Voyages and Changes

Trace four voyages and their lasting effects.

4.C.3.2.B "Trace and describe the impact of significant European expeditions (e.g., England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Juan Ponce de León)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline where each sailor traveled, circle one later effect of each voyage, and number the four voyages from earliest to latest.

Paths Across the Water

1. In 1492, Christopher Columbus sailed west for Spain, hoping to reach Asia. Instead, he reached islands in the Caribbean, where Taíno people already lived. His voyage led to more Spanish voyages and settlements. Spanish rule brought forced labor and diseases that killed many Taíno people. Columbus did not discover an empty place. His journey connected Europe and the Americas, but it also brought great harm to people living there.

2. In 1498, Vasco da Gama sailed for Portugal around the southern tip of Africa and reached India. His route gave Portuguese merchants a sea path to buy spices, and Portugal later used force to control parts of this trade. In 1535, Jacques Cartier sailed for France up the St. Lawrence River in what is now Canada. His reports helped France plan later trips and claims to land where Indigenous peoples lived.

3. In 1609, Henry Hudson, an English sailor working for Dutch merchants, sailed up a river in what is now New York. The river later carried his name. His voyage helped the Dutch learn about the region. Dutch traders later exchanged goods for furs with Indigenous peoples, and Dutch settlers claimed land there. Each voyage opened a path for Europeans, but people already living in these places faced changes to their land, trade, or lives.

2 ANSWER WITH EVIDENCE

Use the passage

1. Where did Columbus reach, and what happened to many Taíno people after more Spanish voyages followed?

2. Trace da Gama's route to India. How did that route change trade for Portugal?

3. Where did Cartier sail in 1535, and how did his reports affect France's later plans?

4. Where did Hudson sail, and what changes followed for the region's Indigenous peoples?

3 YOUR TURN

Your own words

Write a museum sign about two voyages in the passage. In 3 or 4 sentences, put them in time order, name where each went and one later effect of each, then explain one difference between their effects.

ANSWER KEY

Voyages and Changes

GRADE 4 · 4.C.3.2.B

PART 1 · READ AND MARK

Underline where each sailor traveled, circle one later effect of each voyage, and number the four voyages from earliest to latest. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Where did Columbus reach, and what happened to many Taíno people after more Spanish voyages followed?	**He reached Caribbean islands. Under Spanish rule, forced labor and diseases killed many Taíno people.**
2	Trace da Gama's route to India. How did that route change trade for Portugal?	**He sailed around the southern tip of Africa to India. The route let Portuguese merchants buy spices by sea.**
3	Where did Cartier sail in 1535, and how did his reports affect France's later plans?	**He sailed up the St. Lawrence River. His reports helped France plan more trips and claims to land.**
4	Where did Hudson sail, and what changes followed for the region's Indigenous peoples?	**He sailed up a river in what is now New York. Dutch traders later traded for furs with Indigenous peoples, and settlers claimed land there.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In 1492, Columbus reached Caribbean islands, and later Spanish rule brought forced labor and deadly diseases to many Taíno people. In 1535, Cartier sailed up the St. Lawrence River, and his reports helped France plan later trips and claims to land. Columbus's voyage was followed by Spanish rule that killed many people, while Cartier's reports helped France make plans to claim land.

Accept any two voyages placed in the correct time order with accurate destinations, later effects, and a supported difference. Students may name more than one effect for a voyage.