Alston Middle School
Distance Learning Instructions
callyj@dorchester2.k12.sc.us; bwoods@dorchester2.k12.sc.us
Each day you will complete a Daily Reflection work on your Choice Board Activity. You will record

1. Daily Reflection: You are a historian. The events of today have never happened in our lifetime. Now is your opportunity to create a first-hand account of history. Each day you will spend 5-10 minutes reflecting on what is going on around you – the effects of COVID - 19. Record your thoughts and experiences on the Journal provided.

2. CHOICE BOARD ACTIVITY: Attached is a Choice Board that contains 9 options. Over the next ten days, you need to complete a minimum of 3 activities. Each day you will reflect on your progress on the Choice Board Activity. The activity you choose should take you more than one day to complete it well. Your activity should include illustrations with color, correct punctuation, complete sentences, etc.

3. ARTICLES (NEWSELA): Provided as background/review. Answer questions for extra credit.

You can access all files electronically using Clever. To access CLEVER away from school, go to Clever.com and click "Log In as a student" in the upper right corner. Make sure your Log In box says "Dorchester County School District 2." If your district is not correct, select "Not your District" then type Alston Middle School and select it from the list. Then select Log in with Active Directory using your complete username to include "@dorchester2.k12.sc.us" your password is the same that you use to log on to the computer at school.

To get to Microsoft Teams:
Step 1: Once you are logged into Clever, go to Office 365
Step 2: Click on Teams

Step 3: Once it opens, make sure you are in the tab that says "teams." Find your social studies class and click on it.

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**Choice Board during Distance Learning**

**Topic: Age of Exploration**

**Directions:** Choose any three activities to complete. Read and use the information provided by your teacher to supplement and support your work.

<table>
<thead>
<tr>
<th>Headline</th>
<th>Metaphorical Thinking</th>
<th>Brochure</th>
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<tbody>
<tr>
<td>Take an event within the topic that interests you. Create a five word headline (like you would see in a newspaper/article) about that topic. Then write a five-sentence summary. Finally, draw and color a picture of the event.</td>
<td>Metaphors can create strong images that can be used to great effect in everyday communications and thinking. 1. Use the image provided. 2. Analyze the image. Make a list (three) of your observations and inferences. 3. Write a five-sentence paragraph where you compare your observations and inferences to situations that are occurring in your world today.</td>
<td>Create a travel brochure to one of the countries/areas/civilizations we have discussed in this unit. This brochure should include information about the area, its leader, and any major achievements/events.</td>
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<tr>
<th>Comic Strip</th>
<th>Re-write Lyrics</th>
<th>Crossword Puzzle</th>
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<tbody>
<tr>
<td>Create a comic strip that is at least six frames long, with the first frame being the title of the comic. Your comic strip should be centered on a leader/historical figure from this period. It should include dialogue and pictures in each frame.</td>
<td>Choose a song that is familiar to many people. Re-write the lyrics of that song to tell the story of an event that has occurred in history.</td>
<td>Create a crossword puzzle with at least ten across and ten down clues for the Age of Exploration. Clues and answers must be included.</td>
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<tr>
<th>Map the Adventure</th>
<th>Cast and Script</th>
<th>Instagram</th>
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<tr>
<td>Use the map provided. Pretend you are an adventurer travelling to each location on the map. Write two paragraphs describing your encounters. Try to use the key words listed on the map.</td>
<td>Think about an important event during this period. List the &quot;characters&quot; involved in the event and &quot;cast&quot; them with current celebrities, actors, etc. Explain in at least five sentences why you made this choice. Then, write a twenty-line script your actors would have to follow when acting out the event.</td>
<td>Pretend you are a leader/historical figure from the Age of Exploration. Create an Instagram account for this person. Generate a profile picture and general information for the person. Then, create at least four posts for the person. Each person should include a picture, a caption, and a relevant hashtag.</td>
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Day 1 of Distance Learning (use as example for each day)

**Historian Journal**

Date ________________

______________________

______________________

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**CHOICE BOARD PROGRESS:** ________________ (Activity Selected)

Date ________________

Did you need to use any of the materials provided to refresh your memory?

☐ YES  If yes, which one(s)? ________________________________

☐ NO

What have you learned by completing this activity on the Choice Board?

__________________________________________________________

__________________________________________________________

What steps do you need to take in order to complete three Choice Board activities by March 31, 2020? List the steps you will follow.

__________________________________________________________

__________________________________________________________

Today I completed:

☐ Activity 1        ☐ Activity 2        ☐ Activity 3

**Instagram**

Username goes here

User’s profile image goes in circle

INSTAGRAM photo goes here

❤ INSTAGRAM “likes” go here

📸 INSTAGRAM caption/comments go here
Imperial Rivalries, Part One: Spain, Portugal and Pope Divvy New World
By Peter C. Mancall, The Glider Lehman Institute of American History, adapted by Newsela staff on 04.26.17
Word Count 805
Level 950L

Christopher Columbus needed money from kings to pay the cost of sailing across the Atlantic Ocean. In 1492, it was too expensive for a person to pay for such voyages. His brother, Bartholomew, first went to the king of England, but the king said no. Years later, the English knew they had made a mistake. They had missed out on an early chance to own the Americas.

Columbus claims new land for Spain
Columbus’ activities before and during his historic journey showed how he understood European governments. He knew they needed money and the support of the pope, who commanded the Catholic Church from Rome. European countries were always competing with each other. England competed with France. The French competed with the Spanish. They avoided battles that cost them a lot of money. These countries also understood that their battles must not anger the church.

At that time, the pope in Rome and his religious leaders in the European countries had great power. At times, they could even tell kings what to do.

For 300 years before, European countries carried out crusades to show their support for the pope. European crusaders hoped to claim Jerusalem for the church. They wanted to protect it from the growing power of Muslim empires. But also they wanted to make great profits in trade with Middle Eastern businesses. Along the way, these Christian armies often raided countries they passed through. They made many enemies and these crusades cost a lot of money. Ocean travel might be a better way to find riches.

Eventually, Columbus received support from King Ferdinand and Queen Isabella of Spain. He sailed westward in search of a new route to the riches of East Asia and the Southwest Pacific. Columbus planted the Spanish flag in these new territories. He gave them new names and claimed them for Spain.

The pope rewards Spain, not Portugal
The same year that Columbus sailed westward, the combined forces of the Spanish kingdoms under Queen Isabella of Castille and King Ferdinand of Aragon defeated the Moors. The Moors were not Christian and were followers of Islam. King Ferdinand now controlled Spain and Portugal. The Jews who lived there were forced to leave. Those who remained had to become Christian. Defeating the Moors and forcing out the Jews made King Ferdinand and Queen Isabella very popular with the pope and Christian leaders. After hearing about Columbus’ discovery of a “new world,” Pope Alexander VI, who was born in Spain, rewarded Ferdinand and Isabella.

On May 4, 1493, in a papal law called “Inter caetera,” the pope gave Spain permission to colonize and control American lands. An earlier papal law had given Portugal control of the Americas. Portugal was not happy with the new law, so the following year the Spanish and Portuguese rulers agreed to the Treaty of Tordesillas. This treaty drew a line in the ocean about 1,200 miles west of the coast of Africa. This line allowed Portugal to claim Brazil and start building colonies. Spain could claim everything that was west of the line in the Americas. The Spanish and Portuguese also set up colonies in and near the Indian and Pacific Oceans.

Explorers extract gold, jewels for the pope
In addition to the voyages of Columbus, the Spanish sent other explorers and soldiers to claim new territories. Hernán Cortés led Spanish forces to victory over the Aztecs in Mexico around 1520. Francisco Pizarro’s army defeated the Incas in Peru in the 1530s. In the years that followed, Spanish conquerors planted their flags across much of southwest North America as well as Florida. Spanish and Portuguese colonizers eagerly extracted wealth from these new territories, especially in gold, silver and precious jewels. They made sure to send gifts of thanks to the pope and his leaders. It was reported that the pope used some of the gold sent by the Spanish to cover the ceilings of great churches in Rome.

This article is available at 5 reading levels at https://newsela.com.
The actions of the conquering Spanish included melting down the golden statues of the temple gods worshiped by the native peoples living in the Americas. These acts erased their cultural and religious history.

Peter C. Mancall is a professor of history at the University of Southern California. His publications include "Fatal Journey: The Final Expedition of Henry Hudson — A Tale of Mutiny and Murder in the Arctic" (2009), "Hakluyt's Promise: An Elizabethan's Obsession for an English America" (2007) and "Travel Narratives from the Age of Discovery: An Anthology" (2006). He is currently working on "American Origins," which will be the first volume of the "Oxford History of the United States."

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**Quiz**

1. Read the section "Explorers extract gold, jewels for the pope."
   Which of the following sentences BEST supports the conclusion that Spanish conquerors recognized the power of the pope?
   (A) Hernán Cortés led Spanish forces to victory over the Aztecs in Mexico around 1520.
   (B) They made sure to send gifts of thanks to the pope and his leaders.
   (C) It was reported that the pope used some of the gold sent by the Spanish to cover the ceilings of great churches in Rome.
   (D) The actions of the conquering Spanish included melting down the golden statues of the temple gods worshiped by the native peoples living in the Americas.

2. Read the section "Columbus claims new land for Spain." Select the sentence from the article that BEST shows how the crusades influenced later expeditions.
   (A) They avoided battles that cost them a lot of money.
   (B) They wanted to protect it from the growing power of Muslim empires.
   (C) They made many enemies and these crusades cost a lot of money.
   (D) Ocean travel might be a better way to find riches.

3. What is the author's MAIN purpose in including information about the Treaty of Tordesillas?
   (A) to show how Spain was more powerful than Portugal
   (B) to show the cooperation between European countries
   (C) to show how Spain and Portugal resolved a conflict
   (D) to show how European countries used maps

4. How does the author convey the importance of Columbus' discovery of the New World?
   (A) by mentioning how England missed its chance
   (B) by explaining how European countries competed
   (C) by describing how Columbus landed in America
   (D) by showing how Spain's power grew afterward
Imperial Rivalries, Part Two: England, France and Holland Race to New World

By Peter C. Mancall, The Gilder Lehman Institute of American History, adapted by Newsela staff on 04.26.17
Word Count 696
Level 960L

An Illustration of Henry Hudson's ship, the Half Moon, arriving at Manhattan in 1609 on behalf of the Dutch East India Company. Photo: Wikimedia Commons

The second in a three-part series

In the early 1490s, Spain and Portugal were the first countries crossing the Atlantic Ocean into the New World. But in the early 1500s, other European countries wanted to conquer and control the valuable lands in the Americas. The explorer Jacques Cartier of France made three voyages. The first was in 1534. The second was in 1535, and his third ended in 1542. The goal of the French was to find a possible route through the continent to the Pacific Ocean. Cartier never found that passage. But he did explore the St. Lawrence Valley region north of the St. Lawrence River in Canada. He also was the first one to claim Canada for France.

New maps show new water route

By the 1550s, a group of mapmakers in France produced a series of new maps. These sea charts showed harbors, the distances between harbors and sailing directions. These maps seemed to show that a route through North America could be found. In July 1608, Frenchman Samuel Champlain explored territory farther south, and closer to the St. Lawrence River. Here, he established the colony called Quebec City. It would become the main outpost of New France. Other countries used this same method to claim ownership of areas in Canada. In 1609, the Dutch hired English captain Henry Hudson to find the Northeast Passage. Hudson crossed the Atlantic and eventually made his way up the river that is now known as the Hudson River in New York. The Dutch called this area New Netherland. Here, they built a colony on the island of Manhattan, now part of New York City.

A chance to compete with Spain

The English, along with French and the Dutch, tried to find the Northwest Passage water route to Asia. The European mapmakers were sure it could be found. It would connect the Atlantic and the Pacific oceans. Sailing to Japan, China and the Spice Islands would take less time.

Europeans had fallen in love with East Asian silk as well as the cinnamon, cloves, nutmeg, and peppers of the East. These things came from places like Banda, which is about 1500 miles south of the coast of China. The explorers knew that the people of Europe wanted these goods badly and would buy whatever they could bring back. A northern route would cut the length of the journey, so the spices sailors brought home would be fresher than those that were brought on routes around Africa or South America.

A shorter water route across the north would help other northern European countries compete with the Spanish. Spain was now able to get to the East more easily after it claimed Mexico. There, the Spanish built a major port at Acapulco on the Pacific Ocean. Now, the Spanish could bring silver to the Philippines more quickly to purchase spices and silks. The northern route was also much faster than the route the ships of Portugal took around Africa and across the Indian Ocean.

England's greater reward

The English also felt that the discovery of the northern route would prove that God favored them. King Henry VIII had left the Catholic Church in Rome because he wanted to divorce his wife, Catherine, and marry Anne Boleyn. The pope would not allow the divorce.

The pope had supported Spain and Portugal and given them permission to use southern routes. But if the British could discover a shorter northern route it would show the pope that God had rewarded the English by giving them a faster route. This northern path would be more valuable than the southern lands and routes the pope gave to Spain and Portugal.

Peter C. Mancall is a professor of history at the University of Southern California. He has written many books. He wrote "Fatal Journey: The Final Expedition of Henry Hudson — A Tale of Mutiny and Murder in the Arctic" (2009) and "Travel Narratives from the Age of Discovery: An

Quiz

1. Which sentence from the section "A chance to compete with Spain" BEST suggests that products from Asia were in high demand?
   (A) The English, along with French and the Dutch, tried to find the Northwest Passage water route to Asia.
   (B) These things come from places like Banda, which is about 1500 miles south of the coast of China.
   (C) The explorers knew that the people of Europe wanted these goods badly and would buy whatever they could bring back.
   (D) A shorter water route across the north would help other northern European countries compete with the Spanish.

2. Read the selection from the section "New maps show new water route."

   In July 1608, Frenchman Samuel Champlain explored territory farther south, and closer to the St. Lawrence River. Here, he established the colony called Quebec City. It would become the main outpost of New France. Other countries used this same method to claim ownership of areas in Canada.

   Which of the following conclusions can be drawn from this selection?
   (A) Samuel Champlain became very wealthy after establishing the main outpost of New France in Quebec City.
   (B) European countries realized they could profit more by controlling the rivers in North America instead of claiming land.
   (C) Samuel Champlain was the only explorer brave enough to claim parts of North America for his country.
   (D) European countries were interested in expanding their empires in addition to finding a sea route through North America.

3. What is the purpose of the following statement from the section "A chance to compete with Spain"?

   "The English, along with French and the Dutch, tried to find the Northwest Passage water route to Asia. The European mapmakers were sure it could be found."

   (A) It shows that European mapmakers were mistaken in assuming that a Northwest Passage could be found.
   (B) It shows that European countries were unable to find the Northwest Passage that was indicated on the maps.
   (C) It shows the numerous attempts made and difficulties experienced by European countries attempting to find the Northwest Passage.
   (D) It shows the confidence and determination of European countries in searching for the Northwest Passage.

4. What is the author's MAIN purpose in including information about King Henry's desire to divorce his wife?
   (A) to explain part of England's motivation to find a northern route
   (B) to suggest that King Henry had a very complicated personal life
   (C) to show that England did not agree with King Henry's decision to leave the Catholic Church
   (D) to explain why the pope decided to support Spain and Portugal by giving them Southern routes
Imperial Rivalries, Part Three: Religious Strife and the New World

By Peter C. Mancall, The Gilder Lehrman Institute of American History, adapted by Newsela staff on 04.26.17
Word Count 859
Level 3.0L

The last in a three-part series

Background

The Protestant Reformation was a religious revolution in the 1500s. Protestants challenged the power of the pope and the Catholic Church. The Protestant Reformation changed Europe in many important ways. Before the Reformation, Catholicism was the only kind of Christianity in Western Europe. After it, there were many new kinds of Protestant groups. The Reformation triggered years of bloody wars between Catholics and Protestants.

Conflict between Catholics and Protestants

The Reformation began in 1517. The Protestants were eager to stop the spread of the Catholic religion. Queen Elizabeth I of England, a daughter of Henry VIII, was a Protestant. She wanted England to have more control of the Catholics in Ireland. The English and Irish armies met on the battlefield. This experience shaped the minds of the English Protestants. Many would become the Puritans who wanted to spread their religion to the New World across the Atlantic.

Around the same time, the Spanish had sailed to the New World. These new Spanish colonies satisfied the pope’s goal of bringing Native Americans into the Catholic Church. This led to more trouble between England and the pope. A Spanish priest who went to Latin America named Bartolomé de Las Casas wrote a book called "A Short Account of the Destruction of the Indies" that was published in 1582. It was translated and sent to England in 1583 and contained details about torture and murder of Native Americans by the Spanish. Las Casas wanted Spain to stop this violence. Protestant English authors in the 1580s and 1590s criticized what the Catholic explorers from Spain and Portugal were doing in the Americas. These books helped convince Protestants to join the explorations of the New World to establish their own colonies in the Americas.

Exploration books

Columbus returned from his first journey in 1492. The information from his letters appeared in a book now known as the Barcelona Letter of 1493. It was first printed in Barcelona, Spain. Soon it was printed in other languages and included drawings of Columbus’ meetings with the Arawak Native Americans. By 1500, descriptions of Columbus’ voyages had spread across Europe and made other countries look westward across the Atlantic. It led to more competition for lands, riches, and native peoples to bring into the Christian church.

These writings about Columbus were only the beginning. Printing presses were now everywhere in Europe. The produced many new books about the riches and dangers in the Americas. One of those books was written by a young English mathematician named Thomas Harriot. In 1585, he had traveled to the coast of what is today North Carolina. In 1588, Harriot wrote a book about what wonderful things he had seen. Harriot called his book "A Brief and True Report of the New Found Land of Virginia." Two years later, a famous engraver, Theodor de Bry, added illustrations. Theodore de Bry was a Protestant from a Catholic area of Europe. He was in danger there, so he escaped to England. By 1590, his book was printed in English, French, German, and Latin.

These books became popular in both Catholic and Protestant countries. They led to more competition for land across the Atlantic. This also excited European scientists who wanted to know about the world around them and the new discoveries.

Books like the one by Harriot led to other writings. Some claimed that Spain and Portugal had no rights to set up colonies in the New World. One book written by a Dutch lawyer named Hugo Grotius was published in 1609. It was called "The Free Sea" and challenged the Treaty of Tordesillas that allowed Portugal to claim Brazil. Grotius claimed that the Spanish and Portuguese could not lay permanent claim to territories based on a line they had drawn through the ocean because no one could own the sea.

By the time the English founded Jamestown, Virginia, in 1607, many countries were in the race for control of the resources of the Americas. Eventually, European contests would lead to American
battles, too. These would lead to difficult times for the Native peoples who came into contact with Europeans.

Peter C. Manoall is a professor of history at the University of Southern California. He has written, "Fatal Journey: The Final Expedition of Henry Hudson — A Tale of Mutiny and Murder in the Arctic" (2009) and "Travel Narratives from the Age of Discovery: An Anthology" (2006). He is currently working on "American Origins," which will be the first volume of the "Oxford History of the United States."

Quiz

1. Which selection from the article MOST suggests that some people were motivated to go to the New World because they wanted to do better than the people who had gone before?
   (A) The English and Irish armies met on the battlefield. This experience shaped the minds of the English Protestants. Many would become the Puritans who wanted to spread their religion to the New World across the Atlantic.
   (B) Protestant English authors in the 1580s and 1590s criticized what the Catholic explorers from Spain and Portugal were doing in the Americas. These books helped convince Protestants to join the explorations of the New World to establish their own colonies in the Americas.
   (C) By 1500, descriptions of Columbus' voyages had spread across Europe and made other countries look westward across the Atlantic. It led to more competition for lands, riches, and Native peoples to bring into the Christian church.

2. Which selection from the article BEST explains why some Europeans disagreed with the way countries claimed territory in the Americas?
   (A) Theodore de Bry was a Protestant from a Catholic area of Europe. He was in danger there, so he escaped to England. By 1590, their book was printed in English, French, German, and Latin.
   (B) Books like the one by Harriot led to other writings. Some claimed that Spain and Portugal had no rights to set up colonies in the New World.
   (C) Grotius claimed that the Spanish and Portuguese could not lay permanent claim to territories based on a line they had drawn through the ocean because no one could own the sea.
   (D) By the time the English founded Jamestown, Virginia, in 1607, many countries were in the race for control of the resources of the Americas.

3. Look at the image in the middle of the article. How does this image relate to a central idea of the article?
   (A) It shows how Europeans arrived with the goal of violently conquering the New World.
   (B) It shows how European explorers viewed Native Americans in the New World.
   (C) It shows how Europeans tried to convert Native Americans to Christianity.
   (D) It shows how European explorers made money from the Native Americans in the New World.

4. Look at the map at the bottom of the article. Which sentence from the article is MOST supported by the map?
   (A) Many would become the Puritans who wanted to spread their religion to the New World across the Atlantic.
   (B) These new Spanish colonies satisfied the pope's goal of bringing Native Americans into the Catholic Church.
   (C) By 1500, descriptions of Columbus' voyages had spread across Europe and made other countries look westward across the Atlantic.
   (D) It was called "The Free Sea" and challenged the Treaty of Tordesillas that allowed Portugal to claim Brazil.
KEY WORDS
Silk & Spices
Caravel
Middle Passage
Glory
Isolation
Enslavement
Christianity
Reflective Writing Piece
Due upon return (may email to other SS teachers periodically)
Team Social Studies (created by Mr. Woods)

Directions: I have always said to you, “I am not the only teacher in this room. You are a teacher and a historian, too. Now, this is your moment to be a primary source, a first-hand account during this most unique time in history. Two weeks from now, a month from now, a year from now, you will want to remember this moment in history. You will want to share with future generations. Here is what I want you to do over the next 10 days.

In the morning, spend five minutes jotting down thoughts, reactions about COVID-19. You might watch a news program about it, you might ask a neighbor about his/her thoughts, for example, to inform your writing.

In the afternoon (12-3pm), spend five minutes jotting down additional thoughts. Did you go outside? If so, where and why? How did people seem to be doing? Do you have an interesting anecdote (story) about this time period?

At night (8-10pm), spend five minutes jotting down your last thoughts for the day. How did your day go on a scale from 1-10? Is this rating different than what you felt when you woke up? Is it different than what you were feeling in the afternoon?

You can jot down phrases or sentences. All of this will be important in writing your reflective piece.

Important notes:
Date each entry and write your name (first and last)
You can talk about especially meaningful things (e.g., knowing someone who was impacted about COVID-19) to light-hearted matter (e.g., the weather, the comical search for toilet paper and, apparently, onions now).

I would love to hear from some of you about your daily reflections. Although it is not a requirement, it can get you bonus points for 4th quarter. You can also get these same bonus points for showing me your notes upon your return.

Don’t lose your daily notes. I will need to see them and they help you write your reflective piece—“The impact of COVID-19: A teenager’s perspective.” In your reflection, make the last paragraph be about your feelings about returning to school.
Metaphorical Thinking Image