they took a few Indians and some tobacco, a product of Virginia, which was unknown in England.



A few days after Drake's fleet had sailed away, Raleigh's supply ship arrived from England. The captain found only empty cabins where the little settlement had been. But he did not want all Raleigh's efforts to be wasted, so he left fifteen men from his ship to begin the colony again. He gave them plenty of supplies and promised to send other men to help them. Then he sailed back to England and reported to Raleigh what he had found and done.

Raleigh was disappointed that his plans for a colony had not succeeded, but he was not discouraged. He began to plan for another settlement to take the place of the returned colonists, and to join the fifteen men who had been left in Roanoke. This time he persuaded whole families to go, hoping the settlers would be less lonely and discontented in the new land if their wives and children were with them.



Late in July the ships carrying Raleigh's second colony reached Roanoke. The settlers found that the fifteen men left there the year before had been killed. The fort was in ruins and the cabins were destroyed.

But the settlers were not discouraged. Soon everyone was busy rebuilding the fort and the cabins and planting gardens. The children went into the forest and found all sorts of curious things to send back to their friends in England. The older people wrote long letters telling about their new homes. Most of these letters must have told the good news that a baby girl had been born since the settlers landed on the new shore. This baby was the first English child born in America. She was named Virginia Dare in honor of the new and beautiful land to which her parents had come.

Raleigh had appointed Mr. White, the grandfather of little Virginia Dare, to act as governor of the new colony. All the settlers begged Governor White to return with the ships that were now ready to sail back to England. They wanted him to urge Sir Walter Raleigh to send more supplies as soon as possible.

Governor White hated to leave his people, especially his daughter and her helpless little baby, but he decided to go. The settlers agreed that if they left the island of Roanoke while the Governor White was away, they would carve on a tree the name of the place to which they were going. If they were in any danger or trouble, they would cut a cross above the message on the tree.

Governor White did not know, when he sailed away with the little fleet, that three years would pass before he would again see the shores of America. When the fleet reached England, the whole country was working to defend itself against the great Spanish Armada. Every ship strong enough for a sea voyage was offered to Queen Elizabeth for the protection of England. Sir Walter Raleigh found it impossible to send help to the little settlement in America.

Finally Governor White was able to return to Virginia. As he and his companions drew near the place of the settlement, he watched eagerly for some sign of welcome from the colonists. But there was no one to welcome him. Every cabin was empty and deserted; every colonist was gone. Anxiously the men hunted for a message. At last they found the word "Croatan" cut on a tree. There was no cross above the name. Governor White was encouraged, for Croatan was an island where friendly Indians lived.



White wanted to go to Croatan, but the ship captain refused. Stormy weather was coming on, and the captain felt that he dared not delay his return to England any longer. Governor White could do nothing alone. Sadly he returned to the ship and went back to the England.

Other vessels were sent to America. Men searched again and again, but no trace could be found of the lost settlers. What happened to the first English colonists in America is still a mystery. Men still wonder about the fate of the Lost Colony and of little Virginia Dare, the first English child born in America.

Sir Walter Raleigh had twice tried to start a settlement of homes in America. He had spent a great fortune of his own and was compelled at last to leave the work of colonizing for others to do. In spite of failure, his efforts had not been wasted. He had interested many people in the new land of America. He had made known to the people of England how fertile the soil was and how healthful the climate in Virginia was.

Before Sir Walter Raleigh died, a town had been started at Jamestown, in Virginia. Raleigh lived to see ships bringing rich cargoes of tobacco and other products from the new land that he had attempted to colonize, to England.



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VIDEOS

Anansi. Story Lane Theater, Macmillan/McGraw-Hill. 1-800-442-9685.

Ancient American Indian Civilization Series. Britannica Videos. 1-800-554-9862.

The Age of Exploration Series: The Beginnings of Exploration. Video No. 4846-106. Britannica Videos. 1-800-554-9862.

CD-ROM

Native Americans. National Geographic. 1-800-541-5513.



Internet Resource Links

Discoverers Web <http://www.win.tue.nl/~engels/discovery/>

Link collector, with some own pages as well, on voyages of discovery and exploration. The page you are reading is part of this site.

Society for the History of Discoveries <http://www.sochistdisc.org/>

A society to stimulate interest in teaching about, research on and publishing about the history of geographical exploration.

Mercator's World <http://www.mercatormag.com/>

Magazine on cartography and exploration. A number of articles from back issues are available.

ThinkQuest: Discovering New Horizons <http://library.thinkquest.org/C001692/english/index.php3?subject=home>

Biographies, other information and teaching materials

Britannica.com <http://search.britannica.com/bcom/search/>

Search for any subject in the Britannica Encyclopedia or elsewhere.

Silkroad Foundation Homepage <http://www.silk-road.com/>

The history of the world's most legendary trade route



The Age of Exploration Curriculum Guide <http://www.mariner.org/age/index.html>

Maritime discovery from the first beginning till James Cook. From the Mariers' museum.

Computerized Information Retrieval System on Columbus and the Age of Discovery

<http://marauder.millersv.edu/~columbus/>

Very extensive gopher-site with articles on Columbus and the Age of Discovery, as well as other information and links.

The Columbus Navigation Homepage <http://www1.minn.net/~keithp/>

Various kinds of information on Columbus.

1492: An ongoing voyage <http://www.ibiblio.org/expo/1492.exhibit/Intro.html>

Library of Congress Exhibit on the discovery and colonization of America.

Calderon's Company <http://members.home.net/calderon/>

'Living History' of De Soto's base camp in Florida

Florida History <http://www.floridahistory.com/>

The voyages of Hernando de Soto and the Native Americans living in the southeastern United States at the time.



Letters on Spanish Texas <http://riceinfo.rice.edu/armadillo/Projects/letters.html>

Research on Spanish exploration in the US, done for fourth grade students.

Windows to the Unknown: Cabeza de Vaca's Journey to the Southwest

<http://www.english.swt.edu/CSS/Vacaindex.HTML>

Information, opinions and questions on the journey of Alvaro Nuñez Cabeza de Vaca to the Southwest.

Sir Francis Drake <http://www.mcn.org/2loseeler/drake.htm>

By Oliver Seeler, who has written the as of yet unpublished *Francis Drake in Nova Albion* on this subject.

Roanoke Revisited <http://www.nps.gov/fora/roanokerev.htm>

The history of Raleigh's attempts to establish an English colony on Roanoke Island in the 1580s.

Biography of Henry Hudson <http://www.ianchadwick.com/hudson/>

Biography, travelogue, links and bibliography.

The Virtual Museum of New-France: Explorers

http://www.vmnf.civilization.ca/explor/explcd_e.html

Explorers who established or extended the French areas in North America

Historic HBC http://www.hbc.com/hbc/e_hil/historic_hbc/HistoricHBC.htm

The Hudson's Bay Company describes its proud past.

The La Salle Shipwreck Project <http://www.thc.state.tx.us/belle/>

Archaeological investigation of the shipwreck of the *Belle*, La Salle's ship on his last voyage.

Captain Cook Study Unit <http://freespace.virgin.net/chris.jones/index.htm>

A Society for everyone interested in James Cook

Captain James Cook, the Navigator <http://www.geocities.com/TheTropics/7557/>

Another site with Cook-related material

HM Bark Endeavour foundation <http://www.barkendeavour.com.au/>

Sailing around the world in a replica of Cook's ship.

The Famous Explorer and Mountain Man Page

<http://katiemcmahon.com/history/explore/explore.htm>

Large jpg-pictures and a few biographies.

History of Cartography Gateway <http://www.ihrinfo.ac.uk/maps/>

Tons of links on the history of maps and cartography

From Revolution to Reconstruction <http://odur.let.rug.nl/~usa/>

HTML-texts on American History.



Exploration and Discovery of America Past Present and Future
Exploration & Discovery of America using streaming Video Chapters.
www.usaexplorers.com

Lesson Plan: Early Explorers of America
Early Explorers of America A Thematic Unit for 5th grade Social Studies Created By: Melissa Hurd "Completed as part of the requirements for EI Ed 4050 Fall Semester, 1999 Jay Monson, course
www.teacherlink.usu.edu

Quia - Java Games
Reviews European explorers of North America and what they discovered.
www.quia.com

Raleigh, Sir Walter - Explorers of North America
Scroll down to peruse a brief biographical profile of this British writer, courtier and explorer, who was beheaded in 1618.
<http://oz.plymouth.edu/>

Spain Comes to America: Explorers and European Settlement
Trekking Across Our Land Spain Comes to America Early European Settlements Seeds of Revolution Independence! The New Nation Westward Ho! Divided and United The Urbanization of America The Road to Mt. Rushmore America at War Changing Times and Modern
www.ecb.org

Explorers VidBook guide: Early American History, United States, Christopher Columbus, Sir Francis Drake, Ponce de Leon
Take a whirlwind tour of American history and meet the New World explorers. Start with the Vikings, 500 years before Columbus, then learn about the Spanish conquistadors and their English rivals. [VidBook.com - casual multimedia learning]
www.learn-history-documentary.com

Spanish Explorers in North America - Treasure Hunting - 6/20/99
Follow the Spanish Explorers and find there Treasure - from your About.com Guide
<http://treasurehunt.about.com/library/weekly/aa062099.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica>

Age of Exploration in the Americas - Exploring the New World
Read about the French, Spanish and English explorers that traveled across the Atlantic and explored the New World. From Columbus to Lewis and Clark, find biographies, routes, archaeological sites and more.
<http://americanhistory.about.com/cs/ageofexploration/>



[index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica](http://worldnews.about.com/library/weekly/aa041701a.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

Quebec's Summit of the Americas Explores Free Trade

The Summit of the Americas - attracting thousands of protestors to Quebec City - will discuss a free trade area covering all of the Americas, from Keith Porter—your guide to World News

[http://worldnews.about.com/library/weekly/](http://worldnews.about.com/library/weekly/aa041701a.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

[aa041701a.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica](http://worldnews.about.com/library/weekly/aa041701a.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

New England's Millennium Trails - Explore America's Legacy Along These Nationally Recognized Routes

Here's your guide to the six trails in the New England states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont that were designated Millennium Legacy Trails in October 1999.

[http://gonewengland.about.com/library/weekly/](http://gonewengland.about.com/library/weekly/aa011300a.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

[aa011300a.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica](http://gonewengland.about.com/library/weekly/aa011300a.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

Amerigo Vespucci

Learn about the man for whom America is named - Amerigo Vespucci.

[http://geography.about.com/library/weekly/](http://geography.about.com/library/weekly/aa050498.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

[aa050498.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica](http://geography.about.com/library/weekly/aa050498.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

South American Field Trips

Information and resources pertaining to science field trips in South America, for kids, parents and educators. A terrific starting point for homework help and lesson plan resources. Deserts and dinosaurs, parkland and ecosystems to explore.

[http://kidscience.about.com/cs/southamerica1/](http://kidscience.about.com/cs/southamerica1/index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

[index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica](http://kidscience.about.com/cs/southamerica1/index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

North American Field Trips for Kids

Information and resources pertaining to science field trips in North America, for kids, parents and educators. A terrific starting point for homework help and lesson plan resources.

[http://kidscience.about.com/cs/northamerica/](http://kidscience.about.com/cs/northamerica/index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

[index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica](http://kidscience.about.com/cs/northamerica/index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)



Music of the Times



Sir Francis Drake

Francis Drake apparently was fond of music, for there are numerous references, in contemporary English and even Spanish accounts, to musicians and instruments being aboard his ships. Mentioned are string and wind instruments, including viols (ancestors of the violin), trumpets, sackbuts (early trombones), recorders and *hautbois* (the French term for shawms, predecessors of the oboe).

The Hummelchen shown above dates back to well before Drake's time and is considered by some to have inspired the courtly little French bagpipe called the Musette de Cour, which in turn perhaps inspired the English Northumbrian Smallpipe. While there is no direct evidence that this small and refined class of bagpipe was found in Drake's England (the Northumbrian Smallpipe appears in English literature about 75 years later), it is quite likely that something of the sort was present there. It is also possible that one or another of these sorts of bagpipes, which were popular with persons of higher social status than was the case with most of the other kinds of shepherds' and peasants' pipes, would have been appealing and acceptable to Drake.

Listen to the tune, "Fortune is My Foe," from Drake's days, played on a Northumbrian Smallpipe by piper Sean Folsom.

To hear the tune, follow the below link which will take you a page dedicated to the Northumbrian Smallpipe, where you will find a *RealAudio* file of the tune.

While you're there, have a look around the site - it has nothing else to do directly with Drake, but you might nevertheless find it interesting.

Click here (<http://www.mcn.org/2/oseeler/bagpipes/pipe0005.html>) to visit the site Universe of Bagpipes and to listen to a tune Drake may have heard...

An old engraving of a piper playing a Germanic bagpipe called an Hummelchen



Life's Survival Kit

Name _____ Date _____

The various explorers had certain items they took with them on their expeditions in order to survive. Food, water, and maps were priorities.

Directions: Look up the following Bible texts to find what should be priorities in our life's journey. When you have found them all, write a paragraph to summarize your Life's Survival Kit.

John 6:33 _____

John 6:35 _____

John 9:5 _____

Job 8:12 _____

Jeremiah 2:13 _____

John 7:39 _____

John 14:6 _____



Life's Survival Kit

Name KEY

Date _____

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Directions: Look up the following Bible texts to find what should be priorities in our life's journey. When you have found them all, write a paragraph to summarize your Life's Survival Kit.

John 6:33 *The true bread of God is the one who comes down from heaven and gives life to the world.*

John 6:35 *Jesus replied, "I am the bread of life. No one who comes to me will ever be hungry again. Those who believe in me will never thirst."*

John 9:5 *"But while I am still here in the world, I am the light of the world."*

John 8:12 *Jesus said to the people, "I am the light of the world. If you follow me, you won't be stumbling through the darkness, because you will have the light that leads to life."*

Jeremiah 2:13 *For my people have done two evil things: They have forsaken me - the fountain of living water.*

John 7:39 *When he said "living water," he was speaking of the Spirit, who would be given to everyone believing in him. But the Spirit had not yet been given, because Jesus had not yet entered into his glory.*

John 14:6 *Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me."*



Columbus Sails West

Name _____

Date _____

Materials Needed:

Posterboard

Ruler

Scissors

Sink - or container filled with one-two inches of water

Soap - small pieces

Calculator



Background: For many years, Christopher Columbus searched for a sponsor who would pay him to seek a westward water route to the Indies – the islands now known as Malaysia and Indonesia. Finally, in 1492, Queen Isabella and King Ferdinand of Spain agreed to finance the trip. What a strange feeling it must have been to sail west – not really knowing if he would ever see land in the distance. When Columbus's crew of 90 men, in three ships, finally did see land – they still had no idea where they were! Until his dying day, Columbus continued to believe that since he had crossed the "Ocean Sea," he must have arrived somewhere in the Indies. He never dreamed that instead he had reached a different landmass – with some 11,000 sea miles still separating him from his goal in the Far East.

Problem: With only stars to guide them, how did Columbus and his crew know what direction they were going, or how many miles they had traveled? They mainly relied on a navigation technique known as "dead reckoning." Every half hour a member of the crew would estimate each ship's speed – and then check the direction it was heading with a compass. This information was then recorded on a small pegboard called a traverse. Later, it was charted on a map.

One of the processes to estimate speed used a piece of wood. A crew member dropped a piece of wood into the ocean at the bow of the ship, and then timed how long it took to reach the stern. Simulate this process.

Steps:

1. Cut a 5-inch long boat shape out of poster board.
2. Make a very thin cut in the back of the boat. This is where the boat's motor (piece of soap) will go.
3. Insert a small piece of soap into the cut made in the back of the boat.
4. Set the boat in the water.
5. Place one finger in the water - near the front of the boat.
6. Keeping your finger still, count the number of seconds it takes for the boat to float past your finger. (Use the "one one-hundred, two one-hundred. . . method.)
7. Record the number of seconds it takes for the boat to move past your finger. (Example: My boat traveled 5 inches in 9 seconds.) Inches refer to the length of the toy boat.
8. Once everyone in the class has tested his or her own boat's speed, figure the average of the times.



Compare With Columbus

The Facts:

- ? It took Columbus about 33 days - or 792 hours - to travel from Spain to the Bahamas. That is a distance of about 3,000 miles. (1 land mile = 5,280 feet)
- ? Columbus's ships traveled an average speed of just under 4 miles (21,120 feet) per hour.
1. Estimate about how far the boat could travel in one minutes - or 60 seconds.
 2. Multiply the number of inches and seconds the boat traveled by the same number.

My boat can travel 5 inches in 9 seconds.
 My boat can travel 10 inches in 18 seconds. (x 2)
 My boat can travel 15 inches in 27 seconds. (x 3)
 My boat can travel 20 inches in 36 seconds. (x 4)
 My boat can travel 25 inches in 45 seconds. (x 5)
 My boat can travel 30 inches in 54 seconds. (x 6)
 My boat can travel 35 inches in 63 seconds. (x 7)

3. Since 63 seconds is close to 60 seconds - it could be estimated that the boat could travel about 35 inches in that time.

THINK: If the boat travels about 35 inches in one minute, how far could it go in one hour?

** Multiply the distance the boat could travel in one minute by 60 - the number of minutes in an hour.

How long did it take your boat to travel 5 inches? _____

How far could your boat go in one hour? _____

Estimate how long it would have taken your boat to make the trip from Spain to North America.

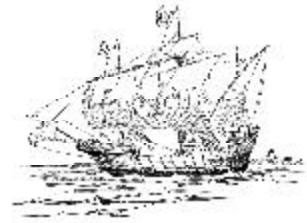
_____ (Hint: Use the Columbus facts.)

Fast Facts!

- ? A nautical mile, equal to about 8,076 feet, is 15% longer than a land mile.
- ? Columbus believed that if he traveled 2,400 nautical miles due west from the Canary Islands he would reach Japan. That means he underestimated by about 8,200 miles.
- ? Columbus feared that his men would mutiny if they knew how far from Spain they had traveled. For this reason he kept a "false log," in which he recorded shorter distances than he truly believed they had gone. Ironically, the distances recorded in this "false" log turned out to be more accurate than the distances that he believed to be true!



Make Way for . . . Columbus!



No one really knows for sure what the *Niña*, the *Pinta*, or the *Santa Maria* looked like. But experts do know that the *Santa Maria*, Columbus's flagship, was the largest of the three ships. It was probably about 80 feet long and 23 feet wide. It carried a crew of 40 – including Columbus. The *Niña*, Columbus's favorite of the three ships, held 24 sailors. The *Pinta* held the remaining 26 men.

Discover the size of the *Santa Maria*.

Materials Needed:

Large open space (playground, parking lot, gym floor)

Rope, string, or chalk

Measuring tape

40 students/individuals

1. Experience how crowded it would have been.
2. Work as a class to measure out a distance 80 feet long and 23 feet wide on your school playground.
3. Mark the area with chalk or rope.
4. Gather 40 students to stand in this space.

Remember that the deck of the ship was also used to carry food, beverages, the crew's personal belongings, and other supplies.



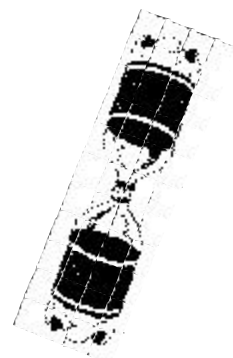
How Long Ago Was That?

How did the crew aboard the *Niña*, the *Pinta*, or the *Santa María* know when it was time to begin or end their watch? They depended on a half-hour sand glass. The ship's boys had the job to call out the time. "One glass is gone and now the second floweth," the boy on duty would shout. After eight glasses, or four hours., a new boy would come on deck to call out the time.

Make your own sand timer. Follow the directions below. See how exacting you can be!

Materials Needed:

Two plastic soda bottles (1 liter size)
Salt or sand
Masking tape
Plastic wrap
Pin or pen



Directions:

1. Pour some salt (or sand) into one of the bottles.
2. Seal the mouth of that bottle by covering it with plastic wrap and securing the wrap with tape.
3. Use the pin or pen to puncture a small hole into the plastic wrap.
4. Firmly tape the mouth of the second bottle over the first one.
5. Turn the bottles over.
6. See how much time it takes for all the salt (or sand) to run from one bottle into the other.

Bonus: Set a predetermined amount of time for all timers. See whose timer comes closest to measuring the determined time.



Fact or Opinion

Name _____ Date _____

Governor White may have made statements similar to the ones below about the "Lost Colony" of Roanoke Island. Decide if each statement is a fact or an opinion. Circle your choice. Then explain your answer. If you are not sure - use resource material to help. Underline the clue word in the opinion statements that help you decide if it is fact or opinion.

1. I believed that Roanoke Island was the perfect place for England's first colony in North America.



fact **opinion**

Explanation: _____

2. I had to return to England in the same year because the colony's supplies were running low.

fact **opinion**

Explanation: _____

3. I reached England in November 1587, only to find the country preparing to fight the Spanish Armada.



fact **opinion**

Explanation: _____

4. It seemed to me that the English were better at fighting at sea than the Spanish.

fact **opinion**

Explanation: _____

5. I returned to Roanoke in August 1590 to find that the colonists had vanished.

fact **opinion**

Explanation: _____



Fact or Opinion

Name KEY Date _____

Governor White may have made statements similar to the ones below about the “Lost Colony” of Roanoke Island. Decide if each statement is a fact or an opinion. Circle your choice. Then explain your answer. If you are not sure - use resource material to help. Underline the clue word in the opinion statements that help you decide if it is fact or opinion.

1. I believed that Roanoke Island was the perfect place for England’s first colony in North America.



fact **opinion**

Explanation: The words “I believed” are
clue that this is a personal view.

2. I had to return to England in the same year because the colony’s supplies were running low.

fact **opinion**

Explanation: This statement can be
checked and proven to be true.

3. I reached England in November 1587, only to find the country preparing to fight the Spanish Armada.



fact **opinion**

Explanation: This statement can be
checked and proven to be true.

4. It seemed to me that the English were better at fighting at sea than the Spanish.

fact **opinion**

Explanation: The words “It seemed to me”
are a clue that this is a personal view.

5. I returned to Roanoke in August 1590 to find that the colonists had vanished.

fact **opinion**

Explanation: This statement can be
checked and proven to be true.



ABCs of Explorers

Materials Needed:

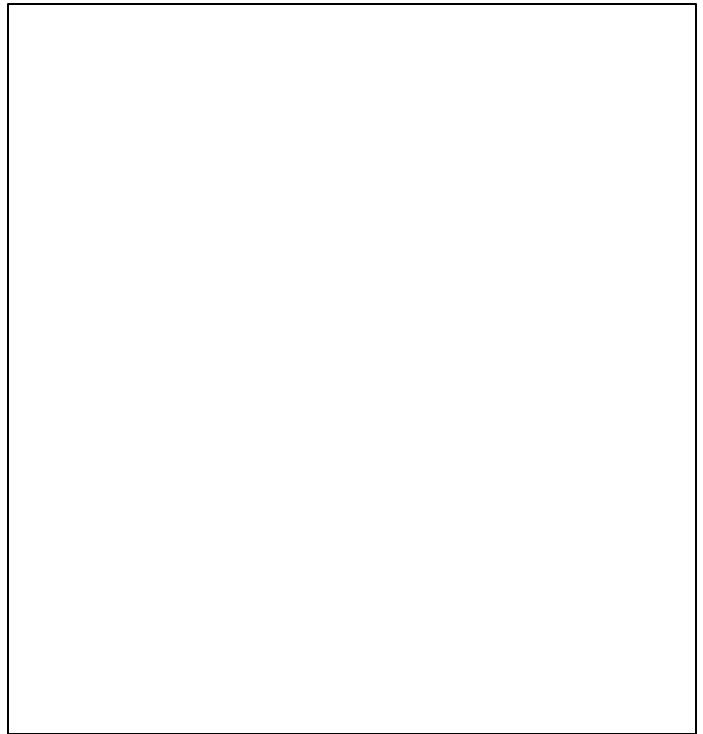
Construction Paper – 2 pieces
Explorer Book Template – 26 copies
Notebook paper
Coloring Materials (crayons, markers, watercolors, etc.)
3-Hole Punch
Ribbon or Binder Rings
Resource Materials

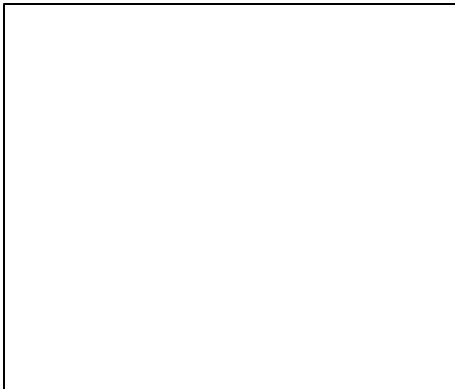


Directions:

1. Write the letters A to Z down the left side of a piece of notebook paper.
2. Brainstorm vocabulary words specific to Explorers of a designated time period. Include names of the Explorers.
3. Choose one item from each letter that best represents the topic.
4. Using the template, do the following.
 - a. Write the vocabulary word (or name of explorer) at the top.
 - b. Write a detailed paragraph describing the word.
 - c. Illustrate the word in the box on the left side.
 - d. In the box at the bottom of the page, write the upper and lowercase letter that the word begins with.
5. When finished with all 26 pages, create a cover for your book. Be sure to give it a title.
6. Bind the book together by using a 3-hole punch. Use binder rings or ribbon to hold the pages together.









Dear Susannah . . .

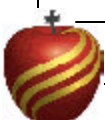


Name _____ Date _____

The following is a description of Tenochtitlán written by a Spanish soldier in Cortés's army:

Everything was shining and decorated with different kinds of stonework and paintings that were a marvel to gaze on . . . I thought that no land like it would ever be discovered in the whole world. But today all that I then saw is overthrown and destroyed; nothing is left standing.

How was everything “overthrown and destroyed?” In a letter to this soldier’s wife, tell how the Spanish conquered Tenochtitlán, what they did to the city after conquering it, and what happened next on this site.



Who Am I?

Name _____ Date _____

Directions: Write in the name of each explorer described below.

1. I explored the Atlantic coast from the mouth of the St. Lawrence River to the southern part of Massachusetts. I also founded the city of Quebec.

Who am I? _____

2. I discovered Puerto Rico, Jamaica, and Cuba.

Who am I? _____

3. I led the first exploration crew around the world by sea.

Who am I? _____

4. I discovered the mainland of North America. It did not seem important at that time.

Who am I? _____

5. I discovered and explored the St. Lawrence River.

Who am I? _____

6. I discovered a wide river in New York that was named after me.

Who am I? _____

7. We discovered the Mississippi River.

Who are we? _____

8. I was the first one to travel to the mouth of the Mississippi River.

Who am I? _____

9. I was the first to sail around the tip of southern Africa.

Who am I? _____

10. I was the first to sail around Africa to India.

Who am I? _____



Who Am I?

Name _____ Date _____

Directions: Write in the name of each explorer described below.

1. I explored the Atlantic coast from the mouth of the St. Lawrence River to the southern part of Massachusetts. I also founded the city of Quebec.

Who am I? Samuel de Champlain

2. I discovered Puerto Rico, Jamaica, and Cuba.

Who am I? Christopher Columbus

3. I led the first exploration crew around the world by sea.

Who am I? Ferdinand Magellan

4. I discovered the mainland of North America. It did not seem important at that time.

Who am I? John Cabot

5. I discovered and explored the St. Lawrence River.

Who am I? Jacques Cartier

6. I discovered a wide river in New York that was named after me.

Who am I? Henry Hudson

7. We discovered the Mississippi River.

Who are we? Marquette and Joliet

8. I was the first one to travel to the mouth of the Mississippi River.

Who am I? La Salle

9. I was the first to sail around the tip of southern Africa.

Who am I? Bartholomew Diaz

10. I was the first to sail around Africa to India.

Who am I? Vasco da Gama



Searching for Explorers

Name _____ Date _____

Directions: Explorers often had to search long and hard to find what they were looking for. See how many explorers you can find in this wordsearch. Names can be found in all directions.

Balboa
Cabot
Carteret
Cartier
Columbus
Coronado
Cook

Cortés
da Gama
Davis
de Leon
de Soto
de Verrazano
Drake

Ericsson
Frobisher
Henry
Hudson
Joliet
Kino
La Salle

Magellan
Marquette
Navarez
Pizarro
Polo
Raleigh
Vespucci

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



Searching for Explorers

Name KEY Date _____

Directions: Explorers often had to search long and hard to find what they were looking for. See how many explorers you can find in this wordsearch. Names can be found in all directions.

- | | | | |
|----------|--------------|-----------|-----------|
| Balboa | Cortés | Ericsson | Magellan |
| Cabot | da Gama | Frobisher | Marquette |
| Carteret | Davis | Henry | Navarez |
| Cartier | de Leon | Hudson | Pizarro |
| Columbus | de Soto | Joliet | Polo |
| Coronado | de Verrazano | Kino | Raleigh |
| Cook | Drake | La Salle | Vespucci |

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



The Great Match Up

Name _____ Date _____

Directions: Write the number in front of the name of the explorers matching the area they explored.

- | | | |
|-----------------|-----|---|
| _____ Balboa | 1. | Explored Hudson Bay and River area. |
| _____ Cabot | 2. | Explored and conquered Peru. |
| _____ Cartier | 3. | Claimed Canada for France. Founded Montreal. |
| _____ Columbus | 4. | Made voyages to West Indies and Caribbean Islands. |
| _____ Cook | 5. | Explored and conquered Mexico. |
| _____ Coronado | 6. | Explored Northern Mississippi River basin. |
| _____ Cortés | 7. | Explored the Mississippi and Gulf region |
| _____ da Gama | 8. | First European to explore and write about the Orient. |
| _____ de Leon | 9. | Explored Atlantic coast of the United States. |
| _____ de Soto | 10. | Led the first voyage around the world. |
| _____ Drake | 11. | First Englishman to sail around the world. |
| _____ Hudson | 12. | Explored extensively in the South Pacific. |
| _____ La Salle | 13. | Made voyages across the Atlantic to the Canadian coast. |
| _____ Magellan | 14. | Crossed the Isthmus of Panama; sighted the Pacific Ocean. |
| _____ Marquette | 15. | First European to reach India by sea. |
| _____ Pizarro | 16. | Explored Southeast U.S. Reached the Mississippi River. |
| _____ Polo | 17. | Explored Southwestern U.S. as far as central Kansas. |
| _____ Verazano | 18. | Explored Florida. |



The Great Match Up

Name _____ KEY _____ Date _____

Directions: Write the number in front of the name of the explorers matching the area they explored.

- | | | |
|--------------------|-----|---|
| <u>14</u> Balboa | 1. | Explored Hudson Bay and River area. |
| <u>13</u> Cabot | 2. | Explored and conquered Peru. |
| <u>3</u> Cartier | 3. | Claimed Canada for France. Founded Montreal. |
| <u>4</u> Columbus | 4. | Made voyages to West Indies and Caribbean Islands. |
| <u>12</u> Cook | 5. | Explored and conquered Mexico. |
| <u>17</u> Coronado | 6. | Explored Northern Mississippi River basin. |
| <u>5</u> Cortés | 7. | Explored the Mississippi and Gulf region |
| <u>15</u> da Gama | 8. | First European to explore and write about the Orient. |
| <u>18</u> de Leon | 9. | Explored Atlantic coast of the United States. |
| <u>16</u> de Soto | 10. | Led the first voyage around the world. |
| <u>11</u> Drake | 11. | First Englishman to sail around the world. |
| <u>1</u> Hudson | 12. | Explored extensively in the South Pacific. |
| <u>7</u> La Salle | 13. | Made voyages across the Atlantic to the Canadian coast. |
| <u>10</u> Magellan | 14. | Crossed the Isthmus of Panama; sighted the Pacific Ocean. |
| <u>6</u> Marquette | 15. | First European to reach India by sea. |
| <u>2</u> Pizarro | 16. | Explored Southeast U.S. Reached the Mississippi River. |
| <u>8</u> Polo | 17. | Explored Southwestern U.S. as far as central Kansas. |
| <u>9</u> Verazano | 18. | Explored Florida. |



Project Opportunities

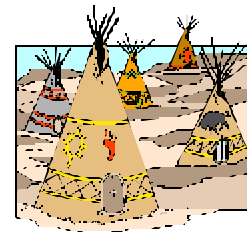
The following pages are intended for use in a project based setting. Projects are divided into groups centering around the following topics:

Gold, Glory, and God
Over the Sea
Trade and Commerce
Native Americans

There are six projects for each topic. All projects are centered around the Discovery of the America's time period.

Suggested Uses:

Copy the project cards on tagboard.
Cut out cards and use in a learning center.
Projects can be assigned individually - or as group projects.

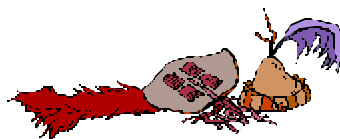
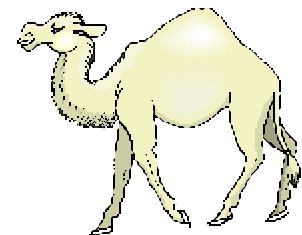


Answer Keys:

All projects are open ended. This is an ideal avenue to evaluate students based on personal potential and growth.

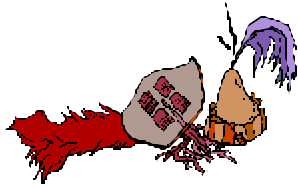
Resources:

Students should be encouraged to use as many resources as possible - internet, encyclopedia, library, social studies textbook, etc.



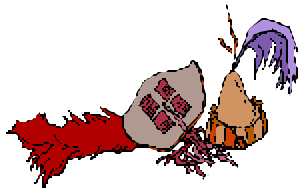
Courtesy Of: Engine-Uity, Ltd
Colonial America
Phoenix, Arizona





Make an illustrated time line to identify the important events in the life of one of the following explorers: Christopher Columbus, Ferdinand Magellan, Sebastian Cabot, James Cook, Hernando Cortés, Juan Ponce de Leon, Ferdinand De Soto, John Cabot, Sir Francis Drake, Walter Raleigh, or Francisco Coronado.

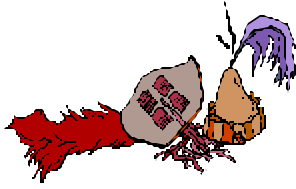
Gold, God, and Glory



Create and memorize a poem about an explorer. Illustrate it. Recite it for your class.

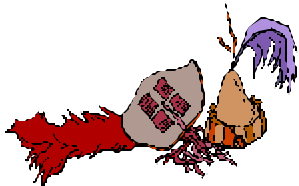
Gold, God, and Glory





Hernando de Soto explored Florida, Mississippi, the Great Smoky Mountains, and the Ozark Mountain Plateau. In an article for American Heritage magazine, compare De Soto's expedition to that of Francisco de Coronado.

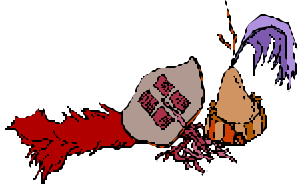
Gold, God, and Glory



Criticize Ponce de Leon's search for the Fountain of Youth. In a "tongue-in-cheek" documentary, evaluate his motives and his exploits.

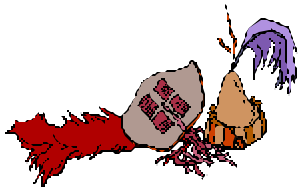
Gold, God, and Glory





Draw a map of South America and North America. On your maps, locate the routes of the following explorers: Amerigo Vespucci, Christopher Columbus, Ferdinand Magellan, Sebastian Cabot, James Cook, Hernando Cortés, Juan Ponce de Leon, Ferdinand De Soto, John Cabot, Sir Francis Drake, Walter Raleigh, and Francisco Coronado. Be sure to color code your routes. Include a key.

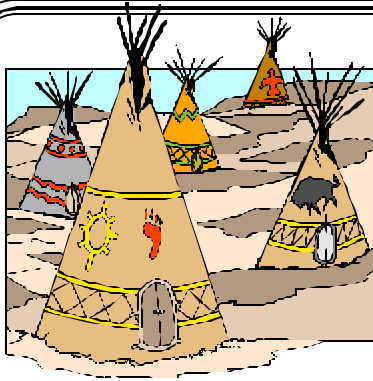
Gold, God, and Glory



Events in Europe often dictated policy in other parts of the world. Compare the directions given to Francis Drake, Christopher Columbus, and Hernando Cortés by their sovereigns. Have each appear as a guest on a talk show. Present the talk show to your class.

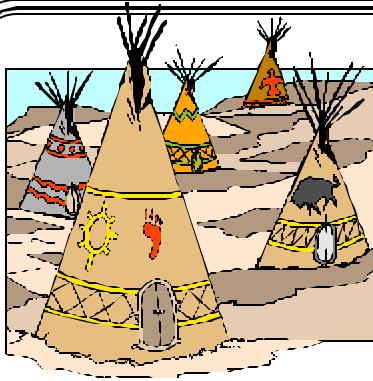
Gold, God, and Glory





Create and execute a new craftwork that might have been created by an Inca artisan.

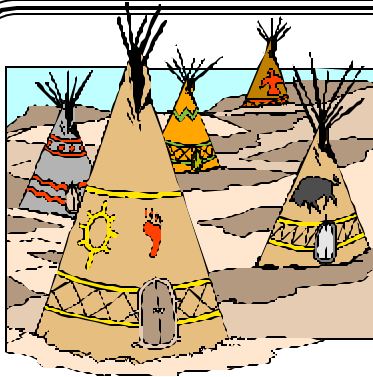
Native Americans



Draw a mural depicting Montezuma's capital.

Native Americans

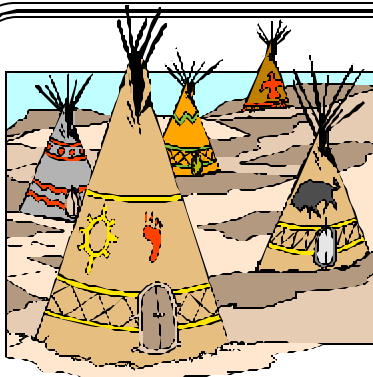




Assess the impact of the Spanish horse on the American Plains Indians. Write a script for a documentary.

BONUS: Videotape the documentary – in full costume.

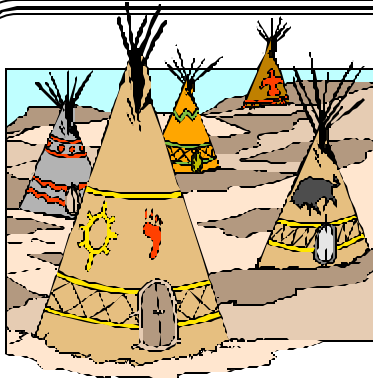
Native Americans



Decide whether or not the Spanish had the moral right to forcibly change the Aztec's religion. Write an essay supporting your opinion.

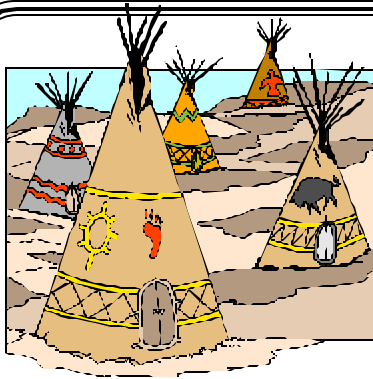
Native Americans





Analyze the relationship between the Spanish economic situation and Hernando Cortés's attitude toward the Aztecs. Write a letter from Cortés to the Spanish King.

Native Americans



Criticize the actions of Francisco Pizarro in his dealings with the Cacique of the Incas. Stage a mock trial with Pizarro as the defendant.

Native Americans





Compose a sea chantey formulated after those of the 17th and 18th centuries. Perform your masterpiece to your class.

Over the Sea



In a skit, dramatize the use of the following navigational instruments: leadline, log, knotted rope, cross-staff, astrolabe, quadrant, hourglass, and traverse board. Be sure to include props representative of each item.

Over the Sea





Make a stuffed doll representing one of the following explorers: Christopher Columbus, Ferdinand Magellan, Sebastian Cabot, James Cook, Hernando Cortés, Juan Ponce de Leon, Ferdinand De Soto, John Cabot, Sir Francis Drake, Walter Raleigh, or Francisco Coronado.

Over the Sea



Make a picture dictionary defining 15 items and objects in use on a 17th century sailing vessel.

Over the Sea





Christopher Columbus believed the world was round – in defiance of the popular belief that it was flat. Using arguments available to Columbus, write an article for the newspaper of the time defending Columbus’s belief.

Over the Sea



Imagine that you are a member of the expedition led by Sir Francis Drake. Produce an illustrated journal of what you have observed and experienced.

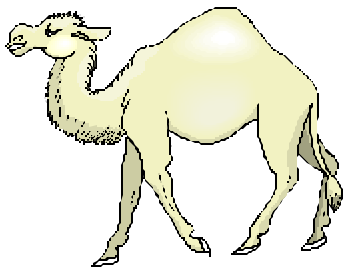
Over the Sea





Design and make a poster to advertise for seamen and adventurers to join an expedition led by one of the following men: Christopher Columbus, Ferdinand Magellan, Sebastian Cabot, James Cook, Hernando Cortés, Juan Ponce de Leon, Ferdinand De Soto, John Cabot, Sir Francis Drake, Walter Raleigh, or Francisco Coronado.

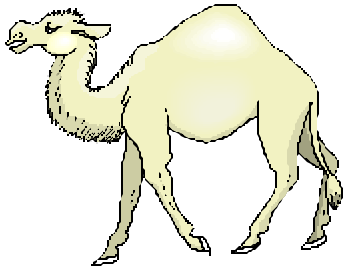
Trade and Commerce



Create a game that centers on information about explorers, expeditions, trade items, and national goals. Introduce your new game to your class.

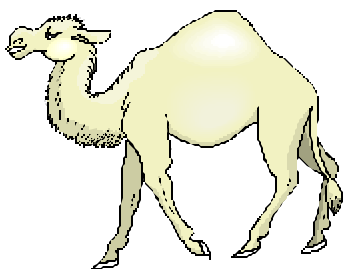
Trade and Commerce





Draw a mural to describe the dream of Ponce de Leon's dream – the Fountain of Youth.

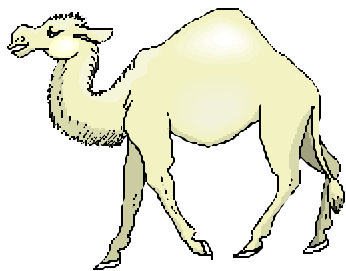
Trade and Commerce



Create a wall chart involving 15 explorers. Categorize them according to the following items: primary objective, birth-place, sponsoring country, dates of explorations, accomplishments, and fates.

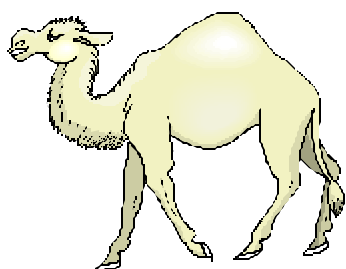
Trade and Commerce





Construct a large diorama depicting Tenochtitlán. Make it as realistic as possible.

Trade and Commerce



Make a 3-d display listing the spices, exotic imports, and trade items available from Africa, the Spice Islands, and China during the 1500s.

Trade and Commerce



A Tale of Two Families

A Dramatic Sermon in Two Acts

By Rondi Aastrup

Setting: Living Room/Dining Room Combination. There is a stereo, TV, a piano, couch, chair, and coffee table in the living room. The dining room has a table with six chairs. The tablecloth is on cock-eyed and it is piled with books and coats, etc. Both rooms are generally cluttered – stuff on the floor and on the chairs.

Characters:

Mother – mid 30's, frazzled housewife; taking classes at night to finish her college degree

Father – late 30's, hard-nosed businessan

Anne – oldest daughter, 14 years old; worries about her grades, studies hard

Bobby – oldest son, 12 years old; loves rock music

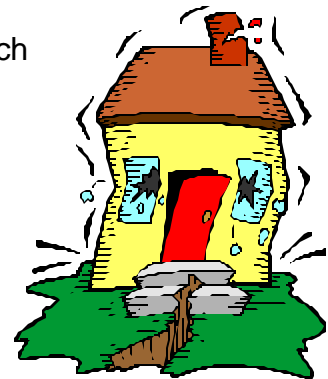
Susan – twin, 10 years old; doesn't get along with her twin

Jimmy – twin, 10 years old; doesn't get along with his twin

Brad – 7 years old; always in everyone's way; ignored; doesn't talk much

Act 1

Scene 1



(It is 5 p.m. The five children are in the living room. Jimmy and Susan are fighting over the remote control for the TV – which is blaring. Bobby is listening to the stereo with headphones on, head swaying, eating a candy bar and looking at a comic book. Anne is sitting with her feet hanging over the arm of the chair – trying to study. Brad is in a corner by himself. Suddenly, Mother rushes in.)

Mother: Come on kids! Clean this place up before your father gets home! You know how he takes a fit when he sees it looking like this!

(She rushes back out. Kids remain as they were before.)



Anne: Hey you guys! Can't you be a little quieter? Can't you see I'm trying to study? Brother! You'd think there was a war going on or something! *(This last line, she mutters to herself.)*

(The noise lessens only a little. Bobby gets more violent in his listening. Suddenly he goes over to the piano and tries to pick out the tune he has been listening to. He adds his "out of tune" voice to the din. Mother rushes in a second time.)

Mother: Kids! I SAID to clean this place up! Your father is going to be home any minute and I need the table set and THIS MESS CLEANED UP NOW! *(She goes over to the TV and shuts it off.)*

Susan and Jimmy: *(groaning loudly)* Aw, Mom! We're in the middle of our favorite cartoon!

Mother: I don't care. It's time for supper. Go wash your hands and set the table. Now, MARCH! *(The kids go – reluctantly – the twins mimicking a marching style walk. Mother swats the two as they go out, then she goes to the radio and shuts it off, removes the headphones and says to Bobby,)* That goes for you, too.

Bobby: Huh? *(He looks at her with a mixture of bewilderment and resentment.)*

Mother: Get your hands washed for dinner. And then peel some potatoes for me.

Bobby: *(In a whining voice)* Aw, Mom! That was my favorite song! I've been trying to hear it all day long! Wadja have to go and do that for!

Mother: I need some help finishing up supper before your father gets home!

Bobby: That's women's work! I don't want to help. Besides, I hate potatoes.

Mother: I SAID I want you to help me. Now get going!

Anne: What are we having for dinner anyway?

Mother: Mashed potatoes, lima beans, special K loaf and salad.

Anne: Yuk! I HATE lima beans! And if you put onions in the loaf, I won't eat it either. Oh – I wish I'd gone over to Sandy's for supper. Her mom makes the best food in the world.

Mother: *(sighs heavily)* Well, if you'd been in the kitchen helping me like a good daughter, you could have picked something you liked.

Anne: But I have this big hideous science test tomorrow. I HAVE to study!

Mother: Put that book away now and pick up all these papers. Your father is driving up the driveway. He's going to be upset . . . *(she rushes out and Anne lethargically picks up papers and books and shuffles out.)*



Scene 2

(All are at the dining room table. Susan and Jimmy are fighting each other continually – grabbing for the same saltshaker, tugging on the butter, etc. Brad still hasn't said anything. He just looks mournfully around and pushes the food around his plate. He doesn't eat much – if anything.)

Father: Bobby, would you say the blessing tonight?

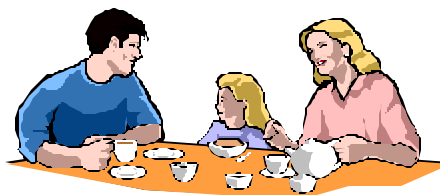
Bobby: Do I HAVE to? I said it last night. Why can't someone else do it for a change?

Father: Son, I asked you.

Bobby: No, Dad. Ask someone else.

Father: (perturbed) Jimmy, PRAY!

Jimmy: Thanks for the food. AMEN!



Mother: What kind of prayer is that? It's not even a complete sentence! What's happening in our schools these days? Kids don't even speak in complete sentences. Why, back when I was in school, we never would have gotten away with something like that. I'm going to have to give your teacher a call.

(Meanwhile, Susan and Jimmy are fighting over the potato dish. Mother suddenly realizes this and directs her attention to them.)

Mother: Hey! Cut that out! This isn't a free for all, you know! Pass the potatoes, Susan! You've more than enough food already.

(Throughout this discussing, Father is gobbling down his food. When he finishes, he grabs the nearby paper and begins to read – at the table. Anne, seeing this, gets up to get her science book.)

Mother: Where are you going?

Anne: To get my science book.

Mother: No you're not. No studying at the table.

Anne: Dad's reading the paper. What's the difference?

Mother: This is supposed to be family time! It's the only time we ever sit down together and look what happens. We might as well be strangers!

(No one has listened to her. Dad is still reading. Kids are hitting each other now. Anne is sulking. Brad is still pushing his food around.)



Mother: Now STOP that this minute! I'm talking to you! *(She stands up.)* I'm talking to all of you!

Father: *(Puts down paper first.)* Did you say something, dear?

(Mother shrugs helplessly. Kids get up from the table and go back to TV, stereo and book. Dad settles down to this paper. Mother wearily begins to stack the dishes.)

Mother: *(Muttering as she walks out of the room.)* Where did I go wrong?

Scene 3

(Kids are still in place. Father gets up and moves to the couch – still reading the paper. He stretches out. Mother drags into the room with a stack of books in her hands.)

Mother: Could I interrupt your important business a few minutes to have worship before I go off to class?

(No answer from anyone. She takes the paper out of her husband's hands as he flails for it.)

Father: What's the idea here?

Mother: I want to have worship before I go to class. Would you mind getting your children's attention? I'll get the book for you to read.

Father: *(Sighs heavily)* All right. Kids – we're going to have worship now. Pay attention.

(Of course they don't hear him. Now Father gets exasperated. He gets up and turns off the TV. The twins yell. He ignores them and goes to the stereo and turns it off. Bobby continues to weave his head until he realizes that there is no noise. He takes off the headphones and asks,)

Bobby: What happened?

(Father continues his rounds by taking the science book out of Anne's hands.)

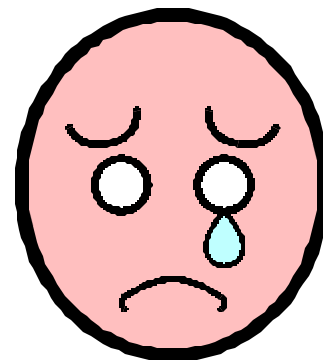
Anne: Hey! Give that back! I have a science test tomorrow!

Father: ENOUGH! You ALL be quiet! Your mother asked to have worship, and by George, we're going to have it! Now sit down and LISTEN! Give me that book.



(Mother hands it to him as she sits beside him on the couch. Father begins to read from the devotional book. The twins begin to shove each other – softly and quietly at first, but as time goes on, more obviously. Anne puts her head in her hands and is soon nodding off. Bobby is fiddling with the headphones. Brad is sitting next to his mother, trying to listen. Father continues to read – without expression, and without paying attention to his children around. When he finishes reading, he tosses the book down, grabs his paper and begins to read it again. Anne is awake all of a sudden and is soon studying. Bobby puts the headphones back on and turns the radio up. Mother picks up her books and slowly walks off stage, shaking her head dejectedly.)

Mother: Where did I go wrong? Where did WE go wrong?



Act II

Scene 1

Setting: Living Room/Dining Room Combination. There is a stereo, no TV, piano, couch, chair, and coffee table. Dining Room has a table with seven chairs around it. The tablecloth is neatly placed. There is a bouquet of flowers in the center. Everything is neat and clean. There are several Bibles visible – either on the table or in a bookcase.

Characters: Same names and ages as in Act 1. Mother is still going to school in the evening. The children are well mannered and get along well with each other. There is a spirit of mutual respect among all.

(It is 5 p.m. The five children are in the living room. Anne is helping the twins with their homework. They are reading out loud to her. She helps them periodically with a word. Bobby is practicing his scales on the piano – quietly. Brad is playing with some Lincoln Logs in a corner. Mother pokes her head in after a few minutes of this.)

Mother: Listen, children. It's almost time for your father to come home. Can you put your work away and come help me get things ready for dinner?

Anne: Sure, Mommy. What can we do?

(The twins shut their books and begin to stack them. Bobby finishes his scale and then gets off the bench and goes to help Brad but away the Lincoln Logs.)

Mother: Susan, you and Jimmy can set the table. Make sure to put out an extra fork. I have a treat for you tonight. You've all been working so hard lately on your schoolwork and with your music lessons. Your father has been working hard lately, too. I thought we all deserved something special to celebrate.



Susan: Oh goody, Mommy! Come on, Jimmy. Let's set the table. *(The two run off to get the silverware and plates and then return to the dining room to set the table.)*

Mother: Anne, I'd like for you to peel the carrots. Six or seven ought to do it. Then you, Bobby, can cut them up.

Anne and Bobby: Yes, Mommy. *(They exit for the kitchen.)*

Mother: Brad, why don't you run out and give the dogs their supper, too?

Brad: O.K. *(He, too, runs off.)*

(Mother goes into the Dining Room where the twins are setting the table.)

Mother: What did you two do in school today? Anything interesting?

Jimmy: Oh, Mommy! It was the neatest thing! Mrs. Ban's grandmother came and spent an hour with us, telling us the nicest story. Mrs. Ban says she is going to come every Friday till School's out. She said that when she was little she used to love to hear her Grandmother tell stories. We are so lucky!

Susan: Yes, Mommy! I am really looking forward to next week when she comes again.

Mother: That makes me think of when I was a little girl. I loved to have my grandmother tell me stories, too. I could listen for hours! Well, children, I am happy that you have someone nice to tell you stories. I wish your grandmother could be here to do it, though. She would have enjoyed spending time with you. You know, this is a good opportunity for you to really learn how to listen. That is one of the most important things you can learn. And too many people don't spend enough time doing it. We so rarely listen to others. Then, when it comes time where listening really counts, we're in trouble. Do you understand what I am saying?

Jimmy: A little, Mommy. You mean that by listening to Mrs. Ban's grandmother we are learning things that will help us later on, right?

Susan: And that knowing how to listen is one of the most important things to know?

Mother: Yes, children. That is what I was trying to say! Now, go wash your hands. Daddy will be here any minute and we can sit down to eat.

(She goes back to the kitchen. They run off to wash their hands.)



Scene 2

(All are at the Dining Room table.)



Father: Bobby, would you say the blessing tonight?

Bobby: Dear Jesus. Thank you for this day and for the good things we learned in school. Thank you for Mommy and Daddy. And thank you for our home and for our good food. Amen.

(The family proceeds in an orderly fashion to dish up the food. As they do so, quiet conversation is carried out.)

Mother: Well, dear, have you finished that project yet?

Father: Yes. Finally! It's taken me all these months, but I put the finished copy on the boss's desk this afternoon before I left. Now I can relax at last!

Brad: Daddy, is that the project that has kept you up late every night and working every Sunday?

Father: Yes, Brad. I'm really sorry I haven't had as much time to spend with you children lately, as I wanted. But if the boss likes my work, I will probably get a big raise. What should we do with the extra money?

Bobby: I would like to take longer piano lessons. I have been having such fun lately. And Miss Thompson said she had an extra fifteen minutes after my lesson. Could I, Daddy? Mommy?

(Mother and Father look at each other in wonder, but nod in agreement.)

Mother: I don't see why not. Another fifteen minutes might help you out with your scales!

Susan and Jimmy: *(laughing)* Mommy – you should have heard him before you came in tonight. He was really trying, but . . . *(they laugh again.)*

Bobby: You would struggle too, if you were playing in 6 flats!



(Everyone laughs and Dad gives Bobby a slap on the back.)

Mother: I think it would be nice if we could find a little extra money to give to the church. There is so much that is needed there. You know, we are a small congregation. And most of us don't have much to give anyway. But it will soon die out if we don't start paying it a bit of attention.

Anne: Daddy – maybe we could give more than money! Maybe we could give our time. You know, our teacher was talking today about how we may not have much money, but we all have time. Most of us waste a lot of time. If we could each give an hour each week – think what could be done!



Father: Mother, I don't know what we did to deserve such thoughtful children, but I say let's not discourage them. Maybe we could make a family project of spending some time each week at the church.

Mother: Yes. They are wonderful. Let's clear the table and talk about this more after worship. Come, boys. Help me with the dishes. Girls would you go get some more wood for the stove?

(They all get up to do their various tasks. Father goes to the living room to find an appropriate text for worship.)

Scene 3

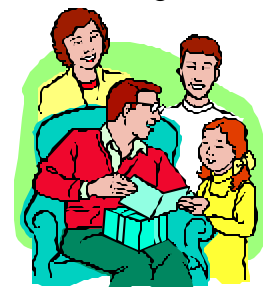
(Everyone is seated. Mother and the two girls are on the couch. Father is in the chair. The boys are seated on the floor. The twins have given each their Bibles and all are waiting quietly for Father to begin.)

Father: While you all were getting ready for worship, I thought we might do a little Bible reading tonight instead of our usual devotional. I thought we would read the Parable of the Talents – since we have been talking about what we can give to our church. It's found in Matthew 25 and begins with verse 14.

(Everyone looks the text up. Bobby helps Brad find the text.)

Mother: Why don't we all take turns reading a couple of texts each?

Anne: That sounds good, Mommy.



(They read the story – Father indicating who should read next. Bobby helping Brad with any hard words he might have.)

Father: *(when they finish)* Now, this story has many things to say to us. But what I want you to understand tonight is this. Jesus has given us each a special ability when we were born. Every single one of us. And we have an obligation to take care of that talent. That means there is something we can – and must – do for Him. It may not be something big or expensive. It may not mean that we donate a lot of money or give a lot of Bible studies. It may mean that we give just an hour of our time each week, as Anne suggested. But there IS something we ALL can do. Why don't we just go around the circle and share what we might have to offer to our church. Anne?

Anne: Well, I thought I would talk to the other kids in my class and see if we couldn't get together on Sundays maybe once a month and work on the church grounds. It wouldn't take long, and it would be fun, too. What about you, Bobby?



Bobby: Well, I thought maybe I could collect soda cans and bottles, take them to the Redemption Center, and give the money to my Sabbath School teacher to help fix up our room.

Susan: I don't know just what I can do. Mommy? Do you have any ideas?

Mother: Well, maybe you and Jimmy could work extra here around the house helping Daddy and me. Perhaps we could have time, then, to help the church janitors with the cleaning each week. Things always go easier when there are more people to help out.

Jimmy: That sounds good, Mommy!

Brad: I would like to do something, too. But I can't think. Daddy, can you help me think of something?

Father: How would you like to save pennies to give towards the church project? I'm sure your mother and I would be happy to help you in your collecting, wouldn't we?

Mother: I know I would. Pennies always seem to be in my way, and yet I'm sure they would add up quickly for you, Brad. Why don't we write these things down in our special book? That way we will have a record of the things we want to do for Jesus, and as time goes by, we can add to it. What do you think?

Father: I like that.

Susan: It's fun to help Jesus, isn't it?

Father: Susan, honey, not everyone thinks it's fun. Some people look at us and wonder how we can sacrifice so much to put you in a Christian school. They see how we go to church on Sabbath and don't do any work from sundown to sundown. They see all the things we don't do and they often don't understand. But when you love something so much – like Mommy and Daddy love you children, and like we all love Jesus, it isn't a sacrifice anymore. It's a part of our lives that we won't give up.

Susan: I wish everyone had a family like ours! And I wish everyone loved Jesus, too!

Father: Let's pray now. *(As the family kneels, they all hold hands.)* Our Heavenly Father. I thank you for this wonderful family. I thank you for the opportunities each of us have at work and at school to show others what you are like. I pray that as we are preparing ourselves for your soon coming that we will also be aware of the things that we need to be doing for others. Bless our school and our church. Each one plays an important part in our Spiritual growth and development. Help us each one to spend more time with you and help us to find more ways to share your love. Thank you for hearing and answering our prayers. Amen.



A History of Mother's Day

The first celebrations in honor of mothers were held in the spring in ancient Greece. They paid tribute to Rhea, the Mother of the Gods. During the 17th century, England honored mothers on "Mothering Sunday," celebrated on the fourth Sunday of Lent.

In the United States, Julia Ward Howe suggested the idea of Mother's Day in 1872. Howe, who wrote the words to the *Battle Hymn of the Republic*, saw Mother's Day as being dedicated to peace.

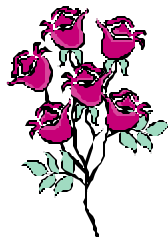
Anna Jarvis of Philadelphia is credited with bringing about the official observance of Mother's Day. Her campaign to establish such a holiday began as a remembrance of her mother, who died in 1905 and who had, in the late 19th century, tried to establish "Mother's Friendship Days" as a way to heal the scars of the Civil War.

Two years after her mother died, Jarvis held a ceremony in Grafton, W. Va., to honor her. She was so moved by the proceedings that she began a massive campaign to adopt a formal holiday honoring mothers. In 1910, West Virginia became the first state to recognize Mother's Day. A year later, nearly every state officially marked the day. In 1914, President Woodrow Wilson officially proclaimed Mother's Day as a national holiday to be held on the second Sunday of May.

But Jarvis' accomplishment soon turned bitter for her. Enraged by the commercialization of the holiday, she filed a lawsuit to stop a 1923 Mother's Day festival and was even arrested for disturbing the peace at a war mothers' convention where women sold white carnations — Jarvis' symbol for mothers — to raise money. "This is not what I intended," Jarvis said. "I wanted it to be a day of sentiment, not profit!"

When she died in 1948, at age 84, Jarvis had become a woman of great ironies. Never a mother herself, her maternal fortune dissipated by her efforts to stop the commercialization of the holiday she had founded, Jarvis told a reporter shortly before her death that she was sorry she had ever started Mother's Day. She spoke these words in a nursing home where every Mother's Day her room had been filled with cards from all over the world.

Today, because and despite Jarvis' efforts, many celebrations of Mother's Days are held throughout the world. Although they do not all fall at the same time, such countries as Denmark, Finland, Italy, Turkey, Australia and Belgium also celebrate Mother's Day on the same day as the United States.



Courtesy Of: By HOLLY HILDEBRAND
Houston Chronicle Interactive



Best Ways to Help Your Kids Handle Peer Pressure



The very idea of “peer pressure” strikes fear in the hearts of most parents. Images of their kids following the crowd rather than remaining independent thinkers is enough to start any parent lecturing children about good judgment.

But what too many parents overlook is that sometimes peer influence can be instructive – and even healthy. Kids engage in this social dynamic with their friends because it teaches them how to get along in the world.

So how can parents best help their children develop the judgment necessary to determine when it is beneficial to go with the flow and when it is critical to walk away?

Listen compassionately, not judgmentally.

When your child comes to you upset because he/she was picked on or rejected by other children, it's not the time to jump in and intervene.

However, you can't always protect your child from hurt feelings. By nature, kids are fickle. They're insecure about who they are and whom to admire. The child who is “in” today may be “out” tomorrow merely because of what he wore or said – or for no reason at all.

These rejections can be painful for any child, and they seem even more cruel when our children are the recipients.

Example – Your child always gets picked last for the team in gym.

What to do – Avoid making derogatory comments about other kids or telling your child it is not worth getting upset about. Listen to his complaints, and acts as a supportive sounding board. You can't make the pain disappear, but you can make it safe for him to vent his feelings.

Don't back down from your values.

Parents worry that peer pressure will undo all of their efforts to teach positive values. As they get older, your children are going to test your values. They may hear the message from their peers that it's cool to smoke – or that it's wimpy to be respectful to adults. Your kids will try on behaviors and attitudes that are contrary to your values.

Important: Your children will still look to you for moral guidance, and you must constantly reinforce your values, not just by what you say but – more important – by what you do. However, your efforts can backfire when your children think you're being “preachy.”



Example: You overhear your 13-year-old daughter and her friend making disparaging, mocking remarks about a new classmate. Your daughter says, “What a weirdo. That outfit she wore today looks like it came from a garbage can.”

You’re distressed to hear your thoughtful daughter talking this way. Yet it would be a mistake to attack her in front of her friend by saying, “What’s gotten in to you? You used to be such a nice girl.”

Better: Calmly mention the incident when the two of you are alone. You might say, “I was surprised to overhear you talking so unkindly about the new girl. You’re usually so compassionate. It must be hard for her to come to a new school where she doesn’t know anybody.”



Teach children to stand up for themselves

When your child is facing a problem with a peer, the best thing you can do is help him figure out how to handle the problem on his own. Sometimes you have to get involved directly if your child can’t handle the situation on his own or is in danger. Ideally, however, helping your child develop his protective responses will enable him to become more self-sufficient.

Example: Your 10-year-old complains that a classmate picks on him every day. Instead of expressing outrage, help him work out a solution by role-playing. Suggest that you’ll play the classmate and he can try out responses – such as making a joke, ignoring the classmate or standing up to him.

If the problem persists, it’s often best to meet with the teacher. Children have to feel safe and protected in school.



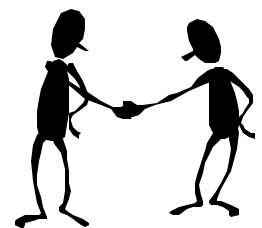
Encourage your child’s self esteem

The compulsion to compare and compete happens early with kids. That’s why they brag so much. The pressure to be as cool as the coolest kid is intense. Your child may be convinced that he simply can’t survive without the latest \$120 sneakers . . . or that she must dress exactly like everyone else . . . or that she’ll die if she isn’t part of the “in” crowd.

In fact, most children don’t want to be unique. They want to be just like everyone else – and be **liked by everyone else.**

How can you help your child develop self-esteem when all that matters to him is being accepted by peers? What happens if your child is rejected by a clique?

Key – Acknowledge your child’s hurt feelings, and let him know you understand how bad it can feel to be rejected. Then help him evaluate the situation beyond his feelings. You might say, “It must be hard not to be in that group. But are those boys people whom you really admire? Do you think you could trust them to be good friends when the going gets tough? These are things for you to consider.”





Praise your child for doing the right thing

Recognize that the hardest thing is when your child takes an independent position because he believes it is the thing to do. The child who learns to limit the influence of peers is the true leader with a steady moral compass.

Example: Your daughter stands up for an overweight kid who is being picked on. Don't take her response for granted . . . or say, "Well, I expect you to do the right thing, no matter what your friends are doing." Instead, express your admiration. Tell her, "Going against the others took guts. I'm proud of you for sticking up for her when everyone else was being weak."

Courtesy of: Bottom Line Personal
Nancy Samalin, 8/97



Math Approaches for Children

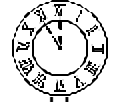
A Parent Handout



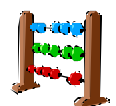
- ✍ Appreciate Math. Make friends with math; use it daily; and add to your knowledge and skill in computation, problem solving, mental estimation, use of math tools, and computers.
- ✍ Talk about Numbers. Count, measure, and calculate out loud in your child's hearing from his birth onward.
- ✍ Demonstrate and Name Quantities. Show numbers from 1 to 10 on your fingers without counting until quantities are recognized. Say numbers in order.
- ✍ Show Adding and Subtracting. Use items such as food, toys, or money that hold children's attention. Later use the same things for multiplying and dividing.
- ✍ Teach Numeral Recognition. Point out and name numerals, then have children name or find them in many contexts and print formats. Practice forming numerals.
- ✍ Associate Numerals with Quantities. Play matching games or quiz orally.
- ✍ Read Math Fact Charts – addition first, then multiplication. Read these aloud daily with your child following along until he joins in, then says them from memory.
- ✍ Show Fact Families. Use manipulatives to demonstrate the relationships between the numbers in each addition fact and its inverse subtraction fact. Then drill with triangle cards.
- ✍ Skip-Count Multiples. Whisper one, say two, whisper three, say four, etc., to count by twos. Do the same for counting by other numbers. After this is learned, start on any odd or even number and count on from there.
- ✍ Involve Children in Measuring. Provide measuring tools, both metric and English, and let children learn how quantities are related by watching and doing.
- ✍ Get Your Child a Calculator and a Watch. The numbers will start to make sense to him in time.
- ✍ Introduce Unknowns and Variables. Use symbols, then letters to represent these numbers in equations or expressions, then solve or substitute values.
- ✍ Name Shapes. Teach specific terms such as rhombus, cube, triangle, rectangle, and



sphere when you encounter these shapes.



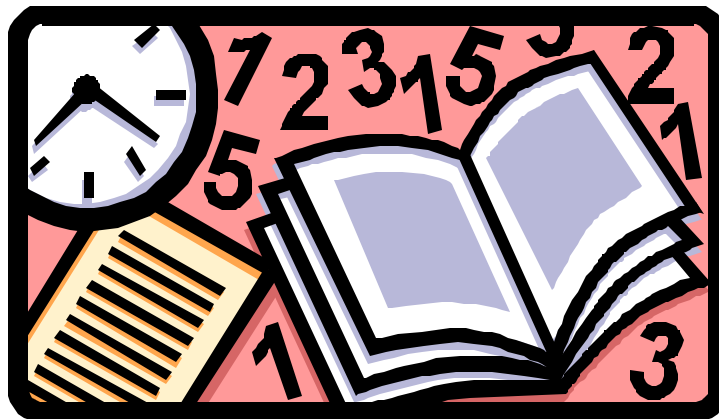
- ✍ Teach Geometric Terms. Point out perpendicular lines, acute angles, etc.
- ✍ Provide Worksheets. As soon as your child shows interest, give him a simple workbook and let him do as much as he likes, increasing difficulty when he shows facility.
- ✍ Play Games. Any game can use some math for moves or scoring. Add some games that specifically teach math concepts or drill facts.
- ✍ Solve Real Problems. Keep alert for daily opportunities to use math in real situations. Use the same basic strategies every time you meet a problem until they are second nature to your child.
- ✍ Use a Number Line. Many math concepts (counting, adding, subtracting, multiplying, dividing, fractions, negative numbers, temperatures, x/y coordinates, latitude and longitude, history time lines) become clear when seen on a number line.
- ✍ Use a Balance Scale. Get a real one with labeled weights if possible. Show equalities, inequalities, and equations by adding, subtracting, multiplying, and dividing quantities on each side.
- ✍ Diagram Problems. Visualize any math problem or story problem on paper. Break down numbers as needed. Label all known and unknown parts.
- ✍ Simplify Hard Concepts. Substitute smaller or more convenient numbers for larger ones or unknowns to see what to do.
- ✍ Expand on Simple Concepts. Add up columns of huge numbers as well as one or two-digit ones, learn thousands and millions as well as tens and hundreds.
- ✍ Use Manipulatives for Place Value. Use money or sticks and sets of tens to portray numbers and perform regrouping operations.
- ✍ Do Mental Math. Figure the cost of a case of 24 cans of chili at 69 cents a can by rounding off, then adjusting for the extra pennies. Or play a game like “24” where a given four numbers must be manipulated (add, subtract, multiply, or divide each number only once) to give a result of exactly 24.
- ✍ Find Math in the News. Look for statistics, graphs, etc., and interpret them.
- ✍ Be Logical. Learn to recognize a logical fallacy and explain it to your child.
- ✍ Explain Your Finances. Involve your child in your budgeting, banking, and bills a little at a



time.

- ✍ Assess Skills Often. Review all math skills every week (some daily) in mixed problem sets to pinpoint weaknesses. Use speed drills to determine your child's level of facility.
- ✍ Provide Math Challenges. Enter a contest or post a "brain teaser" problem for fun and interest.
- ✍ Play With Numbers. Look for shortcuts and patterns for multiplying by larger numbers.
- ✍ Combine Math with Motion. Some children learn math facts better if they recite them while bouncing on a mini trampoline or jumping rope.
- ✍ Play Store. Use real or toy money and items for purchase.
- ✍ Cook Together. Measure ingredients with implements other than the obvious ones (example: use a $\frac{1}{4}$ cup to measure $\frac{1}{2}$ cup and vice versa or even use $\frac{1}{3}$ for $\frac{1}{2}$).
- ✍ Make or Buy Flash Cards. Cards may show a number of objects, a numeral, a math fact with or without the answer or with another part missing, a shape, a sequence of shapes or numbers to be finished, fractions or decimals, etc.
- ✍ Modify Your Math Curriculum. Streamline math instruction by skipping lessons that only repeat previously mastered material. Used skipped lessons as sources of daily review problems.

Courtesy Of: The Teaching Home
January/February 1999



October Calendar of Events

Name: _____ Date: _____

Directions: Study the calendar of special events in October. Plan some fun activities with your classmates. You may use some of the suggested activities listed in the calendar.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Sabbath
	1	2 Thurgood Marshall sworn in as 1st black Supreme Court Judge	3 The first Thanksgiving celebrated in 1863. Plan a feast day.	4	5 1st World Series broadcast on radio.	6
7 The Great Fire of Chicago 1871. Plan a fire drill for your family.	8	9 Leif Ericson landed in America 1000. Draw a Norwegian flag.	10	11 Eleanor Roosevelt born, 1884	12 Christopher Columbus discovers America, 1492. Bring a corn or potato dish to share with your class.	13 The White House building project begins, 1792.
14 Speed of sound broken in 1947.	15 World Poetry Day. Write a poem to celebrate.	16	17 Albert Einstein arrives in the USA from Germany, 1933	18 Alaska was transferred from Russia to the USA in 1867.	19	20
21 Thomas Edison invents the incandescent lamp, 1879	22	23	24 United Nations Day - How many ethnic groups are in your class?	25 1st postcard mailed in the USA, 1870	26 The Erie Canal opened in 1825	27
28 The Statue of Liberty is dedicated, 1886	29 The Stock Market Crashed, 1929. Send an apple decorated card to a friend.	30	31			



October 12th - Columbus Day

Name: _____ Date: _____



This day changed life on the American continent forever. Why? You may ask. On October 12, 1492, an explorer named Christopher Columbus discovered The Americas. In fact, he landed in the Bahamas just off the coast of Cuba.

Native Americans mourn the day because their lives worsened after the European invasion. They lost the privilege to live a nomadic life. Some tribes became extinct. Others barely survived. Today, many tribes are cherishing their heritage by recreating worship and ceremonial rites on their reservations.

Finding a new continent offered a chance for many Europeans to live a better life than the ones they had. Columbus was commissioned to purchase spices and gold for The King and Queen of Spain. He thought he had reached the Indies, his intended destination. So, that is why the people he saw were called Indians.

The New World was fascinating to the crew of the Nina, the Pinta and the Santa Maria. They were introduced to new foods such as peanuts, corn, cocoa beans, potatoes, and tobacco.

Directions: Answer the following questions and complete the assignments below. You may want to use a separate piece of paper for your work.

1. What were the names of the ships in which Columbus and his crew sailed to the New World?
2. Use the encyclopedia to create a graphic time line showing the events of Columbus' voyage to the New World.
3. Draw and then label a map showing the route that Columbus took from Spain to the New World.
4. You are asked to compile a list of the supplies that you would need to take on a sea expedition to find new land. Prioritize the items on the list.



5. Imagine the sailors' sight of land after weeks at sea. Write a diary comprising seven days. Include the days just before dropping anchor in the harbor and when they landed on the island.

6. What do you think? Were the food items such as cocoa beans, potatoes, corn, and tobacco more or less important than the gold and spices the King and Queen of Spain wanted Columbus to bring back?

7. Potatoes are an important part of the western cuisine today. They contain needed nutrients such as vitamin C, potassium and iron. Place the following methods of preparing the potato in ABC order below.

- | | | | |
|-----------|--------------|-----------|---------|
| Scalloped | French fries | Soup | Whipped |
| Baked | Salad | Dumplings | Hash |
| Skins | Chips | Pancakes | Mashed |
| Boiled | Jacket | | |



1.	8.
2.	9.
3.	10.
4.	11.
5.	12.
6.	13.
7.	14.





Explorers Lead!



Name: _____

Date: _____

Directions: Fill in the chart below by using the words that begin with the letters shown at the top of each column. You may use available resources to help you complete this page.

	S	H	I	P	S
Transportation					
Native American Tribes					
Verbs related to Exploration					
Languages of the World					
Occupations from the 15th-16th Centuries					



October Words

Name: _____

Date: _____

Directions: Match the words from the Word Bank to the Synonym List. Then write the words in the Matching Word Column.

Word Bank	Synonym List	Matching Word
Investigate	Jump, hurdle, bound	
Cross	Explode, erupt, broken	
Ship	Domestic, aboriginal	
Explore	Start, open, enter	
Sailors	Holy, blessed, divine	
Sacred	Boat	
Native	Crew	
Arise	Look, seek, search	
Burst	Fresh, verdant, new	
Green	Angry, annoyed, mean	
Flower	Beam, grin	
Grow	Research, hunt	
Smile	Cultivate, produce	
Wonder	Bloom, blossom	
Leap	Awe, question, curiosity	



October 12th - Columbus Day

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The New World was fascinating to the crew of the Nina, the Pinta and the Santa Maria. They were introduced to new foods such as peanuts, corn, cocoa beans, potatoes, and tobacco.

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5. Imagine the sailors' sight of land after weeks at sea. Write a diary comprising seven days. Include the days just before dropping anchor in the harbor and when they landed on the island.

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7. Potatoes are an important part of the western cuisine today. They contain needed nutrients such as vitamin C, potassium and iron. Place the following methods of preparing the potato in ABC order below.

Scalloped	French fries	Soup	Whipped
Baked	Salad	Dumplings	Hash
Skins	Chips	Pancakes	Mashed
Boiled	Jacket		



1. <i>baked</i>	8. <i>mashed</i>
2. <i>boiled</i>	9. <i>pancakes</i>
3. <i>chips</i>	10. <i>salad</i>
4. <i>dumplings</i>	11. <i>scalloped</i>
5. <i>french fries</i>	12. <i>skins</i>
6. <i>hash</i>	13. <i>soup</i>
7. <i>jacket</i>	14. <i>whipped</i>





Explorers Lead!



Name: KEY Date: _____

Directions: Fill in the chart below by using the words that begin with the letters shown at the top of each column. You may use available resources to help you complete this page.

	S	H	I	P	S
Transportation	SantaMaria	Horse	In-line skate	Pinta	Space Shuttle
Native American Tribes	Sioux	Hopi	Inca	Potawatomi	Shoshoni
Verbs related to Exploration	Scouts	Hunt	Inquire	Plan	Search
Languages of the World	Swahili	Hebrew	Italian	Polish	Spanish
Occupations from the 15th-16th Centuries	Silversmith	Herdsman	Inkmake	Peasant	Sailor



October Words

Name: KEY Date: _____

Directions: Match the words from the Word Bank to the Synonym List. Then write the words in the Matching Word Column.

Word Bank	Synonym List	Matching Word
Investigate	Jump, hurdle, bound	<i>Leap</i>
Cross	Explode, erupt, broken	<i>Burst</i>
Ship	Domestic, aboriginal	<i>Native</i>
Explore	Start, open, enter	<i>Arise</i>
Sailors	Holy, blessed, divine	<i>Sacred</i>
Sacred	Boat	<i>Ship</i>
Native	Crew	<i>Sailors</i>
Arise	Look, seek, search	<i>Investigate</i>
Burst	Fresh, verdant, new	<i>Green</i>
Green	Angry, annoyed, mean	<i>Cross</i>
Flower	Beam, grin	<i>Smile</i>
Grow	Research, hunt	<i>Explore</i>
Smile	Cultivate, produce	<i>Grow</i>
Wonder	Bloom, blossom	<i>Flower</i>
Leap	Awe, question, curiosity	<i>Wonder</i>

