Routes and Ripples

Read three accounts of early European exploration.

5.H.2 "Examine accounts of early European explorations of North America, including major land and water routes, reasons for exploration, and impacts of the exploration."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each explorer's route, circle each reason for exploring, and put a star beside each effect of a journey.

Three Journeys, Different Effects

1. In 1497, John Cabot sailed west across the Atlantic Ocean from England. He reached land near Newfoundland, though the exact spot is uncertain. Cabot hoped to find a shorter sea route to Asia for trade. Instead, his crew reported rich fishing waters. England later used his voyage to support claims in North America, where Indigenous peoples had lived for thousands of years.

2. In 1534, Jacques Cartier sailed from France across the Atlantic to the Gulf of St. Lawrence. He explored its shores, hoping to find a water passage to Asia and valuable goods. The next year, he traveled up the St. Lawrence River and met Indigenous communities. Cartier claimed land for France even though people already lived there. His reports encouraged later French voyages and trade.

3. In 1539, Hernando de Soto's Spanish expedition landed on Florida's west coast. His party traveled overland through the Southeast, searching for gold and wealth. In 1541, the expedition reached the Mississippi River and crossed it. Along the way, his soldiers seized food and forced some Indigenous people to guide them. Fighting harmed communities. These journeys brought new European claims, but also violence to people already living there.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Cabot's and Cartier's water routes differ after they crossed the Atlantic?

2. How did de Soto's route use both land and water? Give the places in order.

3. How were Cabot's and de Soto's reasons for exploring different?

4. Compare one result for a European country with one result for Indigenous people from these journeys.

3 YOUR TURN

Your own words

Write a four-sentence museum label arguing whether these journeys should be remembered mainly for their routes or for their effects on people. Use evidence from two explorers, including a route detail and an effect on Indigenous people.

ANSWER KEY

Routes and Ripples

GRADE 5 · 5.H.2

PART 1 · READ AND MARK

Underline each explorer's route, circle each reason for exploring, and put a star beside each effect of a journey. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Cabot's and Cartier's water routes differ after they crossed the Atlantic?	**Cabot reached land near Newfoundland. Cartier entered the Gulf of St. Lawrence and later traveled up the St. Lawrence River.**
2	How did de Soto's route use both land and water? Give the places in order.	**His expedition landed on Florida's west coast, traveled overland through the Southeast, then reached and crossed the Mississippi River.**
3	How were Cabot's and de Soto's reasons for exploring different?	**Cabot sought a shorter sea route to Asia for trade. De Soto searched for gold and wealth.**
4	Compare one result for a European country with one result for Indigenous people from these journeys.	**England used Cabot's voyage to support its claims in North America. De Soto's soldiers seized food and forced some Indigenous people to guide them.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

These journeys should be remembered mainly for their effects on people. Cartier traveled up the St. Lawrence River, but he claimed land where Indigenous communities already lived. De Soto's party marched through the Southeast and forced some Indigenous people to guide them. The routes mattered, yet these actions show that exploration also brought harm.

Accept other accurate comparisons supported by the passage. The museum label should make a clear argument, use evidence from two explorers, and include both a route detail and an effect on Indigenous people.