



The Age of Exploration

Christopher Columbus



Teacher Guide

The Spice Trade



Enslaved workers



John Cabot



Crossing the Ocean

The Age of Exploration

Teacher Guide



Core Knowledge®

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The Age of Exploration

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The Age of Exploration

Teacher Guide

Core Knowledge Sequence History and Geography 5

Introduction

ABOUT THIS UNIT

The Big Idea

From the 1400s to the 1600s, Europeans ventured out to explore what was to them the unknown world in an effort to reap the profits of trade and colonization.

The Age of Exploration was an era in which European powers recognized that great resources and natural wealth existing in foreign lands of the world could be claimed. What began as a simple desire for exotic spices became a matter of national policy for powerful governments in Spain, Portugal, England, France, and the Netherlands.

Many European explorers who set forth in search of riches and lands stumbled across unknown regions along the way. Some left a wake of destruction in their path. Native peoples—mistakenly called Indians—suffered from diseases brought by the explorers and mistreatment by European settlers. Later, Africans were forced into a brutal system of slavery.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with:

Kindergarten

- the voyage of Columbus in 1492
 - Queen Isabella and King Ferdinand of Spain
 - the Niña, Pinta, and Santa Maria
 - Columbus’s mistaken identification of “Indies” and “Indians”
 - the idea of what was, for Europeans, a “New World”

Grade 1

- Columbus
- the conquistadors
 - the search for gold and silver
 - Hernán Cortés and the Aztec
 - Francisco Pizarro and the Inca
 - diseases devastate Native American population

Grade 3

- Early Spanish exploration and settlement
 - settlement of Florida
 - Ponce de León, legend of the Fountain of Youth
 - Hernando de Soto
 - founding of St. Augustine (oldest continuous European settlement in what is now the United States)
 - geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River
- Exploration and settlement of the American Southwest
 - early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California
 - Coronado and the legend of the “Seven Cities of Cibola” (of Gold)
 - geography: Grand Canyon and Rio Grande
 - conflicts with Pueblo Indians (1680 revolt led by Popé)
- Search for the Northwest Passage
 - Many explorers undertook the perilous, sometimes fatal, voyage to find a shortcut across North America to Asia.
 - » John Cabot: Newfoundland
 - » Champlain: “New France” and Quebec
 - » Henry Hudson: the Hudson River

Time Period Background

The items below refer to content related to this Grade 5 unit. Use timelines with students to help them sequence and relate events from different periods and groups.

400s–1400s	The Middle Ages
1271–1295	The Travels of Marco Polo
1400s–1750s	European global explorations, including search for the Northwest Passage
1488	Dias sights Cape of Storms/ Good Hope
1492	Columbus’s first voyage
1494	Treaty of Tordesillas
1497	Cabot, first European expedition to see North America
1497	da Gama rounds Cape of Good Hope; sails to India
1500	Cabral claims Brazil for Portugal
early 1500s	Portuguese seize East African Swahili trading cities
1513	Ponce de León reaches Florida
1513	Balboa reaches the Pacific
1519–1522	Cortés conquers the Aztec
1519–1522	Magellan’s ships circumnavigate the globe
1531–1533	Pizarro conquers the Inca
1539	Hernando de Soto explores Florida
1542	Las Casas speaks out against enslavement of indigenous people
1577–1580	Drake robbed other ships’ treasures to give to Queen Elizabeth of Britain
1600	Sugar plantations and the use of African slaves established in Brazil

1604–1610	Champlain, Hudson search for Northwest Passage
1607	First English colony at Jamestown
Early 1600s	Control of Spice Islands and other Portuguese holdings shifts to Dutch
1700s	Anglo-French rivalries in India

What Students Should Already Know CONTINUED

- geography, including “New France,” Quebec, Canada, St. Lawrence River, and the Great Lakes (Superior, Michigan, Huron, Erie, and Ontario)

Grade 5

- Map Skills
 - Using longitude and latitude, coordinates, degrees, time zones, prime meridian (0 degrees longitude, Greenwich, England), and the international date line (180° longitude) on maps or globes
 - Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature
 - Climate zones: Arctic, Tropical, and Temperate
- Maya, Aztec, and Inca Civilizations
 - Locating Central America and South America on maps and globes
 - » Largest countries in South America: Brazil and Argentina
 - Amazon River
 - Andes Mountains
 - The Maya
 - » Ancient Maya lived in what is now southern Mexico and parts of Central America; their descendants still live there today.
 - » Accomplishments as architects and artisans: pyramids and temples
 - » Development of a system of hieroglyphic writing
 - » Knowledge of astronomy and mathematics; use of a 365-day calendar; early use of the concept of zero
 - The Aztec
 - » At its height in the 1400s and early 1500s, the Aztec Empire covered much of what is now central Mexico.
 - » The island city of Tenochtitlán: aqueducts, massive temples, etc.
 - » Moctezuma (also spelled Montezuma)
 - » Ruler-priests; practice of human sacrifice
 - The Inca
 - » Ruled an empire stretching along the Pacific Coast of South America
 - » Built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads
 - Conquistadors: Cortés and Pizarro
 - » Advantages of Spanish weaponry (guns and cannons)
 - » Devastation

What Students Need to Learn

- Beginning in the 1400s, Europeans set forth in a great wave of exploration and trade.
- European motivations
 - Arabs control many trade routes.
 - Profit through trade in goods such as gold, silver, silks, sugar, and spices
 - Spread of Christianity: missionaries, Bartolomé de las Casas speaks out against enslavement and mistreatment of native peoples
- Geography of the spice trade
 - The Maluku Islands, also known as the Moluccas or the “Spice Islands”: part of present-day Indonesia
 - Locate the region known as Indochina, the Malay Peninsula, the Philippines.
 - Definition of “archipelago”
 - “Ring of Fire”: earthquakes and volcanic activity
- European exploration, trade, and colonization
 - Portugal
 - » Prince Henry the Navigator, exploration of the West African coast
 - » Bartolomeu Dias rounds the Cape of Good Hope.
 - » Vasco de Gama: the spice trade with India, exploration of East Africa
 - » Portuguese conquest of East African Swahili city-states
 - » Pedro Cabral’s claiming of Brazil
 - Spain
 - » Two worlds meet: Christopher Columbus and the Tainos
 - » Treaty of Tordesillas between Portugal and Spain
 - » Magellan crosses the Pacific; one of his ships returns to Spain, completing the first round-the-world voyage.
 - » Vasco Núñez de Balboa reaches the Pacific.
 - England and France
 - » Search for the Northwest Passage
 - » Colonies in North America and the West Indies
 - » Trading posts in India

What Students Need to Learn CONTINUED

- Holland (the Netherlands)
 - » The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies.
 - » The Dutch in South Africa, Cape Town
 - » The Dutch in North America: New Netherland, later lost to England
- The sugar trade
 - African slaves on Portuguese sugar plantations on islands such as São Tomé off West African coast
 - Sugar plantations on Caribbean islands
 - West Indies: Cuba, Puerto Rico, the Bahamas, Dominican Republic, Haiti, and Jamaica
- Transatlantic slave trade: the “triangular trade” from Europe to Africa to colonies in the Caribbean and the Americas
 - The “Slave Coast” in West Africa
 - The Middle Passage

AT A GLANCE

The most important ideas in Unit 3 are:

- European exploration began as a way to wrest control of Asian trade from Arab merchants and gain its profits, and secondarily, as a way to spread Christianity.
- Students should be able to locate the important centers of European-dominated trade in Asia, the originating location of the sugar plantation culture, and the regions of European colonization in the Americas.
- Students should be able to trace the routes and recognize the discoveries and achievements of the first explorers sailing from Portugal, Spain, the Netherlands, England, and France.
- European countries transported their rivalries overseas and fought one another for trading rights, territory, and the wealth and power they brought.
- The plantation system and slavery grew from origins on the islands off the West African coast.
- The triangular trade linked Africa, the Caribbean and mainland North America, and Europe in a prosperous network that included the slave trade.
- The segment of the triangular trade between Africa and the Americas was known as the Middle Passage and became synonymous with the slave trade.

WHAT TEACHERS NEED TO KNOW

This Grade 5 unit builds from the content that students learned in Grade 3 about early European exploration of North America. The information in the section below is provided to help you contextualize the explorers and events in this unit with what students have already learned.

Early Spanish Exploration and Settlement

Geography of Early Spanish Exploration

The Greater and Lesser Antilles separate the Atlantic from the Caribbean and the Gulf of Mexico. With the Bahamas, these island groups are often called the West Indies. The Caribbean Sea lies between the West Indies to the north and east, Central America to the west, and South America to the south. The Caribbean is actually an arm of the Atlantic Ocean.

The Gulf of Mexico borders the southeastern United States and the east coast of Mexico. The Strait of Florida allows access to the Atlantic Ocean, and the Strait of Yucatán provides access to the Caribbean Sea. Both the Mississippi and the Rio Grande empty into the Gulf of Mexico.

Settlement of Florida and Ponce de León

In 1508 Juan Ponce de León conquered the island of Puerto Rico. Then, in 1513 he landed on the North American mainland, claiming what is now the state of Florida and parts of Mississippi, Alabama, and Georgia for Spain. He named the new land Florida.

In 1521 he established a settlement at what is today Tampa Bay and was killed by the Calusa Indians, who were the original inhabitants.

Hernando de Soto

Hernando de Soto first went to Peru but left when his commander killed the Peruvian leader over de Soto's objections. He organized an expedition that landed at Tampa Bay on the Florida coast in 1539 to find gold—a legend that had been brought back by Álvar Núñez Cabeza de Vaca.

De Soto's men never found the gold, but their journey took them into parts of what are today the states of Florida, Georgia, Mississippi, Alabama, and South Carolina, coming into conflict with many Native American groups. In 1541 they became the first European expedition to reach and cross the Mississippi River, traveling into what are now Arkansas and Louisiana. De Soto's men gave the first European description of the region's native peoples, including the Cherokee, Seminole, and Creek tribes.

Founding of St. Augustine

In 1565, Pedro Menendez de Avilés built a fort in St. Augustine, Florida. St. Augustine, the first permanent European settlement in Florida, resulted not from the Spanish desire for gold but from their desire to keep the French out. While Oraibi, a Hopi pueblo in Arizona, is the oldest continuously inhabited community in the United States, St. Augustine is the oldest continuously inhabited European settlement.

Exploration and Settlement of the American Southwest

Background

The Southwest discussed here comprises the present states of Texas, New Mexico, Arizona, and California. During the Spanish occupation, these lands were part of the Viceroyalty of New Spain, which included Central America and extended north to the Canadian border.

Geography: Grand Canyon and Rio Grande

The Grand Canyon is a huge gorge that was cut through rock by the Colorado River over the span of two million years. It is one mile deep, eight to fourteen miles wide, and two hundred miles long. Francisco Vázquez de Coronado's

expedition became the first European expedition to see the canyon. Some members of Coronado's expedition also found the Rio Grande, which originates in the Rocky Mountains in southwest Colorado, forms the modern-day border between Texas and Mexico, and empties into the Gulf of Mexico.

Early Spanish Explorers of the Southwest

Álvar Núñez Cabeza de Vaca and an African named Estevanico, who were shipwrecked along the Gulf of Mexico, were the first non-Native Americans to travel through Texas. While there, they heard of the Seven Cities of Cíbola, whose streets were said to be paved with gold. In 1539, Estevanico and Fray Marcos de Niza returned to explore Arizona and western New Mexico but found no gold.

Francisco Vázquez de Coronado set out in 1540 to find the seven cities and explored what are today New Mexico, Texas, Oklahoma, and Kansas. His party split up; one group became the first Europeans to gaze upon the Grand Canyon, and another group traveled as far as the upper Rio Grande. Coronado himself came upon the villages of the Zuni, which he called pueblos, but he found no gold.

Spanish Interest in California

In 1542, Juan Rodríguez Cabrillo sailed north from Mexico along the Pacific Coast looking for the Northwest Passage, landed in the area where San Diego is today, and claimed the land for Spain. He found no gold and returned to Mexico.

In the late 1500s the Spanish decided to establish a station at Monterey Bay to warn Spanish bullion ships of pirates off the California coast. Sebastián Vizcaíno explored the coastal areas in 1596 and 1602 but found no riches, which ended explorations until the mid-1700s, when other nations began to take an interest in California.

Missions

The priests who started the missions devoted their lives to converting Native Americans to Christianity. The Native Americans who converted were often made to live at the mission and work in the mission's fields and orchards.

El Paso, established in 1659, was the first mission in Texas. Beginning in 1691, Fray Eusebio Kino established twenty-four missions in Arizona. Missions were also established in New Mexico.

Fray Junipera Serra built the first California mission at San Diego. The Spanish then founded twenty-one missions in California, many of which became prominent cities.

Conflict Between the Spanish and the Pueblos

In 1598, Juan de Oñate led four hundred colonists from Mexico into the upper Rio Grande Valley, claimed the area for Spain, and demanded that the Pueblos submit to Spanish rule. Oñate resigned in 1607 because of his abuse, not only of the Pueblos, but of the Spanish colonists as well.

In 1680, Popé, a Pueblo leader, united the villages and led a revolt against the imposed Spanish culture and rule. At first Popé and the Pueblos prevailed, but in 1692, Spanish soldiers arrived to put down the revolt and retook the territory.

The Search for the Northwest Passage

Background

By the 1520s, explorers began to look for an all-water route through North America. This much-sought-after route was known as the “Northwest Passage.”

Geography

The St. Lawrence River links Lake Ontario with the Gulf of St. Lawrence. The Great Lakes are freshwater lakes that form a chain from western New York State to northern Minnesota. From east to west, the lakes are Ontario, Erie, Huron, Michigan, and Superior. Today, the lakes provide a navigable waterway from Minnesota to the Atlantic Ocean. This was not true for Europeans looking for an all-water route to Asia.

One outcome of the interest in finding a Northwest Passage was the French claim to Canada and the northeastern and upper midwestern sections of what is today the United States.

Cabot and the Search for the Northwest Passage

John Cabot, an Italian by birth who voyaged for the English King Henry VII, dreamed of reaching Asia by sailing west at a northern latitude, where the distance around Earth would be shorter than at the equator.

He reached land, probably Newfoundland, on his second attempt in 1497, and could have sailed as far south as the Chesapeake Bay. His was the first European expedition to see the landmass now known as the North American continent.

Champlain and New France

Samuel de Champlain from France explored the St. Lawrence River, northern New York, and the Great Lakes Huron and Ontario, looking for the Northwest Passage. In 1608, he founded the settlement of Quebec. Champlain came into contact with many native peoples and helped the Algonquins and Hurons fight against the Iroquois. Champlain's explorations were the basis for French claims to the colony of New France.

Henry Hudson

In 1609, Henry Hudson, an Englishman, explored what is now New York and the Hudson River and Hudson Bay (named for him) for the Dutch East India Company.

America

In 1507, the cartographer Martin Waldseemüller created a map with the first known use of the term *America*. Many people believe the name is derived from Amerigo Vespucci, who was the first to recognize that South America was a continent. However, some speculate that the name may have come from Nicaragua's Amerique Mountains, which Columbus heard about during one of his voyages.

European Motivations for Exploration

Beginning in the 1400s, Europeans set forth in a great wave of exploration and trade. They were spurred by the riches brought back from the eastern Mediterranean during the Crusades and the money in their purses from the rise of a money economy. Members of the European middle and upper classes wanted the luxuries that could be found in the East—fine cloth such as silk, jewels, and, most of all, spices to improve or disguise the taste of their foods.

Several factors motivated Europeans to explore for the purpose of developing international trading networks. First, Arab middlemen controlled the overland trade routes from Asia to Europe. Land routes such as the Silk Road across the central Asian steppes, which originated in China, ended in the Middle East. Europeans wanted the power and resulting wealth that would come from controlling trade. Finding all-water routes to Asia and its riches would allow European merchants to cut out Arab middlemen and reap all the profits of Eastern trade.

Some Europeans were also eager to spread Christianity to nonbelievers. Christian teachings had spread from Roman Palestine into parts of North Africa and north and west into Europe. However, Christianity had not yet gained a significant foothold in Africa, the Middle East, or the rest of Asia.

Why did European sailors venture out on the seas at this time and not earlier? The reason is that several nautical inventions—the magnetic compass, the astrolabe, the sextant, and caravels—all came to the Europeans’ attention about the same time.

Students should remember from their study of world history and geography in Grade 4 that the Chinese invented the magnetic compass and began using it to find direction in the 1100s. Knowledge of the compass did not reach Europe until the 1200s. The compass enabled sailors to find direction at sea where there were no landmarks. The needle of the compass would point toward magnetic north. The astrolabe and sextant allowed sailors to calculate latitude at sea by sighting stars and measuring angles.

Caravels were longer and shallower ships than had been previously built. The caravels sailed by the Spanish and Portuguese were the result of greatly improved ship designs. Their steering rudder and triangular sails resulted in faster, more maneuverable ships that could sail into, not just with, the wind.

Geography of the Spice Trade

Much of the trade between East and West focused on spices, especially pepper, cloves, nutmeg, and cinnamon. The geographic center of the nutmeg and cloves trade was the Maluku Islands (also known as the Moluccas), a series of volcanic islands in what is today eastern Indonesia. Though mountainous, the islands have rich soil. The Portuguese visited the Maluku Islands first in 1511, and the Dutch took control of them in the early 1600s. To Europeans, they were known as the Spice Islands.

Three other areas were important in the East-West trading networks: Indochina, the Malay Peninsula, and the Philippines.

Indochina is the name given to the peninsula in Southeast Asia that lies between China and India. Today, the nations of Myanmar, Malaysia, Thailand, Laos, Cambodia, and Vietnam occupy the peninsula. The French gained control of the eastern part of the peninsula in the 1800s, and in 1887 united Vietnam, Cambodia, and Laos into French Indochina. The French lost control of the area to the Japanese in World War II but later regained control of some areas. The countries of French Indochina all gained their independence in the 1950s.

The Malay Peninsula is the southernmost peninsula in Asia. West Malaysia and southwest Thailand share the area. The island of Singapore lies to its south. To the west are the Andaman Sea (part of the Indian Ocean) and the Strait of Malacca. To the east lie the Gulf of Thailand and the South China Sea. The Portuguese took control of part of the peninsula in 1511 but lost it to the Dutch in the mid-1600s. The British seized sections of the peninsula beginning in 1826.

The Philippines is an archipelago, a series of many islands. The country is made up of some 7,000 islands and lies in the Pacific Ocean off the Asian continent. Because the Philippines is located on the equatorial side of the Tropic of Cancer, its climate is tropical. The islands are mainly volcanic and mountainous. About 1,000 islands are inhabited, but most of the population lives on just eleven of them. The islands are part of the “Ring of Fire,” which is a series of volcanoes that ring the Pacific Ocean. Earthquakes are common in this area. The first European to visit the area was Ferdinand Magellan in 1521 on his voyage around the world. He was wounded and killed in a fight there. Because of his voyage, the Spanish later claimed the islands as a colony. They held the islands until Spain’s defeat in the Spanish-American War in 1898.

To learn more background information about specific topics taught in The Age of Exploration, go to:

www.coreknowledge.org/about-european-exploration

UNIT RESOURCES

Student Component

The Age of Exploration Student Reader—ten chapters

Teacher Components

The Age of Exploration Teacher Guide—ten chapters. The guide includes lessons aligned to each chapter of *The Age of Exploration* Student Reader, with a daily Check for Understanding and Additional Activities, such as review and vocabulary activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 94.

- The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is oral.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

The Age of Exploration Timeline Image Cards—twenty-three individual images depicting significant events and individuals related to European exploration. In addition to an image, each card contains a caption, a chapter number, and

the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this time period.

Timeline

Some preparation will be necessary prior to starting *The Age of Exploration* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create six time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **1200s**
- **1300s**
- **1400s**
- **1500s**
- **1600s**
- **1700s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	1200s	1300s	1400s	1500s	1600s	1700s
	•	•	•••••	•• ••••• ••	•••••	•
Chapter	1	1	34437	33 555655 77	10 879 9	8

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline. **Note:** Please take into account that the 1400s, 1500s, and 1600s include multiple cards. Also, be aware that Chapters 1, 3, 4, 5, 7, 8, and 9 have multiple cards.

1200s



Chapter 1

1200s



Chapter 1

1400s



Chapter 3

1400s



Chapter 3

1400s



Chapter 4

1400s



Chapter 4

1400s



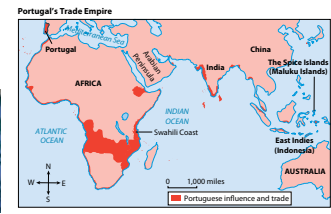
Chapter 7

1500s



Chapter 3

1500s



Chapter 3

1500s



Chapter 5

1500s



Chapter 5

1500s



Chapter 5

1500s



Chapter 6

1500s



Chapter 5

1500s



Chapter 5

1500s



Chapter 7

1500s



Chapter 7

1600s



Chapter 10

1600s



Chapter 8

1600s



Chapter 7

1600s



Chapter 9

1600s



Chapter 9

1700s



Chapter 8

The Timeline in Relation to the Content in the Student Reader Chapters

You will notice that the Unit 3 Timeline includes events and explorers that students have encountered in previous Core Knowledge units. The Unit 3 Timeline begins with a card representing the Middle Ages, a unit students studied in Grade 4. This Timeline card will serve as an anchor point in contextualizing the chronology of the events students will learn about in this unit in relation to historical periods and events they have already studied.

Similarly, in Chapter 5, students will recognize and place cards on the Timeline for the Spanish explorers Cortés and Pizarro, whom they have just encountered in their study of the Maya, Aztec, and Inca, i.e. the unit they just completed. Another timeline card associated with Chapter 5 represents other Spanish explorers, such as Ponce de León, de Soto, and Coronado, whom students learned about in Grade 3.

Understanding References to Time in *The Age of Exploration* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, Chapter 1 states that in the Middle Ages, spices were hard to get. In contrast, there are many references to specific dates in history. Here are just a few:

Bartolomeu Dias set sail in 1487.

The Treaty of Tordesillas was signed in 1494.

The English defeated the Spanish Armada in 1588.

Robert Cavalier, Sieur de La Salle, sailed down the Mississippi in 1682.

Because of this, it is important to explain to students that some chapters deal with themes that were important throughout the entire Age of Exploration and with events that occurred over long periods of time. These chapters tend to highlight time periods rather than specific dates. Also explain that other chapters deal with important people and particular events in specific moments in time. Therefore, these chapters tend to contain specific dates for key events in history.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

- What is time?
- How do we measure time?
- How do we record time?
- How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
- What is a specific date?
- What is a time period?
- What is the difference between a specific date and a time period?
- What is a timeline?
- What does CE mean?

Pacing Guide

The Age of Exploration unit is one of thirteen history and geography units in the *Grade 5 Core Knowledge Curriculum Series*.™ A total of thirteen days has been allocated to *The Age of Exploration* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
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1	According to the author, how did the search for the Spice Islands change history?
---	---

2	What developments enabled Europeans to travel farther?
---	--

3	Why do you think Portugal is described as a seagoing pioneer?
---	---

4	Why do you think Columbus kept a secret log?
5	How did European explorers and colonists treat the indigenous people of the Americas?
6	How important was it for explorers to have finally circumnavigated the globe?
7	How did European exploration of the Americas lead to settlement and colonization?
8	The French and the English had different approaches to settlement in North America. In what ways were they different?
9	How did the death of a king affect the Spice Trade?
10	How did the Age of Exploration lead to the development of the slave trade?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	medieval, spice, archipelago, rain shadow, navigational, trader, monopoly, trading center, merchant, negotiate, Mongol, porcelain, "diplomatic mission"
2	motive, cure, navigation, uncharted, hull, rig, astrolabe, sextant, magnetic compass, hourglass
3	expedition, interpreter, Moor, fleet, landfall, trade wind, scurvy, iron ore
4	league, log, mutiny, royal standard, diplomat, indigenous
5	immunity, plantation, cash crop, conquistador, isthmus, empire, exploitation
6	strait, circumnavigate
7	Northwest Passage, colonization, loot, armada, joint-stock company, fishery
8	cartographer, growing season, portage
9	charter
10	cost-effective, inhumane, cargo, export, indentured servant, cultivation, overseer

Activity Pages

Activity Pages



AP 1.1
AP 2.1
AP 3.1
AP 4.1
AP 5.1
AP 6.1
AP 9.1
AP 10.1

The following activity pages can be found in Teacher Resources, pages 104–113. They are to be used after students read the chapter(s) specified, during class-time or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—The World in 1500 (AP 1.1)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.1)
- Chapters 3–9—Cool Facts About European Explorers (AP 3.1)
- Chapter 4—Early Portuguese and Spanish Exploration (AP 4.1)
- Chapter 5—Domain Vocabulary: Chapters 3–5 (AP 5.1)
- Chapter 6—Magellan’s Voyage (AP 6.1)
- Chapter 9—Domain Vocabulary: Chapters 6–9 (AP 9.1)
- Chapter 10—The West Indies (AP 10.1)

Nonfiction Excerpts

The following nonfiction excerpts can be found and downloaded at:

<http://www.coreknowledge.org/hgca-g5-age-of-exploration-activities>

This primary unit link will take you to the Core Knowledge web page, where the specific link to the nonfiction excerpts can be found. These excerpts may be used with the chapter specified either for additional class work or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

Nonfiction Excerpts (Primary Source Documents)

- Chapter 3—Round Africa to India (NFE 1)
- Chapter 4—The Voyage of Columbus (NFE 2)
- Chapter 5—Brief Account of the Devastation of the Indies (NFE 3)
- Chapter 10—Aboard a Slave Ship (NFE 4)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of most chapters in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Feelings, Muriel. *Jambo Means Hello: Swahili Alphabet Book*. Illus. Tom Feelings. New York: Puffin Books, 1992.

Feelings, Muriel. *Moja Means One: Swahili Counting Book*. Illus. Tom Feelings. New York: Puffin Books, 1992.

Fritz, Jean. *Around the World in a Hundred Years: From Henry the Navigator to Magellan*. Illus. Anthony Bacon Venti. New York: Puffin Books, 1998.

Hakim, Joy. *A History of US: The First Americans: Prehistory–1600*. New York: Oxford University Press, 2007.

Maestro, Betsy. *Exploration and Conquest: The Americas After Columbus: 1500–1620 (American Story)*. Illus. Giulio Maestro. New York: HarperCollins, 1997.

Sis, Peter. *Follow the Dream: The Story of Christopher Columbus*. New York: Knopf, 2003.

Weiss, Jim. *The Queen's Pirate: Elizabeth I and Sir Francis Drake*. Charles City, VA: The Well-Trained Mind Press. Audio Recording. This primary unit link will take you to the Core Knowledge web page, where the specific link to access the purchase of this resource may be found:

www.coreknowledge.org/hgca-g5-age-of-exploration-activities

THE AGE OF EXPLORATION SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA.

TG–Teacher Guide; SR–Student Reader; AP–Activity Page;
NFE–Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

The Age of Exploration

Finishing <i>Maya, Aztec, Inca</i> , Unit 2	Finishing <i>Maya, Aztec Inca</i> , Unit 2	“The Spice Islands” Core Lesson (TG & SR, Chapter 1; AP 1.1)	“Motives and Means” Core Lesson (TG & SR, Chapter 2)	“Portuguese Exploration” Core Lesson (TG & SR, Chapter 3)
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CKLA

“The Rise of Early American Civilizations”	“The Golden Age of the Maya”	“The Golden Age of the Maya”	“Hidden Secrets in the Rainforest”	“Myths of the Maya”
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Week 2

Day 4

Day 5

Day 6

Day 7

Day 8

The Age of Exploration

“Cool Facts About European Explorers” (TG, Additional Activities & SR, Chapter 3, AP 3.1)	“Christopher Columbus” Core Lesson (TG & SR, Chapter 4; AP 1.1)	“A Spanish Empire and Its Critics” Core Lesson (TG & SR, Chapter 5; AP 1.1)	“Magellan’s Voyage” Core Lesson (TG & SR, Chapter 6; AP 1.1)	“England Explores and Colonizes” Core Lesson (TG & SR, Chapter 7; AP 1.1)
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CKLA

“Myths of the Maya”	“Aztec City on the Water’s Edge”	“Aztec City on the Water’s Edge”	Emperors, Gods, and Foreign Invaders”	“Birth of the Inca Empire”
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Week 3

Day 9

Day 10

Day 11

Day 12

Day 13

The Age of Exploration

“France and the Fur Trade” Core Lesson (TG & SR, Chapter 8; AP 1.1)	“Dutch Trade” Core Lesson (TG & SR, Chapter 9; AP 1.1)	“Slavery” Core Lesson (TG & SR, Chapter 10; AP 10.1)	“The Slave Trade” (TG, Additional Activities, Chapter 10) and finish “Slavery” (TG & SR, Chap. 10; AP 10.1)	Unit Assessment
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CKLA

“Birth of the Inca Empire”	“All Roads Lead to Cuzco”	“Myths of the Aztec and the Inca”	“Myths of the Aztecs and the Inca”	Unit Assessment for Early American Civilizations
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THE AGE OF EXPLORATION PACING GUIDE

_____’s Class

(A total of thirteen days have been allocated to *The Age of Exploration* unit in order to complete all Grade 5 history and geography units in the *Core Knowledge Curriculum Series™*.)

TG–Teacher Guide; SR–Student Reader; AP–Activity Page;
NFE–Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

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Week 3

Day 11

Day 12

Day 13

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CHAPTER 1

The Spice Islands

The Big Question: According to the author, how did the search for the Spice Islands change history?

Primary Focus Objectives

- ✓ Describe the location of the Spice Islands. **(RI.5.2)**
- ✓ Define “Ring of Fire” and explain its effects on the Spice Islands. **(RI.5.2)**
- ✓ Explain why spices were valuable to Europeans. **(RI.5.2)**
- ✓ Explain how the spice trade worked, including the roles of Arab traders and Venetian merchants. **(RI.5.2)**
- ✓ Summarize how Marco Polo’s journey served as an inspiration for European exploration. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *medieval*, *spice*, *archipelago*, *rain shadow*, *navigational*, *trader*, *monopoly*, *trading center*, *merchant*, *negotiate*, *Mongol*, and *porcelain*, and the phrase “diplomatic mission.” **(RI.5.4)**

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-the-spice-trade

Materials Needed

Activity Page



AP 1.1

Enlarged copy of The World in 1500 (AP 1.1), found in Teacher Resources on page 104, and sufficient copies for students

Core Vocabulary (Student Reader page numbers listed below)

medieval, adj. relating to the Middle Ages in Europe **(2)**

Example: Many medieval castles still stand in Europe.

spice, n. a plant used to add flavor to food **(2)**

Example: Pepper is a common spice.

Variation(s): spices

archipelago, n. a chain of islands (4)

Example: The Malay Archipelago is the largest in the world.

Variation(s): archipelagoes

rain shadow, n. an area that gets less rain because it is on the protected side of a mountain (5)

Example: People living in a rain shadow become used to a dry climate.

Variation(s): rain shadows

navigational, adj. related to controlling the movement of a ship (6)

Example: Today's navigational systems are often satellite-based.

trader, n. a person who buys and sells goods (6)

Example: A good spice trader could become wealthy.

Variation(s): traders

monopoly, n. a situation in which one person, country, or company has complete control of the supply of a good or service (6)

Example: Any monopoly that exists today is tightly regulated.

Variation(s): monopolies

trading center, n. a place where people buy and sell goods (6)

Example: A flea market is really a small trading center.

Variation(s): trading centers

merchant, n. a person who buys and sells goods to earn money (7)

Example: Venetian spice merchants bought spices from Arab traders and sold them to Europeans for a profit.

Variation(s): merchants

negotiate, v. to discuss the terms of an agreement (7)

Example: She's trying to negotiate a loan with her bank.

Variation(s): negotiating, negotiated, negotiates

Mongol, n. a native of the Asian nation of Mongolia (8)

Example: Today, many Mongols live in China and Russia.

Variation(s): Mongols

porcelain, n. a type of fine pottery (8)

Example: China's Tang Dynasty is remembered for its beautiful porcelain.

"diplomatic mission," (phrase) a group of people who serve as representatives of their government in another country (8)

Example: She works in Japan as part of the U.S. diplomatic mission there.

Variation(s): diplomatic missions

Introduce *The Age of Exploration* Student Reader

5 MIN

Activity Page



AP 1.1

Display the Activity Page, “The World in 1500.” Ask students to locate areas they have already studied this year. (*Students should identify Mexico, Central America, and South America from their study of the Maya, Aztec, and Inca.*) Ask students to recall what happened to the Aztec and Inca empires when European explorers arrived. (*The empires were conquered by Europeans.*) Explain that in this unit, students will learn about other European explorers and how European exploration changed lives in Africa and the Americas during the 1400s–1700s, i.e., hundreds of years ago.

Ask students to locate Europe, Africa, and North America on the map. Remind students that the only method of transportation available for traveling between Europe and North America during the time period they will be studying was by ship, requiring weeks and months to complete a voyage.

Distribute copies of *The Age of Exploration* Student Reader and suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely note the number of names mentioned, as well as the maps, ships, sailors, and enslaved people pictured.

Introduce “The Spice Islands”

5 MIN

Display Timeline Image Card 1, The Middle Ages, and place it at the beginning of the 1200s on the class Timeline. Ask a few volunteers to share one detail they remember about medieval Europe from their Grade 4 studies.

Explain that the Age of Exploration, which students will study in this unit, has its roots in medieval Europe. Explain that *medieval* means “relating to the Middle Ages.” Students will learn about the Age of Exploration’s medieval roots as they read this chapter.

Call students’ attention to the Big Question. Ask students where they would go if they needed to get salt or pepper today. (*grocery store, market*) Explain that common spices were not always so readily available. That is why people had to “search” for them. Encourage students to keep an eye out for details about how the search for spices was a turning point in history.

Guided Reading Supports for “The Spice Islands”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Spice of Life,” Pages 2–4

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the two paragraphs in this section on page 2, explaining the meaning of *spice*, as it is encountered. Explain that salt and pepper are common spices used today.

SUPPORT—Direct students’ attention to the photograph on pages 2–3, which shows an assortment of spices. Recite the spices referenced in the section (peppercorn, pepper, cinnamon, ginger, and cloves). Ask students to indicate by a show of hands which spices they are familiar with. Mention that cinnamon is used in making candy. Ask whether any of them have eaten cinnamon candy. Discuss how cinnamon tastes. (*sweet, spicy, hot*)

Invite a volunteer to read aloud the first paragraph on page 4.

After the volunteer has read the text, ask the following questions:

LITERAL—What were the two reasons that people in medieval Europe wanted spices?

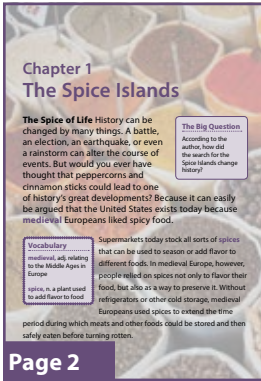
- » They wanted spices to flavor their food and to preserve it.

LITERAL—Why were spices so expensive in Europe?

- » Getting spices required a lot of time, effort, and danger.

INFERENTIAL—What options might the Europeans have considered to make spices more affordable?

- » Possible answers: Explorers might find shorter routes to places with spices. They might find spices in places that were closer. They might find places where they could raise spices themselves instead of buying them.

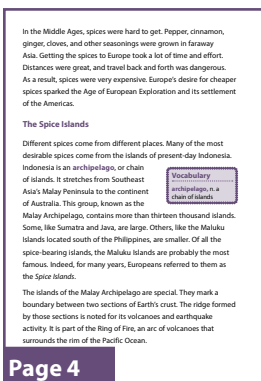


“The Spice Islands,” Pages 4–5

Scaffold understanding as follows:

CORE VOCABULARY—Read the section “The Spice Islands” aloud. Stop to explain the meaning of the vocabulary terms *archipelago* and *rain shadow* as they are encountered. If helpful, sketch simple images on the board to illustrate the meanings of the terms.

Note: Students who completed the Core Knowledge program in Grade 4 learned about rain shadows in their study of *World Mountains*. While students did not learn the term *rain shadow*, they did learn that mountains block the flow of moisture to cities such as Denver, Colorado.





AP 1.1

The Spice Islands

Today, the Spice Islands are part of the nation of Indonesia.

The equator runs through the Malay Archipelago, just south of the Malay Peninsula. Daytime temperatures are between 70° and 90° year-round. Rainfall on the forested mountain slopes can be as much as 320 inches a year. On the rain shadow sides, it can be less than twenty inches a year. Overall, the annual average is eighty inches. Hot, heavy rainfall, plentiful spice crops.

Vocabulary
rain shadow, n. an area that gets less rain because it is on the protected side of a mountain.

Page 5

SUPPORT—Direct students’ attention to the map of the Spice Islands on page 5. Compare the map to The World in 1500 (AP 1.1) to help students understand the location of the area in relation to Europe. Be sure students understand that the archipelago about which they are reading is located southeast of the continent of Asia.

Briefly have students practice their map reading skills by asking them to identify the coordinates of the Spice Islands (130°E, 0°), to name the island group north of the Spice Islands (*the Philippines*), to explain what direction they would need to travel from the Spice Islands to reach Java (*southwest*), and to calculate the approximate distance from the Spice Islands to India (*about 2,500 miles*).

After reading the text, ask the following questions:

- LITERAL**—Where are the Maluku Islands located?

 - » They are in the Malay Archipelago.
- LITERAL**—What is the “Ring of Fire”? What does it mean for the islands of the Malay Archipelago?

 - » The Ring of Fire is an arc of volcanoes along the rim of the Pacific Ocean. It means the Malay Archipelago experiences volcanic eruptions and earthquakes.
- LITERAL**—Why is the Malay Archipelago a good place to grow spices?

 - » It has rich soil, it is hot, and it gets a lot of rain.

“The Quest for Spices,” Pages 6–7

The Quest for Spices

You might wonder why the Europeans didn’t just sail over to the Spice Islands and buy their spices. It wasn’t that simple. They did not yet know that the Atlantic Ocean went as far as the southern tip of Africa. Nor were their ships and navigational skills suited to such long voyages. And at the time, the exact location of the Spice Islands was a closely guarded secret.

During the Middle Ages, the spice trade was controlled by Arab traders. They controlled the market not only for nutmeg and cloves from the Spice Islands, but also for ginger from China and cinnamon from India. For hundreds of years, from around 1100 until 1400, the Arabs managed to keep the location of the Spice Islands a secret. They even made up stories about how dangerous it was to sail to these islands. If you had been alive then you might have heard tales told by Arab traders of the fantastic monsters and hideous fiend-vating birds that guarded the Spice Islands. Stories like these were designed to help the Arab traders preserve their monopoly of the spice trade.

How did the spice trade work? Arab traders sailed east to trading centers in Sri Lanka, and the Spice Islands. They sailed west again. A typical trip

Vocabulary
navigational, adj. related to controlling the movement of a ship.
trader, n. a person who buys and sells goods.
monopoly, n. a situation in which one person, country, or company has complete control of the supply of a good or service.
trading center, n. a place where people buy and sell goods.

Page 6

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first paragraph in the section on page 6. On page 6, point out the vocabulary box and explain the meaning of *navigational*. Explain that navigational skills for a ship are similar to driving skills for a car or piloting skills for a plane.

CORE VOCABULARY—Invite a volunteer to read aloud the second paragraph in the section on page 6. Stop to explain the meaning of the vocabulary terms *trader* and *monopoly* as they are encountered. Explain that people with a monopoly over an item can charge high prices for it because they are the only source for obtaining the item; no one else is there to offer it for sale at a lower price.

CORE VOCABULARY—Invite a volunteer to read aloud the third paragraph in the section on pages 6–7. Review the vocabulary terms *trading center* and *merchant*. Invite a student to explain the connection between the two. (*Merchants bought and sold their goods at trading centers.*)

Note: Students who completed the Core Knowledge program in Grade 4 may recall the word *merchant*.

CORE VOCABULARY—Read aloud the remainder of the section on page 7. Review the vocabulary term *negotiate*.

Activity Page



AP 1.1

SUPPORT—Use the map The World in 1500 from AP 1.1 to illustrate the geography of the spice trade as it is described in this section. Have students trace the route taken by Arab traders to reach the Spice Islands, from the Arabian Peninsula or East Africa across the Indian Ocean. Then have students trace the return trade route from the Spice Islands across the Indian Ocean, through the Red Sea to Egypt, and then across the Mediterranean to Venice.

After reading the section, ask the following questions:

LITERAL—Why didn't Europeans buy their spices directly from the people who produced them?

- » Possible answers: They did not know exactly where the Spice Islands were nor were their ships and navigational skills suited for sailing long distances. In addition, the Arab traders made up stories about sea monsters and other dangers to discourage the Europeans from exploring farther.

LITERAL—Who dealt most directly with Arab spice traders?

- » Merchants from Venice and other parts of Italy dealt most directly with them.

INFERENTIAL—How did Venetian and other Italian merchants profit from buying the Arab traders' expensive spices?

- » They profited by selling the spices to their other European customers at even higher prices than they had paid for them.


took them around the Arabian Peninsula, into the Red Sea, and north to Egypt. There they sold the spices to merchants from Venice and other parts of Italy. The Arab traders made huge profits from this exchange.

The Venetians did well, too. They negotiated with Arab traders to distribute spices throughout Europe. Europeans wanting to purchase spices had to deal with Venice. Once they had acquired the spices, the Venetian merchants could set whatever prices and taxes they pleased. This arrangement made Venice a very wealthy city. It also made the Venetians unpopular.

Wealthy Europeans had become used to exotic goods from the Venetian marketplace. At the same time, they resented the high cost of doing business with Venetian merchants. Similarly, the Venetian merchants dreamed of a time when they would not have to deal with the Arab traders, but instead be able to deal directly with merchants in the Spice Islands.

The Travels of Marco Polo
Marco and Niccolò Polo were brothers who lived in Venice in the thirteenth century. The Polos were great

Page 7



Vocabulary
merchant, n. a person who buys and sells goods to earn money
negotiate, v. to discuss the terms of an agreement

“The Travels of Marco Polo,” Pages 7–9

Note: Students in the Core Knowledge program were first introduced to the travels of Marco Polo in Grade 4 during their study of Chinese dynasties.

Scaffold understanding as follows:


CORE VOCABULARY—Read aloud the first paragraph in this section on pages 7–8, explaining the meanings of *Mongol* and *porcelain* as they are encountered. Explain that Mongolia is located north of China.

Have students read the next three paragraphs of the section to themselves. Review the meaning of the phrase “diplomatic mission.”

traders and travelers. When the overland trade routes that had existed in Roman times opened up again, they set out to find the legendary markets of the East. At the time, the Mongols controlled much of Asia and part of Europe. The Mongols made the roads safe for travelers, and many adventures were anxious to seek their fortunes. Some went to trade for silk, gems, porcelain, and tea. Others hoped to find sources of the world's most exotic spices.

When the Polo brothers started their second journey east in 1271, they decided to take Niccolò's young son, Marco, with them. The expedition ended up taking them twenty-four years to complete. The three spent time in the service of the Mongol ruler Kublai Khan and traveled throughout Asia by land and by sea. Marco's father and uncle served as military advisors to the Great Khan. Kublai Khan took a liking to Marco. He sent Marco to distant parts of his kingdom on diplomatic missions. Wherever he went, Marco observed, asked questions, and remembered what he

Page 8



Vocabulary
Mongol, n. a native of the Asian nation of Mongolia
porcelain, n. a type of fine pottery
“diplomatic mission” (phrased) a group of people who serve as representatives of their government in another country

In 1295, Marco Polo returned to Venice. Soon after, he was captured during a war with a neighboring city. Polo was sent to jail. His cellmate was a writer from the city of Pisa. During his days in prison, Polo talked about his travels, and the writer wrote down what Marco said. Together, the two cellmates produced a book that helped change the world. *The Travels of Marco Polo* was read by people all over Europe, first in handwritten copies and later in printed editions. Polo was the first European to write about China, Thailand, the Malay Archipelago, and other Asian lands. His book inspired European mapmakers to update their maps. Almost two hundred years after it was written, this book inspired an Italian sea captain named Christopher Columbus.

For centuries, the search for the Spice Islands attracted explorers, adventurers, and dreamers like a magnet. While searching for the Spice Islands, these explorers found lands, oceans, and peoples that they never knew existed. It is perhaps not an exaggeration to say that the desire to reach the Spice Islands led to the European exploration of the entire planet.



This illustration from Marco Polo's book shows the part of Venice which held a near monopoly on the spice trade in Europe.

Page 9

Read aloud the last paragraph on page 9.

After reading the text, ask the following questions:

LITERAL—How did the Mongols contribute to a revival of overland East-West trade during the later 1200s?

» They did so by making and keeping the ancient routes safe.

LITERAL—What were some things Europeans were interested in trading during the time of Marco Polo?

» Possible answers include: spices, silk, gems, porcelain, and tea.

EVALUATIVE—How did Marco Polo help inspire the Age of Exploration?

» Polo and his cell mate in jail wrote an account of Polo's travels. Polo's descriptions of far-off exotic lands helped inspire Christopher Columbus's journeys some two centuries later.

Timeline

- Draw students' attention to the Middle Ages Timeline image card already on the timeline, noting the time period (1200s) and the caption on the card.
- Show students the remaining Chapter 1 Timeline image card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "According to the author, how did the search for the Spice Islands change history?"
- Post the image card beneath the date referencing the 1200s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: According to the author, how did the search for the Spice Islands change history?
 - » Key points students should cite include: the search for the Spice Islands encouraged explorers to travel the world; they encountered lands, oceans, and peoples they never knew existed; Europeans' efforts to reach the Spice Islands led them to explore the planet.
- Choose one of the Core Vocabulary words (*medieval, spice, archipelago, rain shadow, navigational, trader, monopoly, trading center, merchant, negotiate, Mongol, porcelain*) or the phrase "diplomatic mission" and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Motives and Means

The Big Question: What developments enabled Europeans to travel farther?

Primary Focus Objectives

- ✓ Explain why Europeans needed spices. **(RI.5.2)**
- ✓ Explain how the Crusades and the closing of the Silk Road led to European exploration. **(RI.5.3)**
- ✓ Identify new technologies that allowed Europeans to launch voyages of exploration. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *motive, cure, navigation, uncharted, hull, rig, astrolabe, sextant, magnetic compass, and hourglass*. **(RI.5.4)**

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-european-motivation

Materials Needed

Images of an astrolabe, a sextant, an hourglass, and a magnetic compass, from the Internet or available print resources.

Core Vocabulary (Student Reader page numbers listed below)

motive, n. the reason for taking a specific action **(10)**

Example: Her motive for studying was to do well on the test.

Variation(s): motives

cure, v. to preserve meat, fish, or other food by smoking, drying, or salting it **(12)**

Example: Finding ways to cure food was important to early people.

Variation(s): cures, cured, curing

navigation, n. the act of planning and directing the movement of a ship, plane, or other vehicle **(14)**

Example: Calm and experienced navigation by the driver got the car through the blizzard.

Variation(s): navigate, navigational

uncharted, adj. never mapped (14)

Example: The continents of North and South America were uncharted before the Age of Exploration.

hull, n. the sides and bottom of a boat (14)

Example: The ship's hull was damaged by its collision with the shore.
Variation(s): hulls

rig, v. to prepare for sailing (15)

Example: It took weeks to properly rig the ship.
Variation(s): rigs, rigged, rigging

astrolabe, n. a navigational tool used to determine the position of the sun, a star, or other object in the sky (15)

Example: Early astronomers used an astrolabe to make maps of what they observed in the sky.
Variation(s): astrolabes

sextant, n. a navigational instrument that uses a telescope and scale to determine latitude and longitude (15)

Example: European explorers often determined their location at sea with a sextant.
Variation(s): sextants

magnetic compass, n. a device that uses a magnetized pointer to show direction (16)

Example: The needle of a magnetic compass always points north.
Variation(s): magnetic compasses

hourglass, n. a glass device that measures time using the flow of sand (17)

Example: An hourglass begins tracking time when it is turned over.
Variation(s): hourglasses

THE CORE LESSON 35 MIN

Introduce “Motives and Means”

5 MIN

Introduce the chapter title, “Motives and Means.” Explain that motives are the *reasons* that someone does something. They answer the question, “Why?” Explain that means are the *way* that someone does something. They answer the question, “How?”

Give a brief example, such as saving money for a new cell phone. The *motive* is to acquire a new or better phone. The *means* can be collecting spare change in a jar or borrowing money from parents or depositing allowance money in a bank account.

Briefly review with students the motives of other explorers that students have previously studied, such as the Vikings (land for an expanding population, trade,

adventure, curiosity) in Grade 3 and, in Grade 4, Islamic traders (to find new goods, such as spices, silk, and perfume, and new markets) and China’s Zheng He, a sea captain and explorer (to open trade for China and show the power of the Ming dynasty). These explorers had ships and technologies that allowed them to successfully complete their voyages. Explain that it was not until the 1400s that Europeans had the *means* to satisfy their *motives* for exploration. Some of these means came from contact with Islamic traders.

Introduce the Big Question. Point out that the question is asking about the means of European exploration. Tell students to look for details that explain *how* Europeans were now able to launch long voyages of exploration far from home.

Guided Reading Supports for “Motives and Means”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Value of Spices” and “The Crusades,” Pages 10–13

Scaffold understanding as follows:

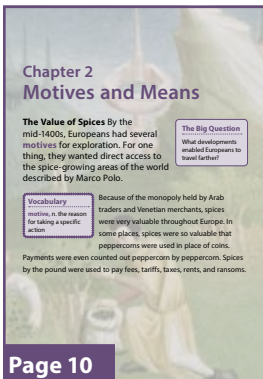
Invite a volunteer to read aloud the first two paragraphs of “The Value of Spices” on page 10.

SUPPORT—Use the image and caption on pages 10–11 to emphasize the value of spices. Peppercorns in particular were in such demand that they competed with money as a form of wealth.

Read aloud the remainder of “The Value of Spices” on pages 12–13.

CORE VOCABULARY—Stop to explain the word *cure* when it is encountered in the text. Point out that *cure* is a multiple-meaning word. Students are likely familiar with the medical meaning of *cure*: to heal or make well. Explain that its meaning in this context is different. Here, *cure* means to preserve food by smoking, drying, or salting it. Help students understand the concept of curing food by explaining that jerky, food that people still eat, is a food that is cured by drying.

SUPPORT—Help students understand the importance of spices as a tool of preservation during this time period. Today, while we do still cure some foods, most food is preserved through refrigeration or freezing. That technology is relatively new, though. Refrigerators as we know them weren’t invented until the early 1900s. Europeans of the Middle Ages had to find other ways to preserve their food. (Ice, while an effective preservation agent, was not reliably obtainable.) Salt filled that need. Other spices added flavor, making meat that wasn’t fresh more palatable.



Europeans were so enthusiastic about spices because their food was not very tasty. At this time Europeans did not yet have any of the fruits and vegetables native to North and South America. Potatoes, tomatoes, corn, bananas, chocolate, peanuts, strawberries, blueberries, and pineapples were all unheard of. Europeans did not have sugar until the late Middle Ages. They also had no coffee or tea.

Europeans typically butchered livestock in the fall. They used salt to cure the meat for long-term storage.

After a few months, much of this meat was not very appetizing. A pinch of pepper, cloves, or ginger could make bad tasting or even spoiled meat much easier to eat.

Vocabulary
curious, to generate
curious, to generate
curious, to generate
curious, to generate



The Silk Road. For many centuries this was an overland trade route of nearly 4,500 miles that connected Europe and Africa with Asia and the Arab and European cities near.

Page 12

SUPPORT—Direct students’ attention to the map of the Silk Road on page 12. Invite a volunteer to read the caption aloud. Explain that the map shows only part of the Silk Road. The trade route extends west to Europe and east to China from what is shown on the page. Ask volunteers if they recognize any cities named on the map and have them explain what they know about those cities. (*Students may recognize Damascus and Baghdad as capitals of Islamic empires from their Grade 4 studies.*)

Invite a volunteer to read the section “The Crusades” on page 13.

After the volunteer has finished reading, ask the following questions:

EVALUATIVE—What would most likely happen to food that was stored without being cured?

» It would quickly spoil and rot, becoming unfit to eat.

LITERAL—What did the Turks do in the 1400s that made it even more important for Europe to find a sea route to Asia?

» They shut down the Silk Road.

LITERAL—What effect did the Crusades have on Europeans?

» They made the Europeans more curious about the non-European world.

EVALUATIVE—Do these two sections explain European motives or means for exploration? How do you know?

» They explain European motives because they tell why Europeans wanted to explore.

It’s hardly surprising, then, that Europeans developed a taste for the intense flavors of spices that come from plants grown on tiny islands in faraway places. As you have discovered, getting those spices wasn’t at all easy. Because of this, Arab traders and Venetian merchants charged very high prices. Then, in the fifteenth century, the quest for spices became even more problematic. The Turks shut down the Silk Road, an important land route, which had previously been used to transport spices from the East.

The Europeans needed a sea route to Asia. Nobody was sure that such a route existed. Everybody hoped one would be discovered. The great kings of Europe began looking for brave explorers, shipbuilders, mapmakers, and others who could help them with this quest.

The Crusades

Exploration was also fueled by another series of events. In the Middle Ages, generations of European knights and soldiers went on Crusades to the Middle East to capture the Holy Land from Muslims. When Europeans reached the Middle East, they saw that Islamic civilization was much more advanced than they had been led to believe. Crusaders returned home and described the goods and cultures they had encountered. This added to European curiosity about the world outside their borders.

New Ships

Arab traders had been sailing across the Indian Ocean for centuries. Therefore, they had learned a great deal about

Page 13

“New Ships,” Pages 13–15

Scaffold understanding as follows.

CORE VOCABULARY—Have students take turns reading paragraphs from the section “New Ships” aloud. Stop to explain the meanings of the vocabulary terms *navigation*, *uncharted*, *hull*, and *rig* as they are encountered in the text. Connect the noun *navigation* with the adjective *navigational*, which students learned in the previous chapter.

SUPPORT—Revisit the text that pertains to *lateen sails*, *square sails*, and *hulls*. Clarify that the Portuguese combined features from earlier ships to create the *caravels* that proved suitable for long oceanic explorations.

SUPPORT—Examine the illustrations at the bottom of page 14. Point out that the sails are positioned differently in each drawing. Explain that it was necessary to arrange the lateen and square sails in different ways, depending on how the wind was blowing.

navigation and shipbuilding. By comparison, Europeans generally made shorter voyages within European waters. Europeans sailed mostly by staying near the coastline and watching for known landmarks. Their navigational skills were not as advanced as their competitors'. Their ships were not well suited to long voyages across uncharted waters.

Generally, ships built in the Mediterranean shippards of southern Europe had large triangular sails, called lateen sails. These sails provided easy handling in the winds that blew along the Mediterranean coast. Northern ships had square sails, which were more effective on the open ocean. They also had hulls built with thick, overlapping planks. These hulls were built to withstand the rougher waters of the Baltic Sea and the Atlantic Ocean.

Both of these ship designs had advantages, but neither was ideal for long voyages on uncharted waters. Then, in the 1400s, Portuguese shipbuilders combined

Vocabulary
navigation, the act of planning and directing the movement of a ship, plane, or other vehicle
uncharted, not mapped
hull, the side and bottom of a boat



The caravel was developed for sailing on long voyages across uncharted waters.

Page 14

After students have read the text, ask the following questions:

LITERAL—Why were Arab traders better at navigation and shipbuilding than medieval Europeans?

- » Arabs had been traveling greater distances by sea for far longer than Europeans had.

EVALUATIVE—What prompted the Portuguese to develop caravels?

- » They wanted to be able to make long sea explorations.

EVALUATIVE—Why did the Portuguese include both lateen and square sails on caravels?

- » Lateen sails were effective for catching winds close to shore and made the ship easier to handle. Square sails were far better for the types of winds found on the open ocean when traveling long distances.

“Finding Their Way,” Pages 15–17

Scaffold understanding as follows.

CORE VOCABULARY—Review the vocabulary terms *astrolabe* and *sextant*. Point out that these two instruments had the same general function—to track a ship’s location.

SUPPORT—Display the images of the astrolabe and sextant for students to reference as you discuss the definitions and the instruments’ purposes.

SUPPORT—Note the prefix *astro-* in *astrolabe*. Explain that *astro-* refers to the stars. The astrolabe uses the stars to help sailors navigate. Ask volunteers to identify other words that use the prefix *astro-* (*astronaut*, *astronomy*).

SUPPORT—Review the terms *magnetic compass* and *hourglass*, displaying the images of each as you do so. Briefly explain the principles behind these instruments. Point out that the compass relies on Earth’s magnetic field and that an hourglass relies on the force of Earth’s gravity.

Have students read the section “Finding Their Way” with a partner.

After students have read the text, ask the following questions:

LITERAL—How did sailors use the astrolabes, sextants, and magnetic compasses?

- » Sailors used astrolabes and sextants to determine the ship’s location. They used magnetic compasses to determine the direction in which the ship was sailing.

different kinds of ships. By doing this, they created new, more seaworthy vessels called caravels (kar'uh-welz). Caravels had the sturdiness of the northern ships and the easy handling of the southern ships. Their masts were rigged with lateen sails so that the ships were easy to handle, but the caravels also had square sails to take advantage of strong winds that could send the ships across the open ocean. The ships had hulls sturdy enough to sail on rough seas. They were also large enough to carry men, supplies, and trade goods further than ever before.

Vocabulary
sig. to prepare for sailing
astrolabe, n. a navigational instrument used to determine the position of the sun, a star, or other object in the sky
sextant, n. a navigational instrument that uses a telescope and scale to determine latitude and longitude


Finding Their Way
Sailors needed ways to keep track of their location and direction when they were out of sight of land. To do this, they relied on the sky. During the day, sailors could plot their direction in relation to the sun's apparent movement across the sky from east to west. For example, the sun setting on the right side of the ship would mean that the ship was heading south. The sun setting on the left would mean that the ship was heading north.

Ship pilots also had a variety of navigational tools to help keep their ships on course. Pilots used instruments such as the astrolabe and the sextant to determine the ship's latitude. By measuring the positions of the sun, moon, and stars in the

Page 15

sky with these instruments, pilots were able to obtain information about the time of day and the ship's location. As you might imagine, though, taking exact measurements on a bobbing ship was difficult. Speed was measured using a log attached to a rope. The rope had knots tied along it at regular spaces. A sailor counted the knots as they slipped through his hands. The number of knots let out during a certain amount of time was used to calculate the speed. Today, ship speed is still measured in knots.

Vocabulary
magnetic compass, n. a device that uses a magnetized pointer to show direction



Page 16

However, many captains and navigators did not really understand how or why it worked.

To measure the passage of time, sailors used a sand hourglass. The ship's cabin boy turned the glass every half hour. The time calculated was checked against sunrise and sunset just in case the sand ran too fast or too slowly.

Navigators also made use of observations made by the crew. Information about the clouds, birds, waves, and anything floating in the water all helped to track a ship's position on the sea. Europeans were building new ships, learning more about navigation, and updating their maps. Soon, they might really be able to sail to far-flung parts of the world.

Vocabulary
hourglass, n. a glass device that measures time using the flow of sand

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LITERAL—What was one way that sailors kept track of their speed?

- » They counted the knots on a rope as it slipped through their hands during a certain period of time.

LITERAL—What were two ways that sailors kept track of time?

- » They used hourglasses, and they noted the movement and position of the sun.

EVALUATIVE—How do you know this section describes the means of European exploration?

- » The section describes *how* Europeans were able to explore. It describes the technologies that allowed them to do so.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What developments enabled Europeans to travel farther?”
 - » Key points students should cite include: methods of making hulls stronger; the development of caravels with both lateen and square sails; instruments such as the astrolabe, sextant, magnetic compass, and hourglass; and methods of using those instruments to chart speed, direction, and location.
- Choose one of the Core Vocabulary words (*motive, cure, navigation, uncharted, hull, rig, astrolabe, sextant, magnetic compass, or hourglass*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–2 (RI.5.4, L.5.6)

45 MIN

Activity Page



AP 2.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–2 activity page (AP 2.1)

Distribute AP 2.1, Domain Vocabulary: Chapters 1–2, found in the Teacher Resources section (page 105), and direct students to match words with definitions using what they learned in Chapters 1 and 2. This activity page may also be distributed for homework.

Portuguese Exploration

The Big Question: Why do you think Portugal is described as a seagoing pioneer?

Primary Focus Objectives

- ✓ Describe the role of Prince Henry the Navigator as a leader of exploration. **(RI.5.2)**
- ✓ Explain why Portugal launched missions of exploration. **(RI.5.2)**
- ✓ Summarize the voyages of Bartolomeu Dias, Vasco da Gama, and Pedro Cabral. **(RI.5.2)**
- ✓ Explain how Portugal established a trade empire in Africa and Asia. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *expedition, interpreter, Moor, fleet, landfall, trade wind, scurvy, and iron ore.* **(RI.5.4)**

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-portuguese-explorers

Materials Needed

Activity Page



AP 3.1

Sufficient copies of Cool Facts About European Explorers activity page (AP 3.1), found in Teacher Resources beginning on page 106.

Core Vocabulary (Student Reader page numbers listed below)

expedition, n. a special journey taken by a group that has a clear purpose or goal **(20)**

Example: As a child, she dreamed of leading an expedition to Mars.

Variation(s): expeditions

interpreter, n. a person who translates from one language to another **(21)**

Example: My uncle works as an interpreter for American tourists in France.

Variation(s): interprets, interpreted, interpreting

Moor, n. a North African follower of Islam during the Middle Ages (21)

Example: Moors attacked and conquered parts of Spain during the 700s.

Variation(s): Moors

fleet, n. a group of ships sailing together with the same purpose and under the control of the same leader (21)

Example: Pedro Cabral sailed with a fleet of thirteen ships on his voyage.

Variation(s): fleets

landfall, n. the reaching of land, after a trip by sea (21)

Example: The ship made landfall after being at sea for three weeks.

trade wind, n. a wind that almost always blows in a particular direction (24)

Example: An easterly trade wind can be easily found in that part of the tropics.

Variation(s): trade winds

scurvy, n. a disease caused by a lack of vitamin C (24)

Example: It was common for medieval sea voyagers to die of scurvy.

iron ore, n. rock from which iron can be obtained (25)

Example: Most iron ore is a compound of iron and other minerals.

THE CORE LESSON 35 MIN

Introduce “Portuguese Exploration”

5 MIN

Introduce the Big Question. Ask what it means to be a pioneer. (*to be the first to do something*) Invite volunteers to give examples of other “pioneers” they have studied. (*Students might cite the original settlers of the thirteen colonies as pioneers because they braved traveling to an unknown land, the Vikings for being the first Europeans to explore North America, or the Maya for creating their calendar system.*)

Tell students to look for reasons why the country of Portugal became a pioneer of European exploration. Point out to students that they will be reading about explorers, all of whom were men. Remind them of the distinct roles men and women played during the Middle Ages and how that would affect women’s involvement with the Age of Exploration.

Guided Reading Supports for “Portuguese Exploration”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Pioneers of the Sea,” Pages 18–21

Chapter 3 Portuguese Exploration

Pioneers of the Sea The most powerful European governments in the 1400s were the Spanish states of Castile and Aragon, France, England, and some of the city-states in Italy, such as Venice. But none of these countries led the search for a sea route to the East. It was Portugal—a small, relatively poor country—that became the seagoing pioneer.

The Big Question
Why do you think Portugal is described as a seagoing pioneer?

Portuguese leadership in exploration was largely due to one person, Prince Henry, often called the Navigator, had a strong desire to explore the oceans. Although Henry never went on any expeditions himself, he supported the design of ships. He encouraged developments in mapmaking, shipbuilding, and instrument making. He also encouraged the sharing of information, therefore enabling would-be explorers to benefit from these new ideas. Most importantly, he helped to convince his father, King John I, to pay for expensive expeditions in the name of Portugal. Like other Europeans, the Portuguese had a strong desire to set up trade routes, spread

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of a monument to Prince Henry, the Navigator, the capital of Portugal, made in the Age of Exploration.

Prince Henry sent dozens of expeditions down the west coast of Africa. On these expeditions, Portugal's seafarers faced many challenges. Prior to this, no European had sailed very far from Europe. Just as the Arab traders did, European sailors told hair-raising stories about sea monsters and boiling waves. Really, they were encountering extremely rough waters and sea creatures that they had never seen before. Such tales made it difficult for Portuguese captains to find crew members willing to sail farther south. Therefore, reaching Cape Bojador (South of today's off the Western Sahara on the Atlantic coast) was indeed a great achievement for the Portuguese.

Vocabulary
Expedition, n. a special journey taken by a group that has a clear purpose or goal.



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as they encountered on their expeditions.

Read aloud the first two paragraphs of “Pioneers of the Sea” on page 18.

SUPPORT—Explain that during the 1400s, Spain was not yet a single country. The marriage of Ferdinand of Castile and Isabella of Aragon in the late 1400s gave those two states a close working relationship, but the states did not unify as Spain until the 1500s.

SUPPORT—Stop to explain the meaning of the vocabulary term *expedition*, which students will encounter on the next page.

CORE VOCABULARY—Have students take turns reading aloud the remaining paragraphs from the section “Pioneers of the Sea” on pages 20 and 21. Stop to explain the meaning of the vocabulary term *interpreter* as students encounter it in the text. Ask a volunteer to explain how an interpreter might be a useful member of an expedition.

CORE VOCABULARY—Explain the meaning of the word *Moor*. Tell students that in addition to ruling parts of Africa, the Moors also ruled parts of what is now Spain from the early 700s until 1492 (the same year that Christopher Columbus made his first expedition to the Americas).

After students have finished reading the text, ask the following questions:

LITERAL—Why did the Portuguese launch voyages of exploration?

- » They wanted to set up new trade routes, spread Christianity, and gain knowledge.

INFERENTIAL—Why was Portugal’s Prince Henry called “the Navigator,” even though he never went on a single expedition?

- » He encouraged the growth of Portuguese exploration, lending support to the design and building of ships, to mapmaking, and to the development of navigational instruments.

LITERAL—How did the Portuguese become the first Europeans involved in the slave trade?

- » In 1441, they brought Africans back to Europe to be sold.

“Bartolomeu Dias,” Pages 21–22

CORE VOCABULARY—Read aloud the first two paragraphs of the section “Bartolomeu Dias” on pages 21–22. Review the Core Vocabulary terms *fleet* and *landfall*. Invite a volunteer to use both words in a single sentence that demonstrates their meanings.

Note: Students who completed the Core Knowledge program in Grade 4 may recall the phrase “*naval fleet*.”

Over the years, Prince Henry's explorers pushed farther south along the African coast. They brought back gold, ivory, spices, and people, to be sold into slavery. The first Africans to be sold arrived in Portugal in 1441. They became servants and laborers. Africans were also taken along on expeditions to serve as interpreters and help set up trade agreements in new ports. Portuguese traders set up trading posts and challenged the Moors for leadership in West Africa.

Bartolomeu Dias

As expeditions made their way down the west coast of Africa, Portuguese horizons expanded. Their knowledge grew, and their maps became more complete. The more they learned, the less superstitious they became.

In 1487, Bartolomeu Dias (/barˈtuːlʊhˈmæʊˈdiːəˈtʃuː/) set sail with a fleet of three ships. The fleet traveled far beyond where any European had ever sailed before. The ships stopped at various ports along the coast before stormy seas forced the fleet offshore. They did not see land for several days. When the seas calmed, the ships turned back to make landfall. They looked for the land that had been to the east of them as they journeyed southward. They could not find it. Then, when the ships turned north, land was west side of the ship, not the east. This is how they knew the fleet was traveling north up the west coast of Africa.

Vocabulary

interpreter, n. a person who translates from one language to another


Moors, n. a North African follower of Islam during the Middle Ages

fleet, n. a group of ships sailing together with the same captain and under the control of the same leader

landfall, n. the reaching of land, after a long voyage

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Invite a volunteer to read the final paragraph of the section “Bartolomeu Dias” on page 22.

 **SUPPORT**—Examine the map called “Early Portuguese Exploration” on page 23. Point out that Portugal is located on a part of Europe called the Iberian Peninsula. Ask students which set of arrows traces the route of Bartolomeu Dias. (*the purple arrows*) Ask students what they noticed about Dias’s path. They should note that he stayed close to the African coast. Invite students to use the text to identify the *Cabo Tormentoso* (Cape of Storms) on the map. (*Students should identify the Cape of Good Hope.*)


After the volunteer reads the text, ask the following questions:

LITERAL—What were Bartolomeu Dias and his fleet the first to do?


» They were the first Europeans to find a route to the Indian Ocean.

 **EVALUATIVE**—When did Dias move from the Atlantic Ocean to the Indian Ocean?

» He did that when he passed the southern tip of Africa.

 **LITERAL**—How did Dias and his crew realize that they had drifted onto a different ocean?

» They spotted land to their west instead of their east.

 **INFERENTIAL**—Why did Dias most likely name the southern tip of Africa the *Cabo Tormentoso*?

» It was most likely because Dias and his crew encountered a storm there.

“Vasco da Gama,” Pages 22–25

east coast of Africa. They had sailed around the southern tip of Africa without knowing it!

Dias was both excited by this discovery and concerned about being so far from Portugal. He turned his fleet around. As the fleet rounded the southern tip of Africa and headed north for home, Dias spotted what he called Cabo Tormentoso (Cape of Storms). Today we call it the Cape of Good Hope. Dias had shown his countrymen that it was possible to sail around Africa. He was the first European to find a route to the Indian Ocean.

Vasco da Gama


When it came to exploration, the Portuguese always pushed forward. Knowledge gained on one expedition laid the groundwork for the next. Once Dias rounded the Cape of Good Hope, it was only a matter of time before other Portuguese extended the route.

In 1497, Vasco da Gama (/vəʃəˈdɒːɡəˈdɪəˈɡɒːm/) led a fleet of four ships from Lisbon. The fleet rounded the Cape of Good Hope and headed northeast along the east coast of Africa. They stopped at the main trading centers along the way, including Mombasa, Mozambique, and Malindi.

In Mombasa and in Mozambique, the Portuguese ran into trouble with Arab traders. These merchants had controlled the trading centers along the coast of East Africa for hundreds of years. They felt the Portuguese were intruding on their established business. As a result, at several ports, Arab traders tried to seize the

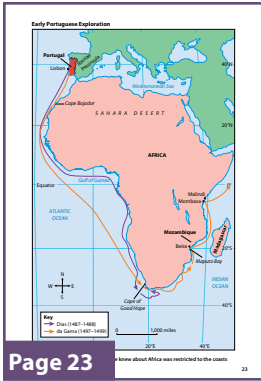
Page 22

Invite volunteers to read aloud the first two paragraphs of the section “Vasco da Gama” on page 22.

 **SUPPORT**—Examine the map called “Early Portuguese Exploration” on page 23. Ask students to compare the routes taken by Dias and da Gama. (Students should note not only that da Gama went farther than Dias, but that he sailed farther from Africa’s western coast.)

Call attention to the illustration and caption on page 25. Ask students to silently read the remainder of the section “Vasco da Gama” on pages 22–25.

CORE VOCABULARY—Review the meaning of the Core Vocabulary terms *trade winds* and *scurvy*. Ask volunteers to name ways that people today can avoid getting scurvy (*eating oranges and other citrus fruits, taking vitamin C tablets*).



After students have read the text, ask the following questions:

LITERAL—How did da Gama and his men know that they could reach India by rounding the southern tip of Africa?

» Dias had proven that it could be done.

LITERAL—What two things helped da Gama and his men get across the Indian Ocean in twenty-three days?

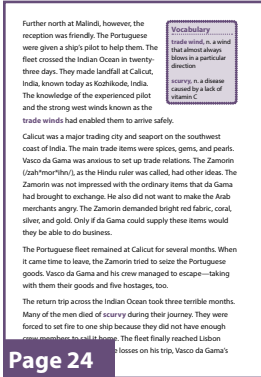
» They were helped by an experienced pilot and strong westerly trade winds.

LITERAL—Why was the Hindu ruler in Calicut, India, reluctant to trade with da Gama?

» He did not want to anger the Arab traders with whom he usually did business.

INFERENTIAL—Why might the Portuguese king have considered da Gama’s expedition a success, despite its terrible outcome?

» Possible answer: da Gama had proven that Portugal could gain relatively easy access to the eastern side of Africa.



“The Portuguese in East Africa,” Pages 25–27

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first two paragraphs of the section “The Portuguese in East Africa” on page 25. Stop to explain the meaning of the vocabulary term *iron ore* when you encounter it in the text. Point out that iron is a strong metal that was used then and now to make tools and instruments. Today it is also a component of steel, which is used in the frameworks for bridges, buildings, and other large structures.

Note: Students in the Core Knowledge program encountered the word *mineral* in an earlier Grade 5 geography unit, *World Lakes*. Draw on students’ prior knowledge by explaining that iron ore is a mineral.

Read aloud the remaining paragraphs of “The Portuguese in East Africa” on pages 26 and 27.


SUPPORT—Examine and discuss the map “Portugal’s Trade Empire” on page 26. Involve students in locating and identifying the Swahili (eastern Africa’s) Coast. Point out the approximate location of Beira and Maputo Bay in Mozambique. (Both are due west of Madagascar, the large island off Africa’s eastern coast. Refer to the map on page 23 for assistance.) Have students trace on the map the route used to take African gold from that region to Portugal—south along the continent’s eastern coast, around its southern tip, and then north along the continent’s western coast.



After reading the text, ask the following questions:

LITERAL—What became Portugal’s main goal after da Gama’s expedition to India?

- » Portugal wanted to seize control of trade on the eastern coast of Africa.

 **LITERAL**—In what part of Africa did the Portuguese gain the strongest control over trade?


- » They were most successful along the Swahili Coast (the central eastern coast) of Africa.

LITERAL—Where in Africa did the Portuguese try to expand their influence after their initial establishment of trade? What was the result of those attempts?


- » They attempted to expand their influence into the African interior, with limited success.

“Pedro Alvares Cabral and Brazil,” Pages 27–29

Invite students to read silently the first three paragraphs of the section “Pedro Alvares Cabral and Brazil” on pages 27–28.

 **SUPPORT**—Refer students to the map on page 28, and have them trace Cabral’s route as described thus far.

Invite a volunteer to read the fourth paragraph of the section on page 28.

 Have students use the map on page 28 to approximate the location of Vera Cruz (the place on the South American coast where the expedition made landfall.) Point out that at this point, the Portuguese saw no real advantage to pursuing trade in the region of Vera Cruz.

Read aloud the final two paragraphs of the section on page 29.

After reading the text, ask the following questions:

LITERAL—Which Portuguese explorer did Pedro Alvares Cabral consult before leading his own expedition to India?

- » Vasco da Gama

EVALUATIVE—What happened because Cabral took that explorer’s advice?

- » Cabral’s attempt to avoid the windless Gulf of Guinea resulted in his arrival in present-day Brazil.

met with strong resistance. Portugal was never able to gain full control of the African interior and their expansion was limited to a number of small colonies.

The Portuguese did manage to break the long-standing Arab traders’ monopoly along the coast. They set up a network of trading posts, not only along the Swahili Coast but also in India, the East Indies, and the Spice Islands.

Pedro Alvares Cabral and Brazil


A fleet of thirteen ships set sail from Portugal in March 1500, bound for India under the command of Pedro Alvares Cabral (Auh’brahl). Cabral was supposed to follow the route taken by Vasco da Gama. His goal was to make contact with trade centers in the East and to see what else he could find. Before leaving Lisbon, Cabral met with da Gama, who shared maps and information about sailing to India.

Cabral sailed out of Lisbon harbor and turned south. He followed the coast of Africa until he had passed the Cape Verde Islands (off present-day Senegal). Da Gama had told Cabral not to get stuck in the Gulf of Guinea. The ocean there was frequently calm, with little or no wind to move a ship. He told Cabral to head southwest and sail out into the Atlantic Ocean instead. Cabral did so, and in April 1500, he sighted land. The expedition had reached the coast of Brazil.

We tend to think of the western and eastern hemispheres as being very far apart. However, Brazil juts out into the Atlantic Ocean of Africa. All it took was a southwestward

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Cabral’s Expedition



The distance between the east coast of Brazil and the west coast of Africa is not the great

swing by Cabral and some strong winds to close the distance. The Portuguese explorer came upon land he did not know existed. He immediately claimed the territory for his king.

Cabral sent a ship home to tell the king of this land, which he named Vera Cruz (Vair’uh’krooz), the Island of the True Cross. He made contact with the people living in the area and stayed for ten days. Then he set out to complete his expedition. Four ships were lost as the fleet approached the Cape of Good Hope. Among the men who drowned was Bartolomeu Dias, the explorer who had been the first European to spot the cape twelve years earlier.

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Cabral continued on with what remained of his fleet. He traded at a number of ports along the Indian Ocean and loaded his ships with precious spices. On the return journey, more ships were lost. Only four ships sailed back into Lisbon harbor.

For a time, this land now called the Island of the True Cross spared the impact of European settlement. The Portuguese were busy gaining power in the rich ports of Africa, India, the East Indies, and the Spice Islands. They did not want to bother with this new territory—at least not yet.

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LITERAL—The Portuguese decided not to settle or set up trading centers at Vera Cruz. Where did they set up trading centers instead?

- » They set up trading centers in Africa and Asia, including the Swahili Coast, India, and the Spice Islands.

Timeline

- Show students the four Chapter 3 Timeline image cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why do you think Portugal is described as a seagoing pioneer?”
- Post the image cards beneath the dates referencing the 1400s and 1500s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why do you think Portugal is described as a sea-going pioneer?”
 - » Key points students should cite include: the importance of Prince Henry the Navigator in supporting and developing Portuguese mapmaking, shipbuilding, and instrument making; Prince Henry’s influence over his father, the king, in paying for the expeditions Henry organized; the somewhat accidental discovery by Dias of a route around the southern tip of Africa and into the Indian Ocean, and da Gama’s further investigation of that route; Portuguese success at establishing settlements and trading posts along the Swahili Coast.
- Choose one of the Core Vocabulary words (*expedition, interpreter, Moor, fleet, landfall, trade wind, scurvy, or iron ore*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Cool Facts About European Explorers (RI.5.7)

45 MIN

Activity Page



AP 3.1

Materials Needed: Sufficient copies of Cool Facts About European Explorers (AP 3.1, Teacher Resources, pages 106–107) and *The Age of Exploration* Student Reader; enlarged copy of AP 3.1 for display

Distribute the Cool Facts About European Explorers activity page (AP 3.1). Explain that students will use AP 3.1 to record information regarding the Portuguese explorers they read about in Chapter 3.

Note: You may want to divide students into teams and challenge them to see which team is able to provide correct information the most rapidly.

After students respond orally, pause to allow time for them to record each “cool fact” on AP 3.1.

Distribute *The Age of Exploration* Student Readers, and have students turn to Chapter 3. Display the enlarged copy of AP 3.1.

Provide a scaffolded review of how to use charts by asking the following questions to guide students through the completion of the first row of the chart on AP 3.1:

- What country did Bartolomeu Dias sail for?
 - » Portugal
- Where did he sail?
 - » He sailed along the western coast of Africa.
- What was he the first to do?
 - » Possible responses: He was the first European to sail around the southern tip of Africa. He was the first European to find a sea route to the Indian Ocean.
- What did Dias call the land he saw? What do we call it today?
 - » Dias called it the Cape of Storms. Today, we call it the Cape of Good Hope.

Instruct students to use the remaining class time to skim and review Chapter 3, adding more facts about the explorers discussed in Chapter 3, including the destinations they reached and other interesting facts about the voyages.

Be sure students save AP 3.1 for future reference. Tell students they will add more details to the chart as they learn more about explorers from other European nations.

Materials Needed: Sufficient copies of NFE 1, “Round Africa to India.”



Background for Teachers: This primary unit link will take you to the Core Knowledge web page, where the Nonfiction Excerpt for this activity may be found:

www.coreknowledge.org/hgca-g5-age-of-exploration-activities

Distribute copies of NFE 1, “Round Africa to India.” Introduce the excerpt by reviewing da Gama’s voyage. Explain that the excerpt comes from da Gama’s journal. The text is an English translation of da Gama’s own words.

Conduct a round-robin reading of the excerpt.

After the reading, ask the following questions to guide discussion:

- Where was da Gama when he wrote the first entry in this excerpt?
 - » Southern Africa
- Where was da Gama when he wrote the second entry?
 - » Calicut, India
- How were the experiences in each location similar?
 - » In both locations, da Gama’s crew sought trade.
- How were the experiences in each location different?
 - » In Africa, da Gama’s crew angered the indigenous people and were attacked by them. In India, they were welcomed and discovered valuable gems to trade. They also met people who spoke Portuguese.

Christopher Columbus

The Big Question: Why do you think Columbus kept a secret log?

Primary Focus Objectives

- ✓ Explain the importance of the first voyage of Christopher Columbus. **(RI.5.2)**
- ✓ Describe the impact of Columbus’s voyage on the Tainos. **(RI.5.2)**
- ✓ Summarize the terms of the Treaty of Tordesillas. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *league*, *log*, *mutiny*, *royal standard*, *diplomat*, and *indigenous*. **(RI.5.4)**

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-columbus-and-the-tainos

Materials Needed

Activity Page



AP 1.1

- Enlarged copy and individual student copies of The World in 1500 activity page (AP 1.1), found in Teacher Resources on page 104.

Core Vocabulary (Student Reader page numbers listed below)

league, n. a unit of distance equal to approximately three miles **(33)**

Example: The league was a standard unit of measure for much of Europe’s history.

Variation(s): leagues

log, n. a written record of a ship’s progress **(33)**

Example: The log revealed that the crew was unhappy for most of the voyage.

Variation(s): logs

mutiny, n. the rebellion of a ship’s crew against the captain (34)

Example: The sailors considered mutiny several times.

Variation(s): mutinies, mutinied

royal standard, n. a flag that represents a king or queen (35)

Example: The crew claimed the island for their country by planting the royal standard on the beach.

Variation(s): royal standards

diplomat, n. someone who represents the government of one country in another country (38)

Example: The diplomat returned home when his life was threatened.

Variation(s): diplomats

indigenous, adj. native to a particular region or environment (38)

Example: The explorers found that many of the indigenous plants were safe to eat.

THE CORE LESSON 35 MIN

Introduce “Christopher Columbus”

5 MIN

Ask students whether they know how information about the trips taken by planes and cars is recorded. Today, planes and cars contain computers that track information such as distance, speed, and direction. During the Age of Exploration, however, such technology did not exist. Therefore, explorers such as Dias and da Gama had to record information about their voyages by hand. Those records are called *logs*.

In addition to recording navigational information, ship captains also summarized the events of each day, making the log partially like a diary. Today, ship captains are still required to keep logs. Every day, they must record information about the navigation and experiences of the ship.

Draw students’ attention to the Big Question. Point out the implication of the question, that Columbus kept some information to himself. Encourage students to look for reasons why Columbus did this as they read.

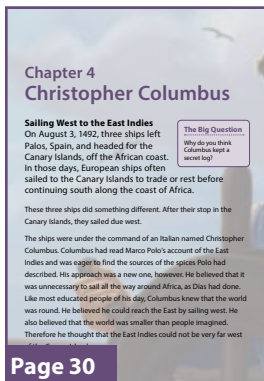
Guided Reading Supports for “Christopher Columbus”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Sailing West to the East Indies,” Pages 30–35

Read aloud the first three paragraphs in “Sailing West to the East Indies” on page 30.



Activity Page




AP 1.1



SUPPORT—Ask students to help you summarize Columbus’s plan to reach the East Indies by sailing west. Stress that Columbus’s logic was sound, but he didn’t realize that the world was so large or that there were two continents (North and South America) between Europe and Asia that would block his route.

CORE VOCABULARY—Invite volunteers to take turns reading aloud the rest of the section “Sailing West to the East Indies” on pages 32–35. Stop to review the meanings of the vocabulary terms *league*, *log*, and *mutiny* as they are encountered in the text.

SUPPORT—Students are likely familiar with *league* as a sports term. Point out that *league* is a multiple-meaning word. In this unit, the meaning is mathematical: a measure of distance.

 **SUPPORT**—After students read page 33 aloud, pause to display The World in 1500 map (AP 1.1), and direct students’ attention to this map or to their own copies to fully explain the anxiety of Columbus’s crew. Help students understand how Columbus ended up in the Caribbean instead of Asia. Trace his voyage from Spain to the Canary Islands off the coast of Africa and then westward. Remind students that Columbus was trying to reach the East Indies. Previously, the Portuguese explorer Dias had been successful in reaching the East Indies by taking a completely different route, sailing south around the tip of Africa.

SUPPORT—Have students retell the story of Columbus’s journey using only the illustrations in the section “Sailing West to the East Indies.” For each illustration, have students give a one-sentence explanation of the image.

After the volunteers finish reading the text, ask the following questions:

LITERAL—Which European monarchs paid for Christopher Columbus’s expedition?

» King Ferdinand and Queen Isabella of Spain

Note: As previously indicated, the marriage of Ferdinand of Castile and Isabella of Aragon in the late 1400s gave those two states a close working relationship, but the states did not unify as Spain until the 1500s.


LITERAL—Under what conditions did they agree to fund Columbus’s voyage?

» They agreed to fund him provided he would claim any land he reached for Spain.

of what lay ahead. Columbus comforted them with promises of riches. He also found another way to calm his sailors. On the first day of the voyage, he calculated how far they had sailed. He told his crew that they had covered fifteen leagues, even though they had really traveled eighteen leagues. He did not want them to become afraid over time of how far they were sailing. So he lied, while keeping the truth in a secret log.

Columbus kept this up for weeks. If the ships traveled twenty-five leagues, he would tell his crew twenty. If they covered thirty-nine, he would say thirty. It was a clever strategy. But by early October the sailors had begun to get worried. In spite of the inaccurate distances Columbus was giving them, they had been sailing west for a month, without any sign of land. Many of the men feared they had traveled so far west that they would never find their way back to Europe. Some of the more superstitious sailors doubted the world was round.

Vocabulary
leagues, n. a unit of distance equal to approximately three miles.
log, n. a written record of a ship's progress.



Columbus's crew grows restless. Fearing they would never find land, they threatened to overthrow their leader.

Page 33

LITERAL—How did Columbus attempt to keep his crew from worrying about sailing into the unknown?

- » He lied about the distance they traveled each day.

EVALUATIVE—What did Columbus risk by taking this approach?


- » Possible answer: He risked a mutiny and possibly being thrown overboard.

LITERAL—What saved Columbus from possible mutiny by his crew?

- » They spotted land birds and floating bushes with berries on them, suggesting that they were approaching land.

The sailors talked among themselves. Why did Columbus insist on sailing west? Hadn't Das found the true way to the Indies by sailing around Africa? How much longer would their supplies last? Did they have enough food and fresh water for the trip back to Spain? Eventually the sailors threatened a mutiny. They warned Columbus that if he did not turn back, they would throw him overboard and tell the authorities in Spain that he had fallen in by accident. Columbus avoided a mutiny by promising to turn slightly south. He also promised to turn back if they did not see land soon.

Vocabulary
mutiny, n. the rebellion of a ship's crew against the captain.



He thought he had succeeded in calming them to the

Page 34

“The First Encounter,” Pages 35–36

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first two paragraphs of the section “The First Encounter” on page 35. Stop to explain the meaning of the vocabulary term *royal standard* as you encounter it in the text.

Have students read the last four paragraphs of the section “The First Encounter” on pages 35–36 silently.

After students have finished reading the text, call their attention once again to the World in 1500 map (AP 1.1). Show students the approximate location of where Columbus made landfall in the Bahamas. On the same map, indicate the approximate location of the East Indies in Asia, Columbus’s destination. Ask the following questions:

LITERAL—Why did Columbus call the Taino people “Indians”?

- » He believed he had reached the East Indies and that the Tainos were indigenous to that area.

EVALUATIVE—Why did the Spanish and the Tainos communicate with sign language even though Columbus had brought a translator?

- » The translator spoke Hebrew and Arabic, and the Tainos spoke neither. Therefore, the Spanish and Tainos couldn’t use speech to communicate.

This was a risky promise to make, but it paid off. A few days later, sailors began to see encouraging signs. They spotted birds that were known to live on land. They saw a bush floating in the ocean, with berries still clinging to the branches.

Finally, in the early morning hours of October 12, 1492, an excited shout rippled across the water: “¡Tierra! Tierra!” called the Spanish lookout on the Pinta: “Land! Land!”

The First Encounter

When the sun rose on that day, Columbus took a landing party ashore to meet the inhabitants of what he thought was Asia. He was actually in the Bahamas, a group of islands just east of what is now Florida. Columbus decided to name the island he was on San Salvador (Holy Savior). He personally carried the royal standard ashore to claim the land for Spain.

Vocabulary
royal standard, n. a flag that represents a king or queen.

The lush green land did not look much like the Asia described by Marco Polo. There were no silks or spices to be seen. Columbus nevertheless was convinced that he had reached the East Indies. He called the native people Indians. The name stuck, even after later explorers proved that Columbus had not found the East Indies but rather islands near two new continents located between Europe and Asia.

The inhabitants of the island were not “Indians,” but members of a different culture. They were peaceful people who fished and hunted.

Page 35

The Tainos came down to the shore to look at Columbus and his men. Columbus had brought along a translator who spoke Hebrew and Arabic. He felt sure that the “Indians” would understand one of these two Eastern languages. To his frustration, they did not. The Spanish and the Tainos ended up using sign language to communicate.

In order to locate what he believed would be China, Columbus soon sailed on. He took six Tainos with him. Before long he landed on what are now the islands of Cuba and Hispaniola. Today the island of Hispaniola is divided between the countries of Haiti and the Dominican Republic.

By January 1493, supplies were getting low. Columbus set sail for Spain. Columbus traveled until he reached the latitude of 40°N. Then he turned the ships east, putting them on course for Spain.

The Triumphant Return

When Columbus returned to the court of King Ferdinand and Queen Isabella, he told them everything he had seen in the lands that he had claimed for their country. He described his meetings with an Indian chieftain, whom he called the “great khan.” He told of his visit to Cuba, which he thought was Japan. He described the contacts he had made.

King Ferdinand and Queen Isabella rewarded Columbus by giving him money and land. They also named him “Admiral of the Ocean Sea.”

Page 36

INFERENTIAL—In light of the fact that Columbus thought he was in another part of the world, how did he manage to return safely to Spain? Use The World in 1500 map to trace his route.

- » Leaving the island where Cuba and Hispaniola are now located, Columbus continued to sail until he reached 40° N latitude and then sailed east.

“The Triumphant Return,” Pages 36–37



Have students read the section “The Triumphant Return” on pages 36–37 to themselves.

After students have finished reading the text, ask the following question:

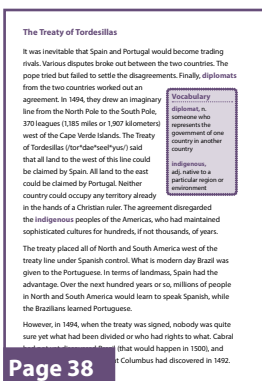
LITERAL—What area of the world did Ferdinand and Isabella think Columbus had reached? How can we tell that Ferdinand and Isabella were pleased by the results of Columbus’s voyage?

- » Possible answer: Because of Columbus’s description, Ferdinand and Isabella thought he had reached his destination in Asia using a westward route. They gave him money, land, and a title.

LITERAL—Was everyone at the time convinced that Columbus had discovered a westward route to Asia?

- » No, some people thought Columbus had explored Atlantic islands with which Europeans were not familiar. This was, in fact, the case.

“The Treaty of Tordesillas,” Pages 38–39



Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first paragraph of the section “The Treaty of Tordesillas” on page 38. Stop to explain the meaning of the vocabulary terms *diplomat* and *indigenous* as you encounter them in the text. Remind students of the phrase “diplomatic mission” from Chapter 1. Explain that the people who are part of a diplomatic mission are diplomats.


SUPPORT—Call students’ attention to The World in 1500 map (AP 1.1), and indicate the approximate location of the imaginary line described in the Treaty of Tordesillas. Guide students in identifying the areas to which Spain and Portugal laid claim.

Read aloud the last two paragraphs of the section “The Treaty of Tordesillas” on pages 38–39.

After reading the text, ask the following questions:

LITERAL—What countries signed the Treaty of Tordesillas?

- » Spain and Portugal

 **LITERAL**—What were the terms of the Treaty of Tordesillas?

- » Spain was given permission to claim all land west of the treaty line, which was set 370 leagues west of the Cape Verde Islands. Portugal was given permission to claim all lands east of the line.

EVALUATIVE—What groups were ignored under the terms of the Treaty of Tordesillas?


- » Possible answers: The treaty ignored indigenous people in colonized lands. It also ignored any European powers other than Spain and Portugal.

INFERENCE—Why did Queen Isabella tell Columbus to determine where the treaty line was?

- » Possible answer: No Europeans knew the geography of the Americas very well. There were no accurate European maps of the Americas.

“The Later Voyages of Columbus” and “The Final Blow,” Pages 39–41

Read aloud the section “The Later Voyages of Columbus” on pages 39–40.

 **SUPPORT**—Track each of Columbus’s voyages using the map on page 40.

Read aloud the section “The Final Blow” on page 41.

After reading the text, ask the following questions:

LITERAL—How many voyages did Columbus make to the Americas?

- » four

INFERENCE—What can be concluded about how good the Columbus brothers were at administering a government? Why?

- » Possible answer: It can be concluded that they were very bad at governing because they angered the indigenous peoples by forcing them to work in the mines, and they angered the Spanish settlers by playing favorites.

EVALUATIVE—How long was it between Columbus’s first voyage and Vespucci’s South American exploration?

- » Vespucci’s voyage came nine years after Columbus’s.



The Treaty of Tordesillas divided newly explored territories between Spain and Portugal.

Queen Isabella of Spain sent a letter to Columbus, urging him to determine where the treaty line was and which lands lay on the Spanish side.

The Later Voyages of Columbus

Columbus made three more voyages to the Americas. On his second voyage, he mapped most of the islands of the Caribbean Sea and established the permanent colony of Santo Domingo on Hispaniola. He left his brothers Bartholomew and Diego in charge while he searched the Caribbean Sea for gold. His search was unsuccessful.

His third voyage (1498) was even worse. While Columbus searched for South America, Bartholomew and

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Diego angered both the indigenous peoples and the Spanish settlers of Hispaniola. The Columbus brothers forced the indigenous people to work in gold mines, and favored some Spanish settlers over others. Eventually complaints reached the Spanish court. Columbus lost his position as governor of the colony, and his brothers were sent back to Spain.

The fourth voyage (1502–1504) was the worst of all. Columbus and his men were shipwrecked on the island of Jamaica for a year. By the time Columbus returned to Spain, he was in bad health, and his reputation had been damaged. When Columbus died in 1506, almost nobody noticed. In 1517 his bones were sent back to Hispaniola and buried in the Cathedral of Santo Domingo.



None of Columbus's later voyages were as successful as his first.

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Tell students to take out AP 3.1 and use what they read in Chapter 4 to complete the rows about Christopher Columbus and Amerigo Vesputti.

You might also choose to have students complete these rows for homework to allow time for the Timeline cards and Check for Understanding.

Timeline

- Show students the two Chapter 4 Timeline image cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "Why do you think Columbus kept a secret log?"
- Post the image cards beneath the date referencing the 1400s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "Why do you think Columbus kept a secret log?"
 - » Key points students should cite include: Columbus kept a false log to calm his crew, who feared sailing in unknown water for so long with no sign of land; he kept a secret log so that there would be an accurate record of the journey.
- Choose one of the Core Vocabulary words (*league, log, mutiny, royal standard, diplomat, or indigenous*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Early Portuguese and Spanish Exploration (RI.5.7)

30 MIN

Activity Page



AP 4.1

Materials Needed: Sufficient copies of Early Portuguese and Spanish Exploration activity page (AP 4.1, Teacher Resources, page 108).

Distribute copies of AP 4.1. Have students use the map at the top of the activity page to answer the questions at the bottom of the page.

Students might work in pairs to complete the activity. The activity page could also be assigned as homework.

The Voyage of Columbus (RI.5.10)

30 MIN

Materials Needed: Sufficient copies of NFE 2, “The Voyage of Columbus.”



Background for Teachers: This primary unit link will take you to the Core Knowledge web page, where the Nonfiction Excerpt for this activity may be found:

www.coreknowledge.org/hgca-g5-age-of-exploration-activities

Distribute copies of NFE 2, “The Voyage of Columbus.” Introduce the excerpt by reminding students of Columbus’s first encounter with the Tainos. Explain that this excerpt from the diary of Christopher Columbus describes that encounter.

Have students read the excerpt with a partner.

After students have finished reading, ask the following questions to guide discussion:

- What is Columbus’s general impression of the Tainos?
 - » Possible answers: They are friendly. They are innocent.
- How does Columbus want to change the Tainos?
 - » He wants to make them Christian.
- How does Columbus think the Spanish could make use of the Tainos?
 - » The Spanish could use the Tainos as servants.

A Spanish Empire and Its Critics

The Big Question: How did European explorers and colonists treat the indigenous people of the Americas?

Primary Focus Objectives

- ✓ Describe the effects of Spanish colonization on the indigenous peoples of the Americas, including the *encomienda* system. **(RI.5.2)**
- ✓ Summarize the journeys of Hernán Cortés, Francisco Pizarro, and Vasco Núñez de Balboa. **(RI.5.2)**
- ✓ Summarize the viewpoints and impact of Bartolomé de Las Casas. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *immunity, plantation, cash crop, conquistador, isthmus, empire, and exploitation*. **(RI.5.4)**

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-spanish-explorers

Materials Needed

Activity Page



AP 1.1

Enlarged copy of The World in 1500 (AP 1.1), found in Teacher Resources on page 104.

Core Vocabulary (Student Reader page numbers listed below)

immunity, n. a body's ability to remain free of illness even after being exposed to the cause of the illness **(42)**

Example: Vaccinations can give people immunity to some diseases.

plantation, n. a large farm where one or more crops were grown by a large number of laborers; these crops were sold for a profit by the plantation owner (44)

Example: The owner of a large plantation was likely to need many workers.

Variation(s): plantations

cash crop, n. a crop that is grown to be sold (44)

Example: Tobacco has been a major cash crop for Kentucky throughout much of its history.

Variation(s): cash crops

conquistador, n. the Spanish word for conqueror (44)

Example: The conquistador Francisco Pizarro invaded the Inca civilization.

Variation(s): conquistadors

isthmus, n. a narrow piece of land that connects two larger land masses (44)

Example: The Central American country of Panama is located on an isthmus.

empire, n. a group of countries or territories under the control of one government or ruler (45)

Example: Some consider the Roman Empire to have been the greatest empire in history.

Variation(s): empires

exploitation, n. the practice of taking unfair advantage of a person or group (47)

Example: Slavery was a horrible form of exploitation.

THE CORE LESSON 35 MIN

Introduce “A Spanish Empire and Its Critics”

5 MIN

Ask students to recall what they read in the previous chapter about Columbus’s impact on the Tainos and the Treaty of Tordesillas’s lack of consideration for indigenous peoples. Have students use this information to make a generalization about Spanish treatment of indigenous peoples in the Americas.

Have students think back to their studies of the Aztec and Inca in Unit 2. What details from those studies support their generalization? (*Students should give specific examples from the actions of Cortés and Pizarro, such as Pizarro’s demand for ransom and the killing of Atahualpa.*)

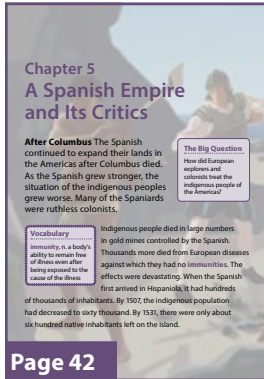
Introduce the Big Question. Have students look for details that support or refute their generalization as they read.

Guided Reading Supports for “A Spanish Empire and Its Critics”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“After Columbus,” Pages 42–44



Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first two paragraphs of the section “After Columbus” on page 42. Stop to explain the meaning of the vocabulary term *immunity* when you encounter it in the text.

SUPPORT—On the board or chart paper, draw a rough line or bar graph based on the population figures at the end of the second paragraph on page 42. This kind of visual aid will help students grasp the dramatic effect of disease on the indigenous population.

SUPPORT—Call attention to the image on pages 42–43. Invite students to identify which people in the illustration are indigenous and which are colonists. Assist them in understanding and describing the situation being portrayed: indigenous people are being forced to work in a mine.

Read aloud the last paragraph of the section “After Columbus” on page 44. Stop to explain the meaning of the vocabulary terms *plantation* and *cash crop* as you encounter them in the text.

Note: Students who completed the Core Knowledge program in Grade 4 may recall the word *plantation* from their study of the American Revolution.

After reading the text, ask the following questions:

LITERAL—What two things killed masses of indigenous people in the Spanish colonies?

- » Disease and overwork killed hundreds of thousands of indigenous people.

LITERAL—In what two industries did Spanish colonists make heavy use of indigenous labor?

- » Indigenous labor was used heavily in gold mines and on plantations.

LITERAL—How did the Spanish meet the labor shortage created by the decline of the indigenous population?

- » They imported enslaved persons from Africa.

“The Conquistadors,” Pages 44–45

Scaffold understanding as follows:

CORE VOCABULARY—Invite a volunteer to read aloud the first paragraph of the section “The Conquistadors” on page 44. Review the meaning of the vocabulary term *conquistador*.

SUPPORT—Display The World in 1500 map (AP 1.1), and ask students to identify Mexico, Central America, and South America. Point out the references to Hernán Cortés and Francisco Pizarro in the Student Reader text. Remind students that they read about Cortés and Pizarro during the Maya, Aztec, and Inca unit. Ask volunteers to share what they remember about these two conquistadors and the empires they conquered.

Read aloud the last two paragraphs of the section “The Conquistadors” on pages 44–45. Explain the meaning of the vocabulary term *isthmus*, drawing a rough map on the board or chart paper to illustrate the concept.

After reading the text, ask the following questions:

LITERAL—Which conquistadors conquered the Aztec and the Inca?

- » Hernán Cortés conquered the Aztec, and Francisco Pizarro conquered the Inca.

LITERAL—What so-called “discovery” did Vasco Núñez de Balboa make?

- » He “discovered” the South Sea.

LITERAL—Which conquistador joined Balboa on his journey to the “South Sea”?

- » Pizarro

LITERAL—What is the “South Sea” called today?

- » It is called the Pacific Ocean.

Activity Page



AP 3.1

When the gold mines became less profitable, the Spanish introduced cattle ranches and sugar plantations. Sugar was a lot of money growing and selling sugar. But the rapid decline of the indigenous population created a labor shortage. By the sixteenth century, that shortage was being filled by the importation of enslaved people from Africa.

The Conquistadors

Between 1492 and 1535, Spanish conquistadors (kon'kees'tuh'dorz) gained control of much of South and Central America. You have learned about Hernán Cortés, the conquistador who destroyed the mighty Aztec empire in modern-day Mexico. You have also learned about Francisco Pizarro, who invaded the Inca civilization in Peru.

Pizarro spent many years working for another famous conquistador, Vasco Núñez de Balboa (vah'shoe'noo'nyathid:bal'boe'uuh/). Balboa and Pizarro explored the Isthmus of Panama together. During their explorations, they learned about a great sea to the west. In 1513, Balboa organized an expedition to find this sea. He chose one hundred ninety of his toughest men, including Pizarro, as well as men to carry equipment and supplies. The party crossed

Vocabulary

plantations, n. a large farm where one or more crops are grown by a large number of laborers. These crops were sold for a profit to the plantation owner.

cash crop, n. a crop that is grown to be sold.

conquistador, n. the Spanish word for conqueror.

isthmus, n. a narrow piece of land that connects two larger land masses.

Page 44



Balboa and Pizarro made a difficult journey across the Isthmus of Panama looking for a great sea.

heads as they splashed along. They fought off snakes, crocodiles, and mosquitoes. They hacked their way through thick jungles. They climbed over mountains.

Balboa and his men were rewarded for their struggles. On September 25, 1513, they stood atop a mountain and looked out over a body of water Balboa called “the South Sea.” Today, we call it the Pacific Ocean. Balboa marched down to the ocean and tasted the salt water, just to be sure. Then, as Europeans so often did, he claimed all the lands washed by this sea in the name of his homeland, Spain.

Encomiendas

Of course, building an empire in the Americas required settlers. To encourage migration to these new lands, the

encomiendas

Vocabulary
empire, n. a group of countries or territories under the control of one government or ruler.

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“Encomiendas” and “Bartolomé de Las Casas,” Pages 45–47

Scaffold understanding as follows:

Read the title of this section on the bottom of page 45 aloud (pronounced /en*koe*me*yen*dus/), explaining that this was a practice in which Spanish settlers in the Americas were given a large plot of land with enslaved laborers to work the land.

CORE VOCABULARY—Then, read the section aloud and explain the meaning of the Core Vocabulary term *empire*. Explain that European nations built empires in the Americas and elsewhere when they took land and resources from indigenous people.

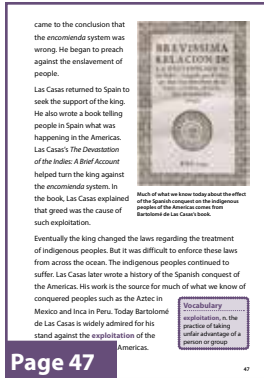
(en'koe'me'yen'dus). This system meant that a Spanish settler was given a large plot of land and a number of enslaved workers. Encomiendas clearly benefited Spain and the Spanish settlers. They also led to the further enslavement of indigenous peoples.

Bartolomé de Las Casas

Clearly many Spaniards became rich by conquering or enslaving the indigenous people of the Americas. However, some people spoke out against such cruelty. One such person was Bartolomé de Las Casas (bah'toh'loem:de'laskah'sah/). Las Casas came from a family of explorers. His father and his uncle sailed with Christopher Columbus. In 1502, Las Casas sailed for the Americas himself. He settled in Hispaniola, where he became a priest and where he was granted a large encomienda, complete with enslaved workers. Eventually, though, Las Casas



Page 46



Note: Students who completed the Core Knowledge program in Grade 3 may recall the word *empire* from their study of Ancient Rome. Remind students that Rome controlled a vast empire centered on the Mediterranean. Beginning in the 1500s, the Spanish and Portuguese built vast global empires.

SUPPORT—Point out the word *encomiendas* in the second sentence of the section. Explain that the word is in italics because it is Spanish word. When writing in English, foreign words are usually italicized. The word *encomienda* itself comes from the Spanish word that means to entrust. Under the system, Spanish colonists were entrusted with a plot of land and a number of enslaved workers.

Invite volunteers to take turns reading the section “Bartolomé de Las Casas” on pages 46–47.

CORE VOCABULARY— Explain the meaning of the vocabulary term *exploitation* when volunteers have finished reading the section.

After volunteers have finished reading the text, ask the following questions:

LITERAL—What was the *encomienda* system?

- » It was a system that gave Spanish settlers in the Americas land and enslaved workers.

LITERAL—Who was Bartolomé de Las Casas?

- » He was a Spanish priest who settled on Hispaniola.

EVALUATIVE—How did Las Casas change the king’s mind about the *encomienda* system?

- » He changed the king’s mind by writing a book called *The Devastation of the Indies: A Brief Account*. In the book, he described how indigenous people were being abused.

EVALUATIVE—The author described the treatment of indigenous people as “exploitation.” How did the Spanish exploit the indigenous peoples of the Americas?

- » Possible answer: They enslaved indigenous people, forcing them to work in the mines and on plantations.

Activity Page



AP 3.1

Tell students to take out AP 3.1 and use what they read in Chapter 5 to complete the rows about Hernán Cortés, Francisco Pizarro, Vasco Núñez de Balboa, and Bartolomé de las Casas.

You might also choose to have students complete these rows for homework to allow time for the Timeline cards and Check for Understanding.

Timeline

- Show students the five Chapter 5 Timeline image cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did European explorers and colonists treat the indigenous people of the Americas?”
- Post the image cards beneath the date referencing the 1500s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did European explorers and colonists treat the indigenous people of the Americas?”
 - » Key points students should cite include: Spanish colonists working indigenous people to death in gold and silver mines; mass deaths of indigenous people from diseases to which they had no immunity; the *encomienda* system and the opposition to it by Bartolomé de Las Casas.
- Choose one of the Core Vocabulary words (*immunity, plantation, cash crop, conquistador, isthmus, empire, and exploitation*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 3–5 (RI.5.4, L.5.6)

45 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 3–5 activity page (AP 5.1)

Distribute AP 5.1, Domain Vocabulary: Chapters 3–5, found in the Teacher Resources section (page 109). Direct students to fill in the blanks using the vocabulary terms they learned in Chapters 3 through 5. This activity page may also be distributed for homework.

Brief Account of the Devastation of the Indies (RI.5.10)

30 MIN

Materials Needed: Sufficient copies of NFE 3, “Brief Account of the Devastation of the Indies by Bartolomé de Las Casas, 1543”



Background for Teachers: This primary unit link will take you to the Core Knowledge web page, where the Nonfiction Excerpt for this activity may be found:

www.coreknowledge.org/hgca-g5-age-of-exploration-activities

Distribute copies of NFE 3, “Brief Account of the Devastation of the Indies by Bartolomé de Las Casas, 1543.” Ask students to share what they remember of de Las Casas from their reading. Explain that this text is an excerpt from de Las Casas’s book about the exploitation of indigenous people in the Americas.

Read aloud the excerpt.

After reading, ask the following questions to guide discussion:

- According to de Las Casas, what kind of people were the indigenous people of the Americas?
 - » Possible answers: They were peaceful, simple, humble, forgiving, patient, innocent, obedient, and faithful.
- What does de Las Casas compare the Spaniards to? What does he mean by that comparison?
 - » He compares them to wild animals—wolves, tigers, lions. These animals are predators, so he’s calling the Spaniards predators.
- How did the Spaniards destroy the families of the indigenous people?
 - » They separated the women and children from the men.
- What other examples of exploitation does de Las Casas give?
 - » De Las Casas says the Spanish committed “acts of force and violence and oppression.” He mentions wars and killing. He explains how the indigenous people were divided up and enslaved. He says workers in mines and on ranches died from exhaustion and hunger.

Magellan's Voyage

The Big Question: How important was it for explorers to have finally circumnavigated the globe?

Primary Focus Objectives

- ✓ Describe the outcomes of the voyage made by Ferdinand Magellan and his crew. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *strait* and *circumnavigate*. **(RI.5.4)**

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-magellan

Materials Needed

Activity Page



AP 1.1

Enlarged copy of The World in 1500 activity page (AP 1.1), found in Teacher Resources on page 104.

Core Vocabulary (Student Reader page numbers listed below)

strait, n. a narrow body of water that connects two larger bodies of water **(50)**

Example: The Strait of Gibraltar connects the Mediterranean Sea to the Atlantic Ocean.

Variation(s): straits

circumnavigate, v. to travel completely around something (such as Earth), especially by water **(53)**

Example: Magellan's crew were the first Europeans to circumnavigate the globe.

Variation(s): circumnavigation

Introduce “Magellan’s Voyage”

5 MIN

Ask students to summarize the results of Spanish exploration so far. (*Columbus reached the Americas. Cortés conquered the Aztec. Pizarro conquered the Inca. Balboa reached “the South Sea” and claimed its shores for Spain. The Spanish built an empire in the Americas.*)

Remind students of the goal of Columbus’s first voyage: to reach the East Indies by sailing west. Ask if that goal had yet been reached. (*No, it had not yet been accomplished.*) What would Spanish explorers have to do to achieve that goal? (*Find a way around or through North or South America.*)

Present the Big Question. Direct students to look for information that explains the meaning of *circumnavigate* and why circumnavigation was important for explorers.

Guided Reading Supports for “Magellan’s Voyage”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Ferdinand Magellan,” Pages 48–51

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section “Ferdinand Magellan,” pages 48–51. Stop to explain the meaning of the vocabulary term *strait*.

Note: Students who completed the Core Knowledge program in Grade 3 may recall the word *strait*.

SUPPORT—Use the map on The World in 1500 activity page (AP 1.1) to illustrate the concept of a strait, using the Strait of Gibraltar as an example. Explain that the Strait of Gibraltar is a narrow waterway that connects the Mediterranean Sea and the Atlantic Ocean. Students in the Core Knowledge program may recall reading about the Strait of Gibraltar and the Bosphorus Strait when they toured the Roman Empire in Grade 3.

SUPPORT—Call attention to the portrait of Magellan on page 49. Have students compare the portrait with the description of Magellan on page 48. Does Magellan look “hot-tempered” in his portrait? (*No, he does not.*) How does Magellan look in his portrait? (*Possible answers: He looks authoritative or powerful.*) Invite students to speculate about the reason for the discrepancy between the portrait and the description.

Chapter 6
Magellan’s Voyage

Ferdinand Magellan While conquistadors conquered new lands for Spain, sea captains continued to explore the oceans. One of the most famous of these captains was Ferdinand Magellan.

The Big Question
How important was it for explorers to have finally circumnavigated the globe?

Magellan was born in Portugal during the great age of Portuguese exploration. As a boy, he served as a page in the Portuguese court. He dreamed of life at sea. Magellan was thirteen when Columbus sailed back to Spain with tales of his westward travels. Inspired by Columbus, Magellan went to sea.

Magellan was a hot-tempered fellow, and he was usually in one kind of trouble or another. His first expeditions took him to trading centers in the East, first as a crew member and later as a fleet commander in the Portuguese navy. But Magellan’s temper eventually cost him the support of the Portuguese crown. The time came when the king refused to send him on any more expeditions.

In 1517, John of Lisbon, a friend of Magellan’s, persuaded him to become a navigator. John of Lisbon had just

Page 48

Activity Page



AP 1.1



Page 49

After reading the text, ask the following questions:

LITERAL—What type of person was Magellan?

- » Magellan was hot-tempered and often in trouble.

LITERAL—What was Magellan’s native country, and why did he disown it?

- » Magellan disowned his native country of Portugal because its king refused to send him on any more expeditions.

LITERAL—What was Magellan’s mission when he set sail in 1519?

- » He wanted to see whether a particular strait was a waterway through the middle of South America.

EVALUATIVE—How did the beginning of Magellan’s expedition suggest the voyage would be a difficult one?

- » The ships began leaking. Magellan faced a mutiny.

LITERAL—What happened when Magellan reached his destination?

- » His crew discovered the strait did not lead to the Pacific Ocean.

LITERAL—Why did Magellan face a second mutiny?

- » His crew was angry that he continued south into more dangerous waters instead of sailing north or to Africa and the Spice Islands.

returned from a Portuguese expedition to explore the coastline of Brazil. He said he had come upon a strait. He thought this new information might lead to the discovery of a water route through the middle of the South American continent.

If there was such a route, this would make trade and the accumulation of wealth easier for the European explorers, traders, and merchants, and of course for the kings of Europe. John of Lisbon fired up Magellan’s imagination. When another friend helped him gain command of a Spanish expedition to explore this strait, Magellan turned his back on Portugal forever.

In September 1519, five ships carrying 277 men left port for the three-month voyage to Brazil. Right away, the boats started leaking. A week into the voyage, Magellan faced a mutiny that he held onto his command. In January 1520, the ships reached the waters that John of Lisbon had described.

Magellan was soon disappointed. The crew sent to explore the strait returned with news that the strait did not provide a route through the continent to the Pacific Ocean.

Page 50

Vocabulary
strait, a narrow body of water that connects two larger bodies of water

Frustrated by the lack of progress in their search for a strait, Magellan’s crew mutinied.

“Finding the Strait,” Pages 51–53

Scaffold understanding as follows:

CORE VOCABULARY—Invite volunteers to read aloud the section

“Finding a Strait,” pages 51–53. Stop to explain the meaning of the vocabulary term *circumnavigate* when it is encountered in the text. Point out the parts of the word: *circum* + *navigate*. Ask students to use their knowledge of the words *navigation* and *navigational* to define *navigate* (to direct the course of a ship, plane, or other vehicle). Explain that *circum-* is a prefix that means around. So, *circumnavigate* literally means to direct the course of a ship, plane, or automobile around.

SUPPORT—Direct students’ attention to the image on page 52. Read the caption aloud. Remind them that after passing through these violent waters, Magellan and his men came to a calm ocean. Magellan named it the “Pacific,” from the Spanish word *pacífico*, which means “peaceful.”

SUPPORT—Direct students’ attention to the map on page 53. Note the line that indicates the route Magellan’s expedition took when it circumnavigated the world. Support students in locating the Straits of Magellan on the map and in identifying where the voyage began, where Magellan was killed, and where the voyage ended.

Magellan met with his officers to discuss their next steps. Some wanted to sail to Africa and on to the Spice Islands, following known routes. Others wanted to go back up the coast for the winter. Magellan decided to keep sailing south.

High winds and rough seas slowed and battered the fleet. In March, heavy snow finally stopped progress altogether. Magellan led his angry crew into a harbor on the coast of what is now Argentina. There in early April, Magellan faced his second mutiny. Once again, he was able to regain control of the crew.

Finding the Strait

Magellan resumed his search in October. He lost one ship in rough seas. Near the southern tip of South America, a storm blew his remaining ships into a narrow strait. This strait turned out to be the strait Magellan had been seeking all along. Unfortunately, it was very difficult to navigate. Tall cliffs loomed up on both sides, and violent tides threatened to smash the ships against the rocks.

Many of Magellan’s men felt that discovering the strait was enough. They were afraid to sail through the strait. They urged Magellan to turn back. Magellan refused. The crew of one ship mutinied and did turn back. The other three ships pressed on. It took more than a month for the fleet to pass through what would eventually be called the Straits of Magellan.

Finally, the fleet emerged into a vast and calm ocean. Magellan and his crew knelt down and recited a prayer of thanksgiving to his crew that they were now sailing

Page 51

upon unknown waters. Because the waters were so pleasantly peaceful, he named the body of water the Pacific Ocean.

Magellan's fleet turned north. The ships followed the west coast of South America until they could pick up the currents that would carry them west, across the ocean. Magellan did not know the size of the Pacific Ocean. He figured his ships would reach Asia in a matter of days. The ships made landfall at some of the Pacific Islands, but the ocean was so large that supplies ran out quickly.

Finally, on March 16, Magellan and his crew spotted the easternmost island of the Philippine archipelago. The men who had survived the ordeal were able to gather their strength. It was now a year and a half since they had left Spain. The men were anxious to head for the Spice Islands and then make their way



Page 52 Magellan was the first to discover the South American strait that connected

home. Magellan, however, wanted to explore the Philippine Islands. This decision proved to be Magellan's final command to his weary men. Magellan was killed in a confrontation with island chieftains. The crew sailed homeward under the command of Juan Sebastián del Cano. They finally reached Spain in September 1522, nearly three years after they had begun the journey. Only one ship of the original five remained. Only eighteen of the original crew of 277 survived. But this ship and these men had achieved a feat previously unheard of: they had circumnavigated the globe.

Amazingly, the one surviving ship carried home enough exotic spices to pay for the entire expedition.

Vocabulary
circumnavigate, v. to travel completely around something, especially by water



Page 53 del Cano became the first to circumnavigate the globe.

Activity Page



AP 3.1

After reading the text, ask the following questions:

LITERAL—Where did Magellan's expedition come upon a strait?

- » They found a strait at the southern tip of South America.

LITERAL—What is this strait called today?

- » It is called the Straits of Magellan.

LITERAL—How did Magellan's crew react to their discovery?

- » One ship mutinied and returned home. Three others went through the strait at Magellan's insistence.

LITERAL—What body of water did Magellan name after making it through the strait they had found?

- » He came upon (and named) the Pacific Ocean.

EVALUATIVE—Why didn't Magellan return to Spain?

- » He was killed in the Philippines after getting involved in a local conflict.

INFERENTIAL—How might Magellan's personality have contributed to his fate?

- » Magellan was hot-tempered and frequently got in trouble. He was killed in a confrontation with a local chief. It's possible his temper contributed to or caused the conflict.

LITERAL—What happened to Magellan's expedition after his death?

- » It returned to Spain under the command of Juan Sebastián del Cano, making the survivors the first Europeans to circumnavigate the globe.

Tell students to take out AP 3.1 and use what they read in Chapter 6 to complete the row about Ferdinand Magellan.

You might also choose to have students complete these rows for homework to allow time for the Timeline Cards and Check for Understanding.

Timeline

- Show students the Chapter 6 Timeline image card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "How important was it for explorers to have finally circumnavigated the globe?"
- Post the image card beneath the date referencing the 1500s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How important was it for explorers to have finally circumnavigated the globe?”
 - » Answers will vary, but students may say that the eighteen men from Magellan’s crew who successfully circumnavigated the globe helped to encourage worldwide trade and exploration and also helped people gain a greater understanding of our planet.
- Choose one of the Core Vocabulary words (*strait* or *circumnavigate*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Magellan’s Voyage

45 min

Activity Page



AP 6.1

Materials Needed: Sufficient copies of Magellan’s Voyage (AP 6.1), found in Teacher Resources, page 110.

Distribute copies of AP 6.1. Have students answer the questions at the bottom of the page, using the map on the activity page and Chapter 6 of *The Age of Exploration* Student Reader.

Students might work in pairs to complete the activity. The activity page could also be assigned as homework.

CHAPTER 7

England Explores and Colonizes

The Big Question: How did European exploration of the Americas lead to settlement and colonization?

Primary Focus Objectives

- ✓ Explain the significance of a Northwest Passage. (RI.5.2)
- ✓ Summarize the voyages of John Cabot. (RI.5.2)
- ✓ Explain how Sir Francis Drake's actions contributed to conflict between England and Spain. (RI.5.2)
- ✓ Summarize England's efforts to colonize North America. (RI.5.2)
- ✓ Explain the role of England's East India Company. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Northwest Passage*, *colonization*, *loot*, *armada*, *joint-stock company*, and *fishery*. (RI.5.4)

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-english-explorers

Materials Needed

Activity Page



AP 1.1

Enlarged copy of The World in 1500 activity page (AP 1.1), found in Teacher Resources on page 104.

Core Vocabulary (Student Reader page numbers listed below)

Northwest Passage, n. a sea route connecting the Atlantic Ocean and Pacific Ocean along the northern coast of North America (57)

Example: Trading nations sought a Northwest Passage for centuries.

Variation(s): colonize, colony

colonization, n. the practice of bringing people from a different country to control and settle an area that already has an indigenous population (57)

Example: Europe's exploration of the Americas led to eventual colonization of the "New World."

Variation(s): colonize, colony

loot, v. to steal or take something by force (58)

Example: The robbers planned to loot the hardware store.

Variation(s): looted, looting

armada, n. a large fleet of ships (60)

Example: The United States maintains an armada of battleships.

Variation(s): armadas

joint-stock company, n. a company that raises money by selling shares, or interest in the company, in the form of stock (62)

Example: Joint-stock companies were an efficient way to colonize new territories.

Variation(s): joint-stock companies

fishery, n. an area of water where fish or other sea creatures are raised and caught (64)

Example: Alaska has boasted the world's largest fishery for the last three decades.

Variation(s): fishing, fisheries

THE CORE LESSON 35 MIN

Introduce "England Explores and Colonizes"

5 MIN

Ask students to reflect on what they've read so far and to name the countries that sponsored voyages of exploration. (*Spain and Portugal*) How did these voyages affect these countries? (*The countries built empires and became rich.*) Remind students that while the countries sponsoring exploration became wealthy and powerful, the indigenous people already living in the places visited by the European explorers did not always fare well. Ask students to give examples. (*The exploitation of the Tainos; the decrease in population on the island of Hispaniola; the practice of encomiendas/forced labor.*)

Explain that other countries in Europe noticed how Spain and Portugal gained wealth and empires through exploration. Those countries wanted to acquire wealth and empires, too. The next few chapters in the reader will explain how other countries became involved in the Age of Exploration.

Call students' attention to the Big Question. Encourage students to look for details about English exploration and colonization as they read.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“John Cabot,” Pages 54–57

Scaffold understanding as follows:

SUPPORT—Read the section title “John Cabot” and then tell students you are going to read about an Italian named Giovanni Caboto. Tell students that if they listen and read this section carefully, they will discover what relationship John Cabot had to Giovanni Caboto.

Read aloud the first three paragraphs in the section “John Cabot” on page 54.

SUPPORT—Point out the description of Giovanni Caboto as a “Venetian spice trader.” Remind students that the Italian city-state of Venice was an important city in the spice trade. It was where spices sold by Arab traders entered Europe.

Have students read the rest of the section “John Cabot” on pages 54–57 quietly to themselves.

After students have finished reading the text, ask the following questions:

LITERAL— What relationship did John Cabot have to Giovanni Caboto?

- » Giovanni Caboto and John Cabot were the same person. When Caboto moved to England, he changed his name to John Cabot.

EVALUATIVE—Which countries rejected Giovanni Caboto’s plan to find a new route to the Spice Islands? Which one encouraged it?


- » Spain and Portugal turned him down, and England agreed to sponsor him.

INFERENTIAL—Why was Cabot someone who could be taken seriously as an explorer?

- » Possible answer: He had a lot of experience as a seafarer and a spice trader.

LITERAL—Why was his second voyage judged a success?

**Chapter 7
England Explores
and Colonizes**



John Cabot In 1490, Giovanni Caboto (/joh'vahn'nee/kah'toh' toh/) moved his family from Venice to Spain. Years of experience as a Venetian spice trader had made Caboto an expert seaman. Now he was caught up in the spirit of exploration.

The Big Question
How did European exploration of the Americas lead to settlement and colonization?

Caboto wanted to form an expedition to search for a northwesterly route to the Spice Islands. Unfortunately, the monarchs of both Portugal and Spain had other plans.

The Portuguese had established their own route to the East around the Cape of Good Hope at the southern tip of Africa. When Christopher Columbus returned from his voyage, the Spanish believed that they had found another route. No one wanted to hear Caboto's proposal for still another route.

Page 54




Page 55

monarch, Henry VII, and the merchants of Bristol were happy to give the explorer their support. They hoped he would bring them great wealth.

After a failed first attempt in 1496, John Cabot set sail again in 1497. He sailed under an English flag with only one ship and a crew of eighteen. The ship crossed the North Atlantic. After five weeks of travel, the crew spotted what they called "new found lands." You may have learned about this area when you studied the Vikings and the colony they called Vineland. Cabot believed that he had found an island off the coast of Asia. He returned to England to report his findings.

The sailors did not have any spices or silks to show for their journey, but they were able to describe scooping fish out of the



Page 56

- » He claimed to have found a new, rich fishing area.

LITERAL—How did his third and final voyage end?

- » Four of his five ships, including the one he was on, vanished without a trace.

“The Northwest Passage,” Page 57

Activity Page



AP 1.1

water in baskets. The voyage was judged a success, and another trip was planned for the following year.

The next time Cabot set sail, he had a fleet of five ships. One of his ships returned to Bristol after a storm. Cabot and the other four ships were never seen again. To this day, nobody knows for certain what happened to them.

The Northwest Passage

John Cabot was one of the first explorers to seek the Northwest Passage to the Indies. He was not the last. Cabot's son Sebastian followed in his father's footsteps, as did many other explorers. For many years, all of these explorers were frustrated in their attempts. Those who went south found a continuous band of land blocking their way—the eastern coast of North America. Explorers who went farther north were literally stopped cold, their passage prevented by ice in the water. The farther north explorers went, the fewer goods they could find to bring back home. Northern explorers generally had almost nothing to show for their efforts.

Even though the explorers failed to find a northwesterly shortcut to the Indies, their attempts did have some helpful results. Explorers looked for the passage made maps of the coast of North America the colonization of the continent.

Vocabulary

Northwest Passage is a sea route connecting the Atlantic Ocean and Pacific Ocean along the northern coast of North America.

colonization, n. the practice of bringing people from a different country to control and settle an area that already has an indigenous population.

Page 57

Scaffold understanding as follows:

CORE VOCABULARY—Before reading the section, point out the section title, “Northwest Passage.” Explain the meaning of the term. Using the map The World in 1500 (AP 1.1), remind students that Spain controlled the “southwest passage” through the Straits of Magellan. England and other European countries needed to find another path to the Pacific Ocean.

Note: Students in the Core Knowledge program may remember the Northwest Passage from their Grade 3 study of the *Exploration of North America*.

Invite a volunteer to read aloud the section “Northwest Passage” on page 57. Explain the meaning of the Core Vocabulary word *colonization*. Ask students who was responsible for the colonization of Mexico and South America (*Spain and Portugal*).

After the volunteer has read the text, ask the following questions:

LITERAL—What difficulties greeted those who searched northern or southern North America for a Northwest Passage?

- » Those who searched to the north were stopped by ice, and those who searched to the south were stopped by land.

INFERENTIAL—When the early explorers made maps of North America, what future events did they help cause?

- » Possible answer: Their mapmaking set the stage for later European colonization of North America.

“Sir Francis Drake,” Pages 58–60

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first two paragraphs of the section on pages 58–59. Review the meaning of the vocabulary word *loot*. Explain that looting is associated with war or civil conflict, as opposed to simple theft.

Sir Francis Drake

Once the Age of Exploration was underway, the seas were crowded with European ships carrying valuable materials. Adventurous men could make a lot of money as pirates. Indeed, one of the greatest English explorers made his name as a pirate, robbing the Spanish and Portuguese ships and presenting that treasure to Queen Elizabeth. His name was Francis Drake, and he became one of the greatest sea captains in history.

During his early years on the ocean, Drake's ship was attacked and robbed by a Spanish ship. Drake never forgot these attacks. He spent much of his adult life seeking revenge on the Spaniards. As Drake crossed the Atlantic, he took every opportunity to loot Spanish trade ships.

Vocabulary
loot, to steal or take something by force



serve Queen Elizabeth I of England.

Page 58

Have students read the rest of the section “Sir Francis Drake” on pages 59–60 with a partner.

After students have read the text, ask the following questions:

LITERAL—Who was Sir Francis Drake?

- » He was an English pirate who served England’s queen and who became one of the greatest sea captains in history.

LITERAL—Why did Sir Francis Drake spend his adult life seeking revenge against Spain?

- » His ship was once attacked and robbed by a Spanish ship.

LITERAL—What did Drake do to make sure he could circumnavigate the globe like Magellan?

- » He kidnapped an experienced Portuguese pilot who knew how to sail through the Straits of Magellan.

EVALUATIVE—What kind of tactics did Drake use in his attacks on Spanish ships?

- » He used trickery and deceit.

loaded with spices and silver. He also led raids on Spanish ports in the Americas.

In 1577, Drake convinced a group of people to invest in one of his voyages. He set out with a fleet of five ships with 16 crewmen. At first, the voyage seemed to be nothing more than one of Drake's usual raiding parties. Instead, Drake followed Magellan's example by embarking on a journey around the world. Drake surprised his crew by plundering a Portuguese ship and taking not only several sacks of silver but also an experienced Portuguese pilot. This hostage guided Drake's fleet on the journey across the Atlantic.

Drake's fleet crossed from the Atlantic Ocean to the Pacific Ocean through the Straits of Magellan. Drake observed the southerly area that Magellan had called Tierra del Fuego, or “land of fire.” Magellan named it for the campfires burning in native villages along the shore. Drake noted that this area was an archipelago rather than a part of the continent. This observation would lead future navigators to the open sea around Cape Horn at the southern tip of South America.

By the time the expedition reached the west coast of South America, Drake had only fifty-eight men and one ship left. That ship was the *Golden Hind*. As the *Golden Hind* moved up the coast of what are now Chile and Peru, Drake captured ships and raided ports.

In Peru, Drake sailed into a harbor crowded with Spanish ships and succeeded to rob each ship of its treasure. He learned that a ship or had just left port a few days earlier.

Page 59

“The Spanish Armada,” Pages 60–62

Scaffold understanding as follows:

CORE VOCABULARY—Point out the Core Vocabulary word *armada* in the section title and explain its meaning.

Invite volunteers to take turns reading the section “The Spanish Armada” aloud.

SUPPORT—Point out the sentence, “Its rulers resented attacks by English pirates and England’s involvement in other Spanish affairs” in the last paragraph on page 60. Explain that there was more to the English/Spanish conflict than Sir Francis Drake’s looting of Spanish ships. England was also at the time helping the Netherlands fight for its independence from Spain.

SUPPORT—Call attention to the image on page 61. Read the caption aloud. Explain that after the defeat of the Spanish Armada, the English competed with the Dutch for supremacy at sea. By the 1700s, however, English naval superiority was undisputed.

Drake and his *Golden Hind* raced up the coast after the heavy and slow-moving Spanish treasure ship. When he saw it, he hung water barrels off the back of his ship to make *Golden Hind* look like a merchant ship. When he got close, he cut loose the barrels and pulled up next to the Spanish ship. Drake's trained sailors jumped aboard the treasure ship and cut down the Spanish crew, throwing many of them overboard. They then looted the ship of its treasure and set it on fire.

The Spanish Armada

Not surprisingly, Spain was very angry about Sir Francis Drake's actions. Drake might have been a hero in England, but to the Spanish he was nothing but a pirate. The Spanish ambassador is said to have called him “the master thief of the unknown world.” The Spaniards demanded that Queen Elizabeth return the stolen treasure and have Drake hanged. The queen refused.

Spain considered itself the strongest naval power in the world. Its rulers resented the attacks by English pirates and England's involvement in other Spanish affairs. It put together an armada of ships loaded with heavy cannons and soldiers. In 1588, the armada

Vocabulary
armada, a large fleet of ships

Page 60

The English knew that they could not fight the huge Spanish fleet as a unit. So Drake and other English sea captains used imaginative battle tactics. They set small ships on fire and sent them into the Spanish battle formations. The Spanish said that the small ships were loaded with gunpowder, broke formation. The English had smaller, more mobile ships. They used these ships to gang up on the lumbering Spanish battleships, sinking many. As the Spanish ships retreated, a storm sank still more of the armada. In the end,



Page 61

- » The first English colonists settled at Roanoke Island, but they got discouraged and returned to England. Another group settled at Roanoke Island, but they disappeared.

LITERAL—What was the first permanent English settlement in North America? Who started it?

- » Jamestown was the first permanent English settlement. It was started by the London Company.

LITERAL— How did the settlers and colony at Jamestown manage to survive?

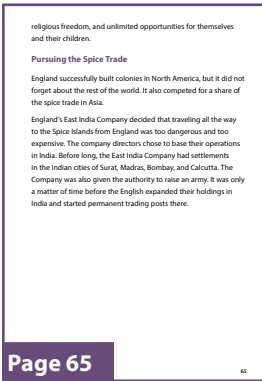
- » The settlers and colony struggled initially, but Native Americans from the Powhatan Confederacy showed them how to grow tobacco. Previously unknown in Europe, tobacco was soon in great demand in Europe and brought money to the Jamestown colony.



LITERAL—What areas in the Americas became part of England’s colonial empire?

- » The English colonial empire stretched south from Newfoundland in Canada to most of the Atlantic Coast. It also included islands in the Caribbean Sea.

“Pursuing the Spice Trade,” Page 65



Scaffold understanding as follows:

Read aloud the section “Pursuing the Spice Trade” on page 65.

SUPPORT—Explain that the East India Company, like the London Company, was a joint-stock company. As its name suggests, the East India Company focused its efforts on establishing trade networks and colonies in India and the East Indies.

After reading the text, ask the following question:

LITERAL—Why did England’s East India Company base its operations in India?

- » The East India Company decided it was too dangerous and expensive to travel between the Spice Islands and England.

Activity Page



AP 3.1

Tell students to take out AP 3.1 and use what they read in Chapter 7 to complete the rows for John Cabot and Sir Walter Raleigh.

You might also choose to have students complete these rows for homework to allow time for the Timeline Cards and Check for Understanding.

Timeline

- Show students the four Chapter 7 Timeline image cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did European exploration of the Americas lead to settlement and colonization?”
- Post the image cards beneath the dates referencing the 1400s, 1500s, and 1600s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did European exploration of the Americas lead to settlement and colonization?”
 - » Key points students should cite include: Explorers found and explored the Americas while looking for new trade routes to the East Indies. The Americas had resources that could be traded for profit, such as gold, silver, fish, timber, and tobacco. It made sense that, over time, people would settle there to be close to those natural resources.
- Choose one of the Core Vocabulary words (*Northwest Passage, colonization, loot, armada, joint-stock company, or fishery*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

France and the Fur Trade

The Big Question: The French and the English had different approaches to settlement in North America. In what ways were they different?

Primary Focus Objectives

- ✓ Summarize the voyages of Giovanni da Verrazano and Jacques Cartier. **(RI.5.2)**
- ✓ Describe the efforts of Samuel de Champlain, Jacques Marquette, Louis Jolliet, and René-Robert Cavalier, Sieur de La Salle, to build colonies in New France. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *cartographer*, *growing season*, and *portage*. **(RI.5.4)**

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-french-explorers

Materials Needed

Activity Page



AP 1.1

Enlarged copy of The World in 1500 activity page (AP 1.1), found in Teacher Resources on page 104.

Core Vocabulary (Student Reader page numbers listed below)

cartographer, n. a mapmaker **(66)**

Example: A good cartographer could find a lot of work during the Age of Exploration.

Variation(s): cartography, cartographers

growing season, n. the days available in a year to plant and harvest crops **(71)**

Example: A region's climate largely determines its growing season.

Variation(s): growing seasons

portage, v. to carry boats and supplies overland from one waterway to another **(72)**

Example: Canals reduce the need for travelers to portage their belongings.

Variation(s): portaged


Introduce “France and the Fur Trade”

5 MIN

Activity Page



AP 1.1

 Display the map The World in 1500 from AP 1.1. Ask students to identify North America on the map. Point out the major English North American settlements they read about in Chapter 7: Newfoundland, Jamestown, Roanoke, Plymouth, and Massachusetts Bay. Ask students what they notice about the location of these colonies. (*They’re all along the Atlantic Coast.*) Help students notice how much of North America remained unexplored by Europeans.

Call students’ attention to the Big Question. Point out that the colonies you just noted on the map were all English. Other European nations established colonies in North America, too. In this chapter, students will read about France’s efforts to establish colonies. Encourage students to compare what they read about French colonization with what they’ve learned about English colonies.

Guided Reading Supports for “France and the Fur Trade”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“France Joins In,” Pages 66–68

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first two paragraphs of the section “France Joins In” on page 66. Explain the meaning of the Core Vocabulary word *cartographer* when you encounter it in the text.

Read aloud the last paragraph in the section on page 68.

After reading the text, ask the following questions:

LITERAL—For which country did Giovanni da Verrazano sail?

- » France

LITERAL—What were the goals of Verrazano’s voyage?

- » His goals were to create accurate maps of North America and to find a Northwest Passage.

LITERAL—What was Verrazano the first European to do?

- » He was the first European to sail up the Atlantic coast of the present-day United States, from North Carolina to Newfoundland.

Chapter 8
France and the Fur Trade

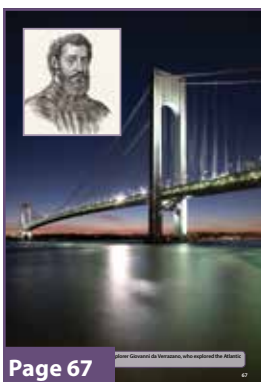
France Joins In In the early 1500s, Spain was mining gold and silver in Mexico and Peru. Portugal ruled the spice trade in the Indian Ocean. England had sent John Cabot to look for the Northwest Passage. The king of France, Francis I, did not want to be left behind.

The Big Question The French and the English had different approaches to settlement in North America. In what ways were they different?

In 1524, the king hired an Italian explorer named Giovanni da Verrazano (joh'vuh'noe /dä'veer'zah'noe/) to explore North America and look for the Northwest Passage. Verrazano's brother, a cartographer, sailed with him. North America was new to the Europeans and had not been mapped. One of the goals of Verrazano's expedition was to create accurate maps of the Atlantic coast.

Vocabulary cartographer, a mapmaker

Page 66



Giovanni da Verrazano, who explored the Atlantic

Page 67

“Jacques Cartier,” Pages 68–70

Scaffold understanding as follows:

Invite volunteers to take turns reading the section “Jacques Cartier” on pages 68–70.

SUPPORT—Direct students’ attention to the image on page 69. Explain that this image shows Cartier exploring the St. Lawrence River in 1535. Have volunteers identify the people in the painting (Jacques Cartier’s men, Native Americans).

After volunteers have finished reading the text, ask the following questions:

LITERAL—What bodies of water did Jacques Cartier explore for France?

» He explored the Gulf of St. Lawrence and the St. Lawrence River.

LITERAL—What present-day Canadian city takes its name from a hill named by Cartier?

» Montreal

EVALUATIVE—How did the area’s Native Americans behave toward Cartier and his men?

» The Native Americans showed Cartier’s men how to prepare a drink that prevented scurvy, which saved their lives.

EVALUATIVE—Why did Cartier’s effort to establish a French colony fail?

» Possible answers: It was settled by prisoners who did not want to work in such a cold, distant place. The colony did not receive supplies on time.

Verrazano was the first European to sail up the Atlantic coast of the present-day United States, from North Carolina to Newfoundland. When he sailed into New York Harbor, he noted that it was a deep-water harbor. Today the entrance to New York Harbor is spanned by the Verrazano-Narrows Bridge, named in his honor. Verrazano did not make it back to Europe. He was killed on an island in the Caribbean. The French king was sad to learn about his fate, but he was determined that France benefit from the riches found in the Americas. The king was also determined to find the Northwest Passage. But who could help him to achieve this goal?

Jacques Cartier

In 1534 France’s king asked Jacques Cartier, a French sea captain, to explore the coast of North America. Cartier sailed to Newfoundland, where he encountered English and Spanish fishing fleets. This area of water off the coast of Newfoundland was a rich fishing ground.

Cartier continued his voyage, exploring the coast of Labrador and the Gulf of St. Lawrence. At the time, Cartier did not realize that the Gulf of St. Lawrence was in fact the mouth of a mighty river. Instead of exploring further, he claimed the land around the gulf for France and returned to Europe.

One year later, Cartier returned to North America. This time he sailed up the St. Lawrence River. In his log, Cartier recorded his thoughts on the land he saw, describing the tree-covered territory

Page 68



Cartographers were important participants in the voyages of early explorers.

Cartier visited a Native American village on an island in the St. Lawrence. He climbed a hill and named it Mount Royal. This site eventually became part of the Canadian city of Montreal.

During the winter, Cartier’s men became sick with scurvy. The snow was four feet deep. Many of Cartier’s men died from the cold and sickness. Cartier gave up hope of ever returning to France.

The friendship between Cartier and the Native Americans saved him and his men. The Native Americans taught the French how to brew a drink made from evergreen trees. (Today we know that such a brew is rich in vitamin C.) It cured the French explorers of their scurvy. In the spring, Cartier and his men


Page 69

“Champlain and New France” and “The Mississippi River,” Pages 70–73

Scaffold understanding as follows:

Have students read the first four paragraphs of the section on pages 70–71 with a partner.

CORE VOCABULARY—Review the meaning of the Core Vocabulary term *growing season*. Explain that the closer to the poles one gets, the shorter the growing seasons become.

 **SUPPORT**—Draw students’ attention to the map on page 71. Point out the areas explored by Samuel de Champlain. Explain that the orange area on the map indicates the area that became New France. Note the green areas east of New France. Ask students which European nations colonized that area. (*England colonized most of it. The peninsula—which is now Florida—was colonized by Spain.*)

Cartier returned on a third voyage to what is now Canada. The French king wanted a colony in North America. But French people could not be easily persuaded to become settlers in this cold, distant land. Instead, the king released prisoners from jail and sent them to settle in North America.

That colony was doomed from the start. The prisoners were hungry to get out of jail but not eager to work in such difficult conditions. Supply ships were late in arriving. Jacques Cartier was forced to give up and return to France.

Over the next sixty years, France was racked by political troubles and wars. Little attention was paid to the land Cartier claimed for France.

Champlain and New France

During the 1500s, French ships did venture to the waters off Newfoundland to fish. As a result, trade relationships slowly developed between the French fishermen and the local Native Americans. The Native Americans were eager to have tools and other metal goods. The French wanted to trade furs, particularly beaver skins, which were in great demand in Europe for making men’s hats.

The development of a fur trade in North America led to a renewed effort by the French to establish colonies in the land they called New France. The key figure in the settlement of New France was an explorer named Samuel de Champlain.

Page 70



Samuel de Champlain explored the coast of Maine and Nova Scotia. He eventually established a settlement that became Quebec City.

In 1603, Champlain sailed to New France for the first time. He explored the coast of Maine and Nova Scotia. He founded his first settlement, in Nova Scotia. In 1608, Champlain moved the settlement to the site of Quebec City, on the banks of the St. Lawrence River. At a point where the river narrows, Champlain built a town on the heights with a view of the river.

New France grew differently than the English colonies. At first very few settlers came to New France. The winters were long and hard. Farming was difficult because the growing season was short.

Vocabulary
growing season, n. the time available in a year to plant and harvest crops

Page 71

Have students read the last three paragraphs of the section on page 72 with their partners.

CORE VOCABULARY—Review the meaning of the Core Vocabulary term *portage*.

Read aloud the section “The Mississippi River” on pages 72–73.

After reading the text, ask the following questions:

LITERAL—What caused France’s renewed interest in colonizing North America?

- » France’s renewed interest was a result of the growth of trade with Native Americans.

LITERAL—Which colonies did Samuel de Champlain establish?

- » He established colonies in Nova Scotia and what is now Quebec City.

EVALUATIVE—Why was farming difficult in New France?

- » Long, hard winters meant the growing season was short.

EVALUATIVE—How was French treatment of Native Americans different from that of the English?

- » The French had a more peaceful, trade-based relationship with Native Americans. The English, by contrast, forcefully pushed Native Americans off their land.

LITERAL—Which river was explored by Marquette, Jolliet, and de La Salle?

- » the Mississippi River



SUPPORT—Ask students to refer to the map of New France on page 71 of their Reader while looking at the displayed map of The World in 1500 (AP 1.1) Note the approximate location of New France in North America on the map The World in 1500 (AP 1.1). Explain that, like Portugal, Spain, and England, France also acquired colonies elsewhere; point to the approximate location of islands such as Martinique, Guadeloupe, and Haiti in the Caribbean. France also tried to make inroads in India, setting up trading posts in Madras and Calcutta. Now call students’ attention to the country of India on the map. By 1700, the French and English East India Companies had driven out other Europeans from India. However, tensions in Europe between England and France spread to their respective colonial holdings in North America and India. The tensions led to war in Europe and North America. France’s defeat meant the loss of most of its territory in India and the end of French influence in the region.

Those who did settle in New France were mostly rugged adventurers. For a while that suited the French government. The colony made a profit, and for the most part the colony’s few settlers did not need a great deal of supervision.

It is probably true to say that the settlers in New France also dealt with the Native Americans living nearby somewhat differently than the English did in the colonies to the south. English colonists forcefully pushed Native Americans off land they had lived on for generations. In New France, the relationship between the fur traders and the Native American tribes was more peaceful. The French had not tried to conquer the Native Americans, but instead had focused on trade.

The fur trade also resulted in further exploration. Fur traders canoed and portaged farther and farther into the North American wilderness. In 1673, an expedition led by Jacques Marquette (mah’ma’ket) and Louis Jolliet (joh’lee’yet) became the first European expedition to reach the Mississippi River.

Vocabulary
portage, v. to carry loads and supplies overland from one body of water to another

The Mississippi River
In 1682, a French explorer with the imposing name of René-Robert Cavelier, Sieur de La Salle (reh’ma’noh’bay’kay’vel’yeo/ syee’duh’lah’sal) sailed down the Mississippi River to the Gulf of Mexico. La Salle claimed all the land drained by the Mississippi for the King of France.

Page 72

By 1700, New France was a sizable empire with hardly any settlers. There were only about ten thousand Europeans in the entire area. The fur trade was profitable, true, but if a competitor appeared, France would have a hard time defending its lands. And that competitor was right next door. England and France were rivals in Europe. They would soon become rivals in North America as well.

Page 73

Activity Page



AP 1.1



Tell students to take out AP 3.1 and use what they read in Chapter 8 to complete the rows for Giovanni da Verrazano, Jacques Cartier, Samuel de Champlain, and René-Robert Cavelier, Sieur de La Salle.

You might also choose to have students complete these rows for homework to allow time for the Timeline Cards and Check for Understanding.

Timeline

- Show students the two Chapter 8 Timeline image cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “The French and the English had different approaches to settlement in North America. In what ways were they different?”
- Post the image cards beneath the dates referencing the 1600s and 1700s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “The French and the English had different approaches to settlement in North America. In what ways were they different?”
 - » Key points students should cite include: English settlers wanted the Native American’s land and natural resources, and they took them forcefully. The French were more interested in cooperation and trade.
- Choose one of the Core Vocabulary words (*cartographer*, *growing season*, or *portage*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 9

Dutch Trade

The Big Question: How did the death of a king affect the Spice Trade?

Primary Focus Objectives

- ✓ Explain how the Netherlands came to control the global spice trade. **(RI.5.2)**
- ✓ Explain why the Dutch established a colony at Cape Town in southern Africa. **(RI.5.2)**
- ✓ Summarize the expeditions made by Henry Hudson. **(RI.5.2)**
- ✓ Identify the results of expeditions by Dirk Hartog and Abel Tasman. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *charter*. **(RI.5.4)**

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-dutch-explorers

Materials Needed

Activity Page



AP 1.1

Enlarged copy of The World in 1500 activity page (AP 1.1), found in Teacher Resources on page 104.

Core Vocabulary (Student Reader page numbers listed below)

charter, n. a document issued by an authority giving a group certain rights **(76)**

Example: The charter from the king allowed the colony to pass its own laws.

Variation(s): charters


Introduce “Dutch Trade”

5 MIN

Activity Page



AP 1.1

 Display the map The World in 1500 from AP 1.1. Point out that the chapter is called “Dutch Trade.” Explain that *Dutch* is an adjective that describes people who are from the Netherlands, much as *English* describes a person from England. Have students locate the Netherlands in Europe. Tell students that in this chapter, they will read about how this small country joined the Age of Exploration.

Draw students’ attention to the Big Question. Encourage students to look for details that answer the question as they read the chapter.

Guided Reading Supports for “Dutch Trade”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Control of the Spice Trade,” Pages 74–78


Scaffold understanding as follows:

Activity Page




AP 1.1

Read aloud the first paragraph of the section on page 74.

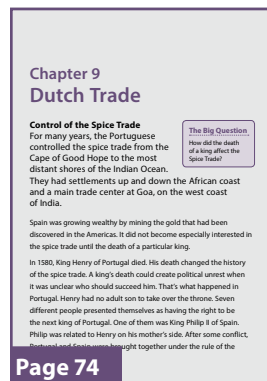
 **SUPPORT**—Use the map The World in 1500 on AP 1.1 to illustrate the geography described in the first paragraph of the section.

Invite volunteers to read aloud the next six paragraphs of the section on pages 74 and 76.

 **SUPPORT**—Use the map of the Spice Islands on page 5 of the Student Reader to point out the location of Java in Indonesia. Remind students that what we call Indonesia today was called the East Indies during the Age of Exploration.

Read aloud the last three paragraphs of the section on pages 76–78, stopping to explain the Core Vocabulary word *charter* when it is encountered in the text.

Note: Students who completed the Core Knowledge program in Grade 4 may recall the word *charter* from their study of the American Revolution.





After reading the text, ask the following questions:

LITERAL—Who wound up ruling both Portugal and Spain after the death of Portugal’s King Henry in 1580?

- » Spain’s King Philip II

EVALUATIVE—How did the Dutch react to the defeat of the Spanish Armada in 1588?

- » Possible answer: They worked to take control of the world spice trade.

EVALUATIVE—How did Jan van Linschoten help the Netherlands enter the spice trade?

- » He provided the Dutch with information he had gathered during his years of working with Eastern traders.

LITERAL—Where did the Dutch establish their trade center in the late 1500s?

- » They set up their trade center on the island of Java in what is now Indonesia.

LITERAL—Which joint-stock company was granted a charter by the Dutch government in the early 1600s? What rights did the charter grant?

- » That charter was granted to the Dutch East India Company. It gave the company a monopoly on all trade stretching east from the Cape of Good Hope to the Straits of Magellan. They were also given permission to set up their own government in Java.

INFLUENTIAL—Why did the Dutch work hard to control the amount of spices available in Europe?

- » Possible answer: They controlled the amount of spices so they could ensure their products would always be in demand and they could make as much money as possible in selling those spices.

At first there was little effect on the spice trade. The Spanish navy was the most powerful in the world. It could protect Portuguese ships sailing to Asia. Only now a good part of the profits went to the king of Spain.

In 1588, the defeat of the Spanish Armada tipped the balance of sea power in the world. The defeat crippled Spain as a sea power. At the time, Spain was at war with the Dutch. As Spanish power declined, the Dutch saw an opportunity for their country, the Netherlands, to take control of the spice trade.

The Dutch were excellent sailors and merchants, and they had a developing interest in the spice trade. A Dutch seaman named Jan van Linschoten (jahn vahn lishoh'ten) played an important role. As a sailor, Linschoten spent his life looking for a northeastern route to the Spice Islands, a route that did not exist. When he stopped exploring, Linschoten worked in India, keeping long and detailed notes about the Eastern trades he worked with. The information he gathered was a great help to the Dutch as they entered the spice trade.

The Dutch set up their main trade center on the island of Java in present-day Indonesia. They named the community Batavia. (Today it is called Jakarta and is the capital city of Indonesia.) It was far away from the Portuguese on the African coast but close to the nutmeg, mace, and cloves found in the Spice Islands.

In the early 1600s, Dutch merchants formed a joint-stock company called the **VOC**. The company was granted a charter by the Dutch government.

Vocabulary
charter, n. a document issued by an authority giving a group certain rights.

Page 76

giving it a monopoly on all trade stretching east from the Cape of Good Hope in Africa to the Straits of Magellan in South America. Dutch power and control of the spice trade grew.

Because the Netherlands is a very small country without many resources of its own, the Dutch did not have many goods to trade from their home ports. Instead, they traveled throughout the East gathering up goods to trade. Dutch ships called at ports all over Africa, India, and other Asian countries. They voyaged into the Persian Gulf and all the way to Japan. They traded silver from one place for cloth or tea from another. The trades were set up so that, in the end, spices ended up in the hands of the Dutch for transport to Europe. The Dutch worked hard to control the amount of spices available in Europe. For example, if there was too much of one spice available, they would destroy supplies of it to prevent the price of that spice from falling. Since the trading center at Java was so

Page 77

that stretched from Europe across Asia to Japan.

“A Stopover Colony,” Page 78

Scaffold understanding as follows:

Have students read the section “A Stopover Colony” on page 78 with a partner.

SUPPORT—Use The World in 1500 (AP 1.1) to point out the approximate locations of Java, the Netherlands, and Table Bay/Cape Town. Explain that in addition to having a good harbor and a fair climate, Cape Town was also a strategic location for a supply station because of its location on the tip of southern Africa.

Activity Page



AP 1.1

far away from the Netherlands, the Dutch East India Company got permission to set up a government of its own. Company leaders had their own army, minted their own money, and created their own laws to keep everyone in line.

A Stopover Colony

Traveling from Java to the Netherlands took a very long time. The Dutch needed a rest stop along the way. They found a location for just such a stop, largely by accident. A storm-damaged Dutch ship managed to limp into Table Bay on the southern tip of Africa, where it sank. The surviving sailors found that Table Bay had everything needed for a supply station, including a good harbor and a fair climate. In 1652, the Dutch founded the colony of Cape Town there. The colony soon became a major settlement.

Over the years, many Dutch explorers set out across the Pacific to find new trade centers. Sailing from southeast Java, Dirk Hartog came upon Australia. In 1649, Abel Tasman landed on the island now named Tasmania, off Australia's southeastern coast. By sailing around Australia, Tasman proved that it was a huge island unconnected to any other land.

For two hundred years, through the 1600s and 1700s, the Dutch profited from the spice trade in Asia.

Henry Hudson

As you have learned, countries involved in the spice trade were » reach Asia from northern Europe.
Company hired an English explorer

Page 78

SUPPORT—Note that the text says that Abel Tasman discovered that Australia was an island. Today, we know Australia is a continent. Definitions of a continent vary, but Australia is generally considered to qualify because it rests on its own tectonic plate and because there is much about its environment, plants, and animal life that is unique.

After students finish reading the text, ask the following questions:

LITERAL—What settlement did the Dutch build at Africa’s Table Bay?

» Cape Town

LITERAL—What did Dirk Hartog and Abel Tasman accomplish?

» Hartog found Australia, and Tasman proved Australia was an island.

INFERENTIAL—How was Abel Tasman honored for his trip around Australia?

» Australia’s neighboring island, Tasmania, was named for him.

“Henry Hudson” and “New Netherland,” Pages 78–81


Scaffold understanding as follows:

Invite volunteers to take turns reading aloud the section “Henry Hudson,” pages 78–80.

Activity Page



AP 1.1

 **SUPPORT**—Use the map The World in 1500 on AP 1.1 to show the approximate location of Hudson Bay in Canada.


SUPPORT—Point out that even though Henry Hudson was English, he sailed for the Netherlands. Remind students that this was not unusual during the Age of Exploration. John Cabot, for example, was Italian, but he sailed for England. Giovanni da Verrazano was also Italian, but he sailed for France.

Read aloud the section “New Netherland” on pages 80–81.

After reading the text, ask the following questions:

LITERAL—What country was Henry Hudson from? For what country did he explore?

» He was from England, but he explored for the Netherlands.

 **LITERAL**—What body of water did Hudson at first mistake for the Northwest Passage?

» the Hudson River

named Henry Hudson. Hudson wanted to be the explorer who found the Northwest Passage that everyone was seeking.

Hudson took a small crew on a small ship called the *Half Moon*. He sailed north, following the coast of Norway. The farther north the *Half Moon* traveled, the colder and icier it got. The crew began to grumble. Conditions on the ship went from bad to worse. Hudson had planned to find a passage that would take him over the North Pole and down to the Malay Archipelago. Instead, he changed his mind and headed west.


Hudson charted the *Half Moon*'s course down the Atlantic coast of North America to find the Northwest Passage. At the mouth of what is now the Hudson River, he claimed land for the Netherlands.

For the first few days that the *Half Moon* sailed up the Hudson River, Hudson must have felt great excitement. The river was wide and deep, with steep sides and a strong current. Surely this was the passage through the continent. Hudson sailed up the river to the site of present-day Albany, New York. But when the river grew shallow, it became clear that it would not lead to the Pacific Ocean. Hudson returned to Europe.

The next year, Hudson returned to North America, this time on an English ship, the *Discovery*. Hudson was sure he would have to sail north to find the Northwest Passage. He discovered a huge inland sea, which he mistook for the Pacific Ocean. Today that Canadian body of water is called Hudson Bay.

Hudson and his men quickly realized they were in an inland sea. Ship got stuck in the ice, and food ran

Page 79



Hudson crew members forced Henry Hudson off the ship for fear of mutiny in the cold and barren area.

low. The crew grew angry and mutinied. Hudson, his son, and some loyal sailors were forced off the ship and into a small boat. They were never heard from again. Sailors on the *Discovery* made it back to England. They were never punished for the mutiny.

New Netherland

Dutch merchants were eager to make money from the land claimed by Hudson. In 1614, a group of these merchants formed a joint-stock company called the New Netherland Company.


The company's first activity was fur trading. A trading post was built at Fort Orange (today, Albany, New York) far up the river explored by Hudson. The Dutch government, as well as merchants prospered. But the getting colonists to this new land. Most

Page 80

people in the Netherlands, a small country, were reluctant to leave their homeland to live in a distant wilderness.

Eventually a new company called the Dutch West India Company took over. In 1626, Peter Minuit (mihnyoo'nyoo), the head of the Dutch West India Company, came to the island of Manhattan and acquired the island from the Native Americans. Today, the island of Manhattan is the heart of New York City. On the southern tip of Manhattan, the Dutch built a town they called New Amsterdam. The town grew, but slowly.

The Dutch government didn't think New Amsterdam was worth the high cost of defending it. In 1664 an English warship sailed into New York Harbor and took over the colony. The English renamed the colony New York in honor of the duke of York. The Dutch efforts to colonize North America were over.



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Activity Page



AP 3.1

LITERAL—Which joint-stock company tried to earn a profit using the land claimed for the Dutch by Henry Hudson?

- » the New Netherland Company

LITERAL—Where did the Dutch build the city of New Amsterdam? By what name is this city known today?

- » The city of New Amsterdam was built on the island of Manhattan. Today, the city is called New York City.

LITERAL—How did the English gain control of New Netherland?

- » An English warship sailed into the harbor of New Amsterdam and took over the colony without a fight.

Tell students to take out AP 3.1 and use what they read in Chapter 9 to complete the chart by filling in details about Dirk Hartog, Abel Tasman, and Henry Hudson.

You might also choose to have students complete these rows for homework to allow time for the Timeline Cards and Check for Understanding.

Timeline

- Show students the two Chapter 9 Timeline image cards. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "How did the death of a king affect the spice trade?"
- Post the image cards beneath the date referencing the 1600s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did the death of a king affect the spice trade?”
 - » Key points students should cite include: Portugal’s King Henry died in 1580. Spain’s King Philip II took Henry’s place. Spain had the most powerful navy in the world and defended Portugal’s control of the spice trade. But when the Spanish Armada was defeated in 1588, that all changed. The Dutch used the Spanish defeat as a chance to seize control of much of the world’s spice trade.
- Write a sentence using the Core Vocabulary word *charter*.

To wrap up the lesson, ask several students to share their responses.

Domain Vocabulary: Chapters 6–9 (RI.5.4, L.5.6)

45 MIN

Activity Page



AP 9.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 6–9 activity page (AP 9.1)

Distribute AP 9.1, Domain Vocabulary: Chapters 6–9, found in the Teacher Resources section (pages 111–112). Direct students to complete the crossword puzzle using the vocabulary terms they learned in Chapters 6 through 9. This activity page may also be distributed for homework.

CHAPTER 10

Slavery

The Big Question: How did the Age of Exploration lead to the development of the slave trade?

Primary Focus Objectives

- ✓ Explain how the development of sugar plantations in the Americas led to the development of the slave trade. **(RI.5.2)**
- ✓ Identify the “Slave Coast” in West Africa. **(RI.5.2)**
- ✓ Explain how the transatlantic slave trade worked. **(RI.5.2)**
- ✓ Describe the Middle Passage. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *cost-effective, inhumane, cargo, export, indentured servant, cultivation, and overseer.* **(RI.5.4)**

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-trade-and-slavery

Materials Needed

Activity Page



AP 10.1

- Enlarged copy of The West Indies activity page (AP 10.1), found in Teacher Resources on page 113, or sufficient copies for each student.

Core Vocabulary (Student Reader page numbers listed below)

cost-effective, adj. providing benefits without costing a great deal of money **(85)**

Example: Leaving water-filled ice trays outside on freezing nights is a cost-effective way of making ice cubes.

inhumane, adj. cruel, unacceptable **(85)**

Example: Purposely hurting animals is considered inhumane.

cargo, n. goods transported by a ship, plane, or truck (89)

Example: Millions of tons of cargo are transported by truck every day.

export, v. to send goods to sell in another country (90)

Example: Colonists exported the cash crops that they grew, including tobacco and sugar.

Variation(s): exports, exported, exporting

indentured servant, n. a person who owes an employer a certain amount of work for a certain amount of time in exchange for some benefit (90)

Example: Employers would pay for the passage of an indentured servant to travel from Europe to the Americas.

Variation(s): indentured servants

cultivation, n. the planting, growing, and harvesting of crops (91)

Example: The cultivation of crops such as sugar and tobacco required hard manual labor by many workers.

overseer, n. someone who supervises workers to make sure a job is done properly (93)

Example: An overseer on a plantation often had total authority over the enslaved workers he supervised.

Variation(s): overseers

THE CORE LESSON 35 MIN

Introduce “Slavery”

5 MIN

Note: Students may find the content of this chapter disturbing. Ask students to define the word *slavery*. Help students recognize that slavery, by definition, means a lack of choice and a lack of freedom because it means treating people as property. Point out that we now recognize the practice of enslaving people as cruel, unacceptable treatment. During the historical time period students are reading about, while there were some individuals who were opposed to this practice, the majority of those in powerful positions accepted slavery as a means to an end, i.e., the practice of slavery met the much-needed demand for labor in areas newly settled by Europeans, without regard for the effect upon those who were enslaved.

Remind students that they learned about slavery in the American colonies when they studied *The Thirteen Colonies* in Grade 3 and *The American Revolution* in Grade 4. Ask volunteers to share what they remember about slavery in the American colonies. (*Possible answers: It was practiced mostly in the Southern colonies, where the plantations were. Enslaved children started working at seven or eight years old. Enslaved children started doing adult field work at age ten. In some states, it was illegal to teach enslaved people to read or write.*)

Tell students that in this chapter, they will read about how slavery began in the American colonies and what it was like for those who were enslaved.

Introduce the Big Question. Encourage students to look for connections between exploration and the slave trade as they read.

Guided Reading Supports for “Slavery”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

Note: It is especially important to provide students with an opportunity for discussion, given the disturbing content of this chapter. You may find that you want to divide reading and discussing this chapter over two class periods. During the first class period, you may want to have students read to page 89, stopping after reading the section about the “Middle Passage.” On the second day, you may want to start by incorporating one of the Additional Activities described at the end of this lesson. Then have students finish reading the remainder of the chapter, pages 89–95.

“Age-Old Practice,” Pages 82–84

Invite volunteers to read aloud the section “Age-Old Practice,” pages 82–84.

After volunteers have finished reading the text, ask the following questions:

LITERAL—Which European countries were the first to become involved in the African slave trade?

» Portugal and then Spain

LITERAL—Why did the Spanish and Portuguese decide they needed enslaved workers for their colonies?

» The colonies had sugar plantations. To make a profit, the plantations needed to grow large amounts of sugarcane, and that required a large number of workers.

LITERAL—What effect did European involvement during the Age of Exploration have on the existence of slavery?

» European power and wealth spread slavery on a large scale, ultimately affecting and changing the lives of millions of people.

Chapter 10
Slavery

Age-Old Practice There had been enslaved people for many years prior to the Age of Exploration. For centuries people throughout the world had enslaved those they had conquered. But Europeans used their power and wealth to spread the practice of slavery on a vast scale. In doing so, they dramatically changed the lives of millions of people.

The Big Question
How did the Age of Exploration lead to the development of the slave trade?

Slavery was part of African life long before Europeans arrived. Muslim states in North Africa marched Africans across the Sahara to markets in the Middle East. Traders also shipped people from East Africa across the Indian Ocean to sell them into slavery. Many African cultures also practiced slavery among themselves. But among some groups, enslaved people had rights. For example, in the Ashanti kingdom of West Africa, enslaved people could own property and marry, and they got their freedom after working for a set amount of time. Most importantly, children born to Ashanti enslaved people were not automatically also enslaved.

Page 82



European involvement in the African slave trade began to grow after the year 1415 when the Portuguese seized the city of Ceuta (see “Ceuta”) on the North African coast. During the next hundred years, nearly two hundred thousand Africans were taken to become enslaved workers in parts of Europe, and to islands in the Atlantic.

In the 1400s, Portuguese and Spanish explorers discovered several groups of islands in the Atlantic Ocean. Colonists quickly settled on these islands. Portugal built colonies on Madeira (Muh-DEE-uh), São Tomé (Souh-TOO-meh), and the Azores (A-zo-ers). Spain colonized the Canary Islands.

Spanish and Portuguese colonists realized that the land and climate in these islands would be good for growing the cash crop sugar, which was in high demand in Europe. In order for growing sugar to be a profitable business, though, huge fields of sugarcane had to be planted and harvested. This required lots of workers. For Spanish and Portuguese plantation owners, large numbers of enslaved people provided the needed labor. As sugar plantations sprang up, the demand for enslaved workers grew.

Slavery in the Americas

After Columbus came upon the islands of the Caribbean Sea, the Spanish quickly colonized the region. Spanish colonies throughout the Americas were established to benefit Spain. In Mexico and Peru, the Spanish gathered vast amounts of gold and silver. They used indigenous people to work in the mines.

Page 84

EVALUATIVE—What is one way that slavery as practiced by Africans often differed from slavery as practiced during the Age of Exploration?

- » Possible answers: Enslaved people in Africa did not always lose their rights. In Africa, children born to enslaved people were not automatically enslaved.

“Slavery in the Americas,” Pages 84–85

The islands of the Caribbean were not rich in mineral wealth. The land and climate, however, were well-suited for growing sugar and other crops. Experts from the Canary Islands came to Hispaniola and other islands to help the Spanish set up sugar plantations. These plantations needed an inexpensive labor force. At first, plantation owners planned to use local people to work on the plantations. But disease and war, which had largely been brought to the islands by the Europeans, killed many indigenous people.

As had been the case in the Azores and the Canary Islands, enslaved people from Africa provided a cost-effective answer. However, this practice was incredibly inhumane, and caused much suffering. The Spanish were not the only Europeans who thought of this solution. Portuguese colonists found that sugar was well-suited to the coastal regions of Brazil. They imported people to use as enslaved labor to grow sugarcane there. In the 1600s, England colonized several islands in the Caribbean, including Jamaica and St. Kitts. British planters, too, turned to enslaved people from Africa to work on their sugar plantations. Sugar made the planters rich. But the sugar growers created another business that could make people rich—trading human beings across the Atlantic.

The Slave Trade

The Portuguese were the first Europeans involved in the Atlantic slave trade. The Portuguese were the first Europeans involved in the Atlantic slave trade. The Portuguese were the first Europeans involved in the Atlantic slave trade.

Page 85

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section “Slavery in the Americas” on pages 84–85. Stop to explain the vocabulary terms *cost-effective* and *inhumane* as you encounter them in the text. Emphasize that while, over time, more and more people came to believe that slavery’s *cost-effectiveness* did not justify or excuse its *inhumanity*, those who benefited from enslaved labor on the sugar plantations, i.e., the landowners and traders who became rich, ignored the cruel consequences of slavery upon the lives of those enslaved.

SUPPORT—Point out the words *England* and *British* in the last paragraph of the section on page 85. Remind students that the adjective *British* refers to people from Britain, of which England is a part. During the 1700s, England joined with Scotland and Wales to become the country of Great Britain.

SUPPORT—Display the map of the West Indies from AP 10.1 (or distribute AP 10.1 to students). Have them find the islands mentioned in this section: Hispaniola, Jamaica, and St. Kitts. (Students may need help locating St. Kitts. Explain that St. Kitts is one of the Leeward Islands in the Lesser Antilles.) Have students practice their map reading skills by answering the following questions: What two nations occupy the island of Hispaniola? (*Haiti and Dominican Republic*) What archipelago do Jamaica and Hispaniola belong to? (*the Greater Antilles*) What direction is St. Kitts from Hispaniola? (*southeast*) At their closest point, what is the distance between Jamaica and Hispaniola? (*about 1240 miles, or 2000 km*) Which is closer to Jamaica: Cuba or the Dominican Republic? (*Cuba*)

After reading the text, ask the following questions:

LITERAL—Who did Spanish colonists use at first to mine silver and gold in the Americas?

- » They used indigenous people.

Activity Page



AP 10.1

EVALUATIVE—Why was it difficult for plantation owners in places like the Caribbean to use indigenous people for cheap labor?

- » Disease and war had killed too many of them.

LITERAL—How did the British become involved in slavery?

- » England colonized Caribbean islands, such as Jamaica and St. Kitts, and established sugar plantations there. Like the plantations in Spanish and Portuguese colonies, British sugar plantations also needed large numbers of workers, so the British followed the example of the Spanish and Portuguese and also used enslaved workers.

LITERAL—What other form of trade did many European sugar growers engage in as they became more established?

- » They began trafficking in the sale of human beings.

“The Slave Trade,” Pages 85–88

Read aloud the section “The Slave Trade” on pages 85–88.

SUPPORT—Draw students’ attention to the map on page 87. Note the arrows leaving Africa’s western coast. Explain that this region of West Africa was called the “Slave Coast” because of its role in the transatlantic slave trade. The trade center of Elmina was located on the Slave Coast. Direct students to the photograph on page 86. Explain that this photograph was taken in Ghana’s Elmina Castle, where captured Africans were imprisoned before being transported to Europe or the Americas. The door by which they exited the castle to board the ships is known as the “Door of No Return.” Today, Elmina Castle is a designated United Nations World Heritage Monument.

SUPPORT—Reread the last paragraph of the section. As you read, have students trace the trade paths on the map on page 87.

After reading the section, ask the following questions:

LITERAL—Who took over both Portugal’s slave trade and its spice trade when that nation’s power collapsed?

- » The Netherlands (the Dutch)

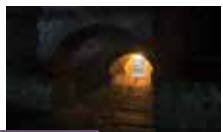
LITERAL—Describe the sides of the trading triangle that existed among Europe, Africa, and North America beginning in the mid-1600s.

- » Possible answer: The first side carried goods such as iron, guns, gunpowder, knives, cloth, and beads from Europe to Africa. The second side transported enslaved people from Africa to North America. The third side carried crops and goods from North America to Europe.

up new sources for people they could enslave. When Portugal's power collapsed and the Dutch took over the spice trade, they took over much of the Atlantic slave trade as well.

In 1619, a Dutch ship sailed into the mouth of the James River in the English colony of Virginia in North America and dropped anchor. On board were Dutch pirates who had been attacking other ships on the high seas. They had captured a shipload of enslaved Africans from a Spanish vessel heading for the Caribbean. Now the Dutch sailors were traveling north and needed supplies. The pirates traded these people for food. This was the first arrival of Africans in the English North American colonies. Whether these Africans became indentured servants or enslaved workers remains unclear.

One of the trade centers the Dutch had taken from the Portuguese was Elmina on the west coast of Africa (in present-day Ghana). For years, Elmina had been a Portuguese trade center where ivory



Page 86

Look at the West African coast before sailing.

and gold were exchanged. As the slave trade increased, Elmina became one of the forts where captured Africans were imprisoned before being transported to Europe or to the Americas. Before long, Elmina was the center of the Dutch slave trade.

By 1655, the Dutch were transporting 2,500 enslaved people across the Atlantic. When England seized control of New Netherland, there were five hundred Dutch-speaking Africans in the colony.

The slave trade was one side of a trading triangle. One segment of the triangle carried goods from Europe to Africa. Ships carried items such as iron, guns, gunpowder, knives, cloth, and beads. Another segment transported people from Africa to the Caribbean islands and later to the English colonies in North America.



Page 87

Look at the triangular trade that developed among

87

“Middle Passage,” Pages 88–89

And another segment of the triangle made a return trip to Europe. These ships carried timber, tobacco, grain, sugar, and rice from the plantations of the Americas.

Middle Passage
Africans typically passed through several stages in their journey into slavery. First, they were captured, sometimes by European slavers but usually during wars among African tribes. Next they were marched to a seaport such as Elmina. There they were packed into ships for the journey across the Atlantic. Those who survived the journey were sold at the slave market in a seaport in the Americas and transported to plantations.

The trip across the Atlantic Ocean was known as the Middle Passage. It was a terrible, dehumanizing experience. Slave



Page 88 How many did not survive?

ships usually carried between 150 and six hundred Africans. Enslaved people were treated like cargo, not people. They were chained on platforms. Each person had a space about six feet long and sixteen inches wide. Because they were chained in place, they could not even turn over.

As the ships passed through tropical latitudes, temperatures in the hold would rise to over one hundred degrees. Enslaved people were fed small amounts of rice and water twice a day.

The trip across the ocean took between two and four months depending on the weather and the destination. Illness and death were common occurrences. With people packed in close quarters, disease spread easily. Historians estimate that about fifteen percent of enslaved people did not survive the journey. The Atlantic slave trade lasted nearly three hundred years. In that time, European slave traders made approximately fifty-four thousand voyages across the Atlantic.

The Growth of Slavery in the Colonies
In the colonies of North America, the demand for enslaved people came later in the slave trade. The Pilgrims and Puritans settled the colonies in the Northeast where the soil was not very good and the winters were cold. These conditions were not ideal for growing cash crops, so there was no need for a large labor force. Even so, slavery did exist on a small scale in these

Vocabulary
cargo, n. goods, transported by ship, plane, or truck

Page 89

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section “The Middle Passage” on pages 88–89. Stop to explain the meaning of the Core Vocabulary word *cargo* when it is encountered in the text. Explain that treating people as cargo is one of the ways slavery was an inhumane practice.

SUPPORT—Draw students’ attention to the illustration on page 88. Ask students to explain what it illustrates about the Middle Passage. (*It shows how people were packed in close quarters and chained together.*)

After reading the text, ask the following questions:

EVALUATIVE—What were the two main ways that Africans were taken into slavery?

- » They were captured by either Europeans or during wars between African tribes.

LITERAL—What was the Middle Passage?

- » It was the name for the side of the trading triangle that carried enslaved people from Africa to the Americas.

EVALUATIVE—What adjectives describe the experience of the Middle Passage?

- » Possible answers: crowded, inhumane, dangerous, cruel, difficult

EVALUATIVE—What awaited enslaved persons on the other side of the Middle Passage?

- » Possible answer: If they survived the journey to the Americas, they would be sold at a slave market and transported to plantations.

LITERAL—About what percentage of enslaved Africans did not survive the Middle Passage?

- » About fifteen percent of the enslaved Africans did not survive the voyage.

Note: You may want to have students stop reading here. Continue the next day, starting with one of the Additional Activities, and then have students finish reading the chapter.

“The Growth of Slavery in the Colonies,” Pages 89–91

Scaffold understanding as follows:

CORE VOCABULARY—Invite a volunteer to read aloud the first two paragraphs of the section on pages 89–90. Explain the meanings of the Core Vocabulary terms *export* and *indentured servant*. Ask students

In the South, the situation was different. Plantation owners who lived in the southern colonies grew tobacco to export to Europe. They needed many workers to run these plantations. To find a supply of workers, plantation owners began paying for indentured servants to come to the colonies from Europe. In return, the servants agreed to work for a certain number of years. A steady supply of workers could be brought from the home country, but it didn't work out very well.

It was hard to keep the workers alive. The hot weather, high humidity, and swampy water were perfect conditions for breeding disease. Even those indentured servants who became accustomed to the new climate did not live very long. The work was very hard, and the conditions were very bad. Many servants did not survive long enough to fulfill their contracts. It was necessary to keep paying for servants to cross the ocean.

Despite these problems, when the plantations first got started, the owners were glad to pay for indentured servants instead of enslaved people. At the end of a certain amount of time, they were granted their freedom.

In time, the use of indentured servants became less attractive to the plantation owners. Little by little, the plantations moved away from the coast, where disease had been a big problem. Servants better and could avoid bad drinking

Vocabulary
indentured servant, n. a person who works an employer a certain amount of work for a certain amount of time in exchange for some benefit

Page 90

water. Healthy servants started living long enough to fulfill their contracts. Plantation owners started having to pay out more in "freedom dues."

Freedom dues were what a servant received for completing his or her contract. According to the contract, an indentured servant was given food, clothing, money, and some livestock. Those who were given land could finish their contracts and start farming next door.

Before long, buying an enslaved workforce from Africa became more profitable and efficient than hiring indentured servants. Slavery spread in the 1700s. Millions of acres were planted with tobacco. Planters also introduced a new cash crop, rice, which needed lots of labor to plant and harvest.

In the late 1700s and 1800s, cotton became a third cash crop grown in the American South. Indigo and cotton cultivations also relied on the labor of enslaved people.

Vocabulary
cultivation, n. the planting, growing, and harvesting of crops

Plantation Life

The life of an enslaved person was very hard. People were sold as slaves at a market where owners bid against each other. Slaveholders bought the people they thought would work best for them. Families were frequently broken up; children were separated from their parents, and husbands from wives.

On the plantation, enslaved people had no freedom. They had to do what they were told and could not travel

Page 91

to name similarities and differences between indentured servants and enslaved persons. (Possible answer: Both require an individual to provide forced labor to an employer, but indenture is only for a certain amount of time, and slavery is for a lifetime.)

Have students read the rest of the section on pages 90–91 with a partner.

CORE VOCABULARY—Review the meaning of the Core Vocabulary word *cultivation*.

When students have finished reading, ask the following questions:

EVALUATIVE—Why did demand for enslaved labor come later from American plantations than from elsewhere?

- » Possible answers: At first it was more efficient for plantation owners to employ indentured servants by encouraging individuals from Europe to come to America in exchange for their voyage and the possibility of freedom after a certain period of time

LITERAL—What were “freedom dues”?

- » Land, money, and other rewards given to an indentured servant who completed his or her contract.

EVALUATIVE—What changed that made enslaved labor more profitable and efficient than the use of indentured servants?


- » Possible answer: Indentured servants began living longer and costing more; they completed their contracts and then were owed freedom dues from the plantation owners.

“Plantation Life,” Pages 91–93

Scaffold understanding as follows:

Have students read the section “Plantation Life” on pages 91–93 to themselves.

CORE VOCABULARY—Point out the Core Vocabulary word *overseer* and the two parts of the compound word—*over* + *seer*. Have students generate their own definitions of *overseer* using these word parts before checking their definitions against the one in the vocabulary box on page 93. Explain that an overseer on a plantation was like a boss or supervisor, but often with absolute authority over the enslaved persons he watched over.



Slaveholders sometimes separated children from their parents.

anyone without permission. They could not testify in court, so an owner could mistreat an enslaved person and get away with it. Many colonists also had laws that made it illegal to teach enslaved

Page 92

Enslaved people worked from dawn to nightfall, with an hour off midday in the heat. The work was hard. They worked in the cotton, rice, indigo, and tobacco fields. They chopped wood, built fences, cleared roads, and dug wells. All the while, they were watched by a person called an overseer. Other enslaved people worked in the master's house, performing tasks such as cooking and cleaning.

Not all Africans in the colonies were enslaved. Some managed to gain their freedom. A few slaveholders even gave freedom to their enslaved workers. Free Africans in the colonies made their living as farmers and crafts workers. After the American Revolution, slavery was abolished in most of the northern states. But slavery spread in the American South, where it survived until the end of the Civil War in the mid-nineteenth century.

Summing Up the Age of Exploration

The Age of Exploration brought tremendous changes to the world. The United States and Canada had their first beginnings in this era. They might not exist if the explorers you have learned about had stayed at home.

To have a full and well-balanced understanding of the Age of Exploration, we have to recognize that this age, like most ages, was better for some people than for others. Some people made their fortunes; others did not survive perilous journeys.

Age of Exploration was a time of great
 Europeans devastated the indigenous

Page 93

When students have finished reading, ask the following question:

EVALUATIVE—The first sentence of the section says, “The life of an enslaved person was very hard.” Which details in the section support this statement?

- » Possible answers: Families were broken up; enslaved workers had no freedom; enslaved workers worked from sunrise to nightfall; enslaved workers performed hard labor in the fields.

“Summing Up the Age of Exploration,” Pages 93–95

peoples of the Americas. Many died in battle, and disease killed millions more. For millions of Africans, contact with Europeans meant a lifetime of slavery. The image of a ship sailing proudly across the Atlantic becomes much less inspiring when we remember that many of these ships carried human cargo in inhumane conditions. An understanding of the age must include both the heroism of the explorers and the tragedies that resulted from exploration.

Page 94

Read aloud the section “Summing Up the Age of Exploration” on pages 93–94.

SUPPORT—Call attention to the world map entitled “Exploration and Empires” on page 95. Review the nations and the explorers named there. Point out that the map demonstrates that the Age of Exploration was a time of connection for different cultures throughout the world. Some of these cultures were enriched; others were harmed or even destroyed. Nearly all were changed. By the end of the Age of Exploration, the world itself had changed forever.

After reading the text, ask the following questions:

EVALUATIVE—The text says, “The Age of Exploration was better for some people than for others.” For whom was the age better?

- » Possible answers: Europeans, plantation owners, spice merchants, slave traders

EVALUATIVE—For whom was the Age of Exploration a time of hardship?

- » Possible answers: indigenous people of the Americas, Africans who were enslaved

Page 95

Timeline

- Show students the Chapter 10 Timeline image card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did the Age of Exploration lead to the development of the slave trade?”
- Post the image card beneath the date referencing the 1600s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did the Age of Exploration lead to the development of the slave trade?”
 - » Key points students should cite include: Much of the wealth of the newly colonized lands revolved around the raising and sale of cash crops. Over time the use of enslaved persons proved to be the most cost-effective way for the Europeans to run the large plantations in the Caribbean and the American South. Europeans found it was profitable to transport Africans from Africa to Europe and the Americas and sell them in slave markets.
- Choose one of the Core Vocabulary words (*cost-effective, inhumane, cargo, export, indentured servant, cultivation, or overseer*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Slave Trade (RI.5.9)

45 MIN

Materials Needed: Sufficient copies of “Aboard a Slave Ship, an account by the Rev. Robert Walsh” (NFE 4); primary sources from the Understanding Slavery website



Background for Teacher: Prepare for this activity by previewing the primary source links for this activity. Select one or both of the slave ship images and have it ready to display. Select one or more of the Firsthand Accounts to accompany NFE 4, “Aboard a Slave Ship.”

This primary unit link will take you to the Core Knowledge web page, where specific links to the Nonfiction Excerpt and the Understanding Slavery primary sources for this activity may be found:

www.coreknowledge.org/hgca-g5-age-of-exploration-activities

At this link, you will find links to resources that include:

- NFE 4, “Aboard a Slave Ship”
- Firsthand Accounts of the Middle Passage

Distribute NFE 4, “Aboard a Slave Ship.” Explain that this account describes a visit by a religious leader to a slave ship, such as the one students just saw. Invite volunteers to read all or part of the account.

Display or distribute one of the Firsthand Accounts from the Understanding Slavery website. Note the author(s) of the account(s) (an enslaved African, a slave ship crew member, and a surgeon on a slave ship). Read aloud the account(s). Then guide students in a discussion that compares and contrasts the account(s) with the account they read in NFE 4.



Virtual Field Trip: Gorée Island, Senegal (SL.5.2)

45 MIN



Background for Teachers: Prepare for the virtual field trip by previewing the Virtual Visit of Gorée Island: Guided Visit in photos and texts, and familiarizing yourself with the images and their captions. (**Note:** There is a link to a Guided Visit video, but that link is broken.)

This primary unit link will take you to the Core Knowledge web page, where the specific link to the UNESCO Virtual Visit of Gorée Island may be found:

www.coreknowledge.org/hgca-g5-age-of-exploration-activities

Preparing for the Visit

Remind students of Elmina Castle, which they read about in Chapter 10. Remind students that Elmina was one of many embarkation points for enslaved Africans in the transatlantic slave trade. There were other centers along the Slave Coast. One of those centers was Gorée Island in Dakar, Senegal. Like Elmina Castle, Gorée Island is a United Nations World Heritage site. Explain that the United Nations identifies and helps to preserve places of historical significance around the world.

Tell students they are going to “visit” Gorée Island. They will see not only where enslaved Africans were held but also where the traders lived.

Visiting Gorée Island

Guide students through the Guided Visit of Gorée Island, explaining each photo and giving students time to absorb the image and information.

Note that the signs are in French. Explain that while Elmina Castle was built by the Portuguese and then taken over by the Dutch, Gorée Island—like the rest of Senegal—was controlled by the French.

After the Visit

Debrief by asking students why Gorée Island was likely identified as a UNESCO World Heritage site. Discuss why the United Nations may have determined that it was important to remember this site and what occurred here.

Teacher Resources

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Answer Key: <i>The Age of Exploration</i>—Unit Assessment and Activity Pages	114

Name _____

Date _____

Unit Assessment: *The Age of Exploration*

Circle the letter of the best answer.

1. Which Venetian explorer's accounts of his travels to Asia encouraged exploration?
 - a) Marco Polo
 - b) Giovanni de Verrazano
 - c) Giovanni Caboto
 - d) Christopher Columbus

2. What tools did navigators use to know where they were and where they were going?
 - a) hull and caravel
 - b) astrolabe and magnetic compass
 - c) hourglass and sextant
 - d) lateen and knots

3. Who provided leadership for Portuguese exploration in the 1400s?
 - a) Vasco da Gama
 - b) Prince Henry the Navigator
 - c) Bartolomeu Dias
 - d) Pedro Alvares Cabral

4. What landmark was Bartolomeu Dias the first European to reach?
 - a) Straits of Magellan
 - b) Northwest Passage
 - c) Tasmania
 - d) Cape of Good Hope

5. What important route did Dias's discovery lead to?
 - a) a westward route to the Spice Islands
 - b) a polar route to the Americas
 - c) a route to the Indian Ocean
 - d) a path around South America

6. Where did Vasco da Gama explore?
 - a) Newfoundland
 - b) the eastern coast of North America
 - c) the eastern coast of Africa
 - d) Caribbean islands

7. Although Pedro Alvares Cabral set sail for India, where did he accidentally end up reaching first?
 - a) Brazil
 - b) the Canary Islands
 - c) North America
 - d) Java
8. Where did Christopher Columbus make landfall on his first voyage?
 - a) the East Indies
 - b) the Bahamas
 - c) Cape of Good Hope
 - d) Virginia
9. Why did Columbus call the people he encountered “Indians”?
 - a) It was the Spanish word for strangers.
 - b) They looked like people he had seen in India.
 - c) That is the name they called themselves.
 - d) He thought he had reached the East Indies.
10. What did the Treaty of Tordesillas do?
 - a) divided the western hemisphere into North and South America
 - b) legalized the slave trade
 - c) divided the land in the western hemisphere between Spain and Portugal
 - d) permitted slavery in the Americas
11. What name was given to the system of land and labor grants that the Spaniards set up to encourage settlers in their newly conquered lands?
 - a) *encomiendas*
 - b) *haciendas*
 - c) Tordesillas
 - d) *conquistadores*
12. Who was the Spanish missionary who tried to end the enslavement of Indians?
 - a) Hispaniola
 - b) Las Casas
 - c) Pizarro
 - d) Balboa
13. Where are the Straits of Magellan?
 - a) where the Panama Canal is now
 - b) at the opening of the Mediterranean Sea
 - c) near the southern tip of South America
 - d) between the Great Lakes and the St. Lawrence Seaway

- 14.** What was the first English colony in North America?
- a) Plymouth
 - b) Jamestown
 - c) Roanoke Island
 - d) Massachusetts Bay
- 15.** What was the first permanent English settlement in North America?
- a) Jamestown, Virginia
 - b) Elizabeth, New Jersey
 - c) Victoria, Canada
 - d) New Amsterdam, New York
- 16.** Which explorer did not visit North America?
- a) Ferdinand Magellan
 - b) Giovanni da Verrazano
 - c) Jacques Cartier
 - d) Henry Hudson
- 17.** What body of water did Vasco Núñez de Balboa reach with Francisco Pizarro?
- a) the Indian Ocean
 - b) the Pacific Ocean
 - c) the Straits of Magellan
 - d) the Panama Canal
- 18.** Which trade got France interested in building colonies in the land called New France?
- a) slave trade
 - b) sugar plantations
 - c) fur trade
 - d) tobacco industry
- 19.** Who was the first European to sail up the Atlantic coast of the present-day United States?
- a) Christopher Columbus
 - b) Sir Francis Drake
 - c) Henry Hudson
 - d) Giovanni da Verrazano
- 20.** Which North American area did Jacques Cartier claim for France?
- a) Louisiana
 - b) Canada around Montreal
 - c) the Great Lakes
 - d) the Mississippi River

- 21.** Who were the first Europeans to reach the Mississippi River?
- a) Verrazano and Hudson
 - b) Sieur and La Salle
 - c) Marquette and Jolliet
 - d) Champlain and Cartier
- 22.** What did Henry Hudson accomplish?
- a) He sailed up a river into what is now New York State and also found a huge inland sea in Canada.
 - b) He sailed up the Mississippi River to the Pacific Ocean.
 - c) He bought Manhattan Island from Native Americans.
 - d) He found a Northwest Passage across northern Canada.
- 23.** What was the Middle Passage?
- a) the journey of enslaved Africans from the market to the plantations where they worked
 - b) the journey around the Cape of Good Hope on the way to the Indian Ocean
 - c) the journey through the Straits of Magellan on the way to the Pacific Ocean
 - d) the journey of enslaved Africans from Africa to the Americas
- 24.** Which country took over the Spice Trade after Portugal weakened?
- a) England
 - b) France
 - c) Spain
 - d) the Netherlands

Match each term to its definition.

Terms

Definitions

- | | |
|-----------------------------|---|
| 25. _____ sextant | a) a group of ships sailing together with the same purpose and under the control of the same leader |
| 26. _____ cartographer | b) a mapmaker |
| 27. _____ circumnavigate | c) a sea route connecting the Atlantic Ocean and Pacific Ocean along the northern coast of North America |
| 28. _____ colonization | d) the rebellion of a ship's crew against the captain |
| 29. _____ indigenous | e) the practice of controlling and settling an area with people from another country |
| 30. _____ fleet | f) a navigational instrument that uses a telescope and scale to determine latitude and longitude |
| 31. _____ monopoly | g) a plant used to add flavor to food |
| 32. _____ mutiny | h) to travel completely around something (such as Earth), especially by water |
| 33. _____ Northwest Passage | i) a situation in which one person, country, or company has complete control of the supply of a good or service |
| 34. _____ spice | j) native to a particular region or environment |

Performance Task: *The Age of Exploration*

Teacher Directions: In this activity, students will demonstrate their understanding of the Age of Exploration by giving an oral presentation in which they portray an explorer or other figure from that era.

Students may choose a person they read about in the unit, including but not limited to a famous explorer, a famous political leader, a crew member on a voyage of exploration, a spice trader, an indigenous person in the Americas, or a participant in the transatlantic slave trade. Students may either choose on their own or draw from slips that you create.

Students will compile and present a biography of their chosen person in a brief, three-to-five minute first-person autobiographical presentation. (For a more interactive alternative, you may wish to interview each historical character.)

Have students compile their biography using the Performance Task Notes Table and their Student Readers. You may also choose to allow students to do additional research about their historical character.

A sample table, completed with possible notes for one historical character, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students will add different information to their charts. Their goal is to provide enough detail to complete their oral presentation.

Who am I?	Prince Henry the Navigator
Where am I from?	Portugal
Where did I go?	Nowhere. I never went on any expeditions myself.
Why did I go there?	
What am I known for?	I supported and encouraged Portugal's expeditions of exploration. I supported developments in ship design, mapmaking, shipbuilding, and instrument making. I encouraged the sharing of information. I persuaded my father to finance Portuguese expeditions.
What else about me is interesting?	There is a statue of me in Lisbon, Portugal, honoring my work. I am shown holding a map and a ship, and staring out at the sea.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their oral presentation, using the rubric.

Students should not be evaluated on the completion of the notes table, which is intended to be a support for students as they organize their presentations.

Above Average	Presentation is accurate and detailed. Student inhabits the historical character and demonstrates strong understanding of the context of the character's life and achievements. The presentation is clearly articulated and focused, and demonstrates strong understanding of the subject.
Average	Presentation is mostly accurate and somewhat detailed. Student portrays the historical character and demonstrates some understanding of the context of the character's life and achievements. The presentation is organized and focused, and demonstrates understanding of the subject.
Adequate	Presentation is mostly accurate but lacks details. Student demonstrates basic understanding of the context of the character's life and achievements. The presentation is somewhat organized and demonstrates a basic or superficial understanding of the subject.
Inadequate	Presentation is incomplete and demonstrates minimal understanding of the subject. Presentation may be unfocused or disorganized.

Name _____

Date _____

Performance Task Activity: *The Age of Exploration*

History is the story of people. The history of the Age of Exploration is the story of explorers, monarchs, crew sailing with specific explorers, indigenous people, spice traders, etc. Choose one person from this era and put yourself in his or her shoes. What story would that person tell about his or her life?

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *The Age of Exploration*. Use your notes to give an oral presentation as your historical character. Use the space below to sketch ideas for a costume: perhaps a hat? Or a tunic? Use the illustrations in *The Age of Exploration* as your guide.

Name _____

Date _____

***The Age of Exploration* Performance Task Notes Table**

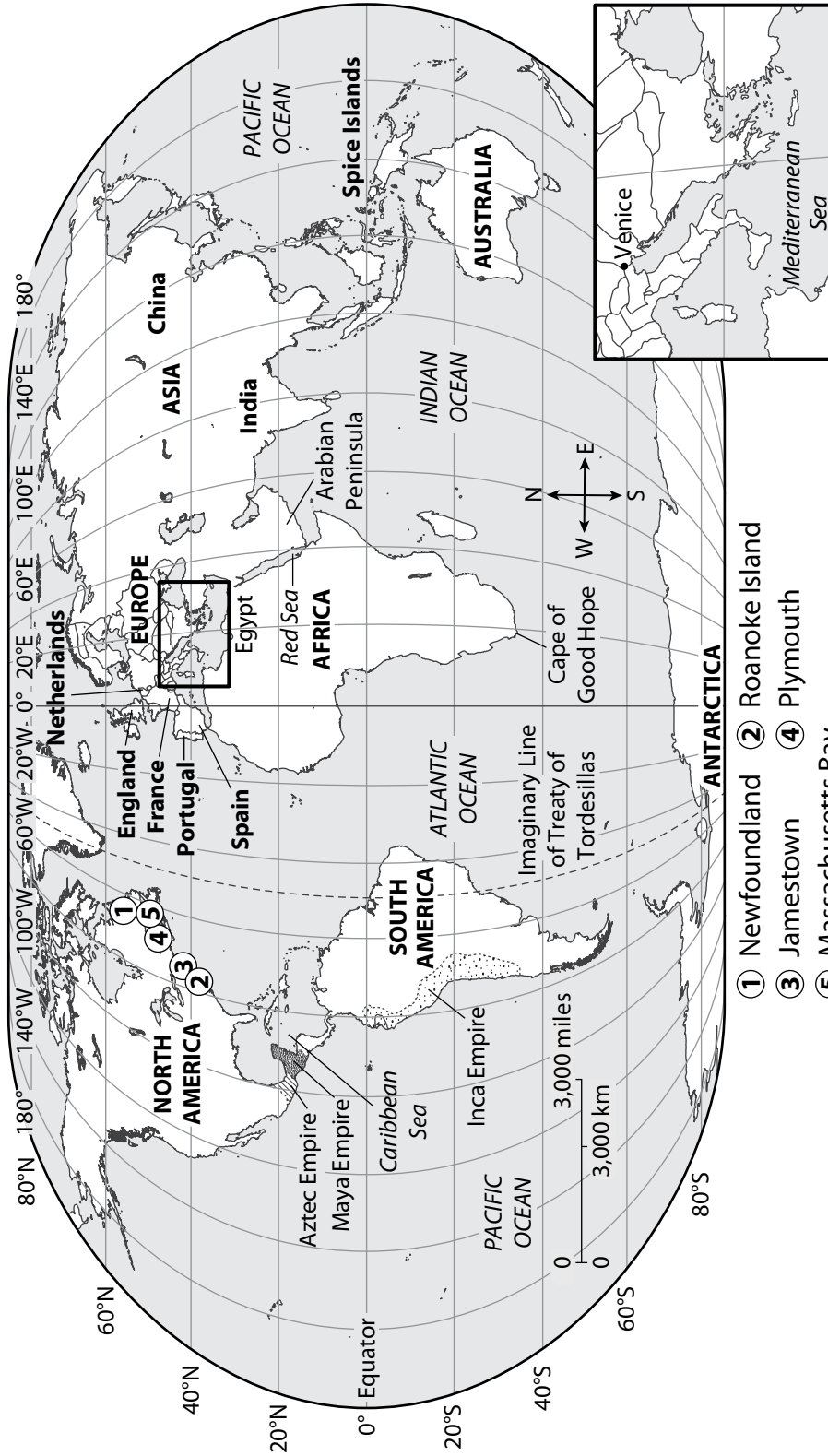
Use the table to help organize your thoughts as you refer to *The Age of Exploration*. You may not be able to complete the entire table, but you should try to have enough information to give a full, detailed, interesting presentation.

Who am I?	
Where am I from?	
Where did I go?	
Why did I go there?	
What am I known for?	
What else about me is interesting?	

Name _____

Date _____

The World in 1500



Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Write each word on the line next to its definition.

archipelago	cure	diplomatic mission	magnetic compass	medieval
merchant	monopoly	motive	navigation	negotiate
porcelain	sextant	spice	trader	uncharted

- _____ a person who sells or trades goods
- _____ to discuss the terms of an agreement
- _____ the reason for taking a specific action
- _____ a type of fine pottery
- _____ a plant used to add flavor to food
- _____ a chain of islands
- _____ a situation in which one person, country, or company has complete control of the supply of a good or service
- _____ a device that uses a magnetized pointer to show direction
- _____ related to the Middle Ages in Europe
- _____ a person who buys and sells goods
- _____ to preserve meat, fish, or other food by smoking, drying, or salting it
- _____ never mapped
- _____ the act of planning and directing the movement of a ship, plane, or other vehicle
- _____ a group of people who serve as representatives of their government in another country
- _____ a navigational instrument that uses a telescope and scale to determine latitude and longitude

Name _____ Date _____

Cool Facts About European Explorers

Explorer's Name	Country for Which He Sailed	Places Explored	Why He's Famous	Other Interesting Fact(s)
Bartolomeu Dias				
Vasco da Gama				
Pedro Alvares Cabral				
Christopher Columbus				
Amerigo Vespucci				
Hernán Cortés				
Francisco Pizarro				
Vasco Nuñez de Balboa				
Bartolomé de Las Casas				
Ferdinand Magellan				

Name _____ Date _____

Cool Facts About European Explorers

Explorer's Name	Country for Which He Sailed	Places Explored	Why He's Famous	Other Interesting Fact(s)
John Cabot				
Sir Walter Raleigh				
Giovanni da Verrazano				
Jacques Cartier				
Samuel de Champlain				
René-Robert Cavelier, Sieur de La Salle				
Dirk Hartog				
Abel Tasman				
Henry Hudson				

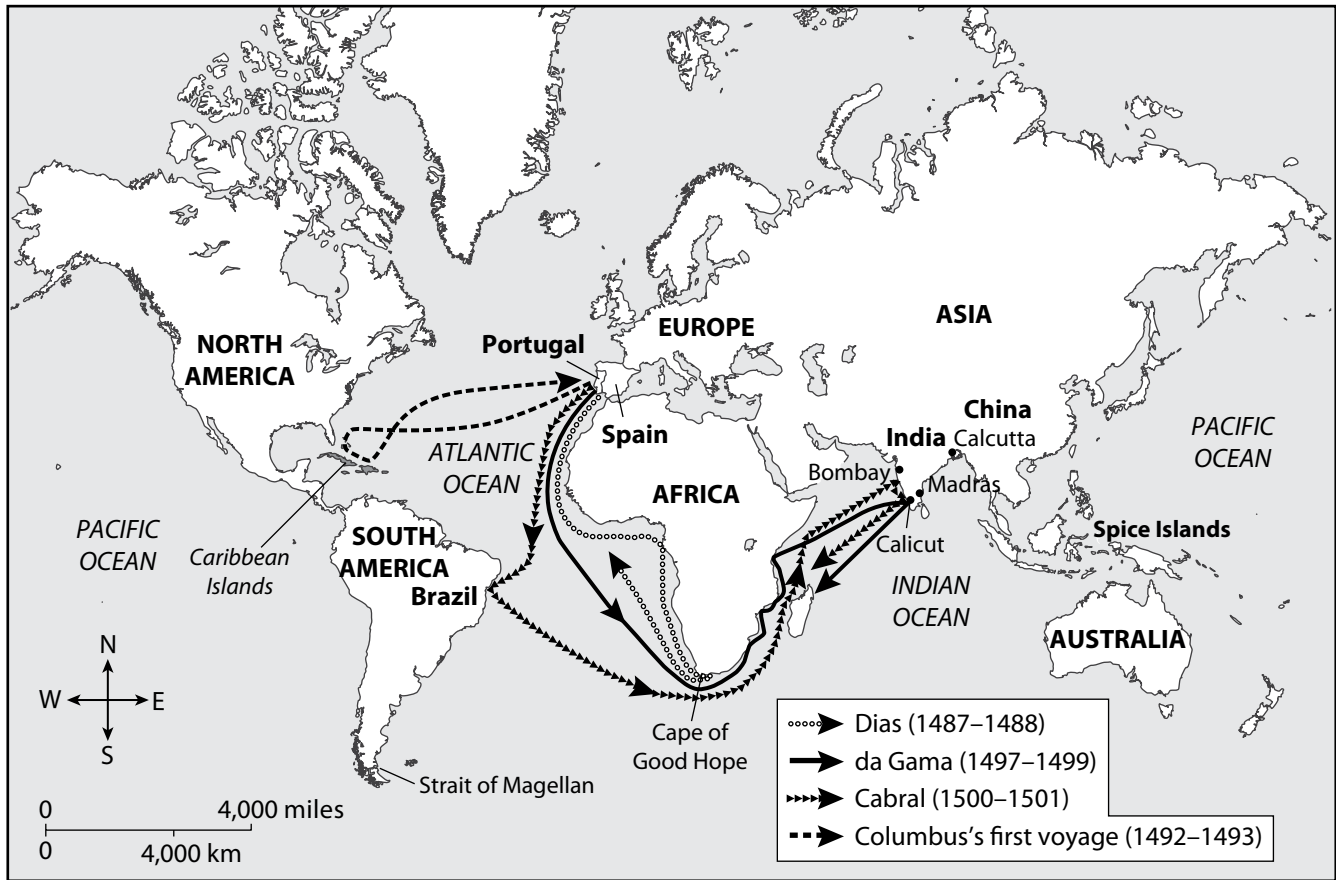
Activity Page 4.1

Use with Chapter 4

Early Portuguese and Spanish Exploration

Study the map. Use it to answer the questions below.

Early Portuguese and Spanish Exploration



1. Which explorers sailed to or around the Cape of Good Hope?

2. Which explorers reached the Americas?

3. Which explorer sailed farthest west?

4. Which explorer made the longest journey?

Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Domain Vocabulary: Chapters 3–5

Write the correct word from the word bank in each blank.

expedition	log	conquistador	scurvy
league	cash crop	landfall	immunity
plantation	fleet	indigenous	empire
Moor	mutiny	isthmus	exploitation

1. A(n) _____ was a North African follower of Islam during the Middle Ages.
2. A(n) _____ sails together with the same purpose and under the control of the same leader, such as the Spanish ships *Niña*, *Pinta*, and *Santa Maria*.
3. A(n) _____ is a group of countries or territories under the control of one government or ruler.
4. A crop that is grown to be sold is called a(n) _____.
5. A(n) _____ is a Spanish conqueror, such as Francisco Pizarro and Hernán Cortés.
6. When a ship's crew rebels against their captain, it is called a(n) _____.
7. A(n) _____ is a special journey taken by a group that has a clear purpose or goal.
8. _____ is a disease caused by a lack of vitamin C.
9. A(n) _____ is equal to approximately three miles.
10. A written record of a ship's progress is called a(n) _____.
11. Something or someone native to a particular region or environment is _____ to that region or environment.
12. The reaching of land, after a trip by sea, is called _____.
13. The practice of taking unfair advantage of a person or group is _____.
14. _____ is a body's ability to remain free of illness even after being exposed to the cause of the illness.
15. A(n) _____ is a large farm where crops are grown by a large number of workers and then sold by the land owner.
16. A narrow piece of land that connects two larger land masses is called a(n) _____.

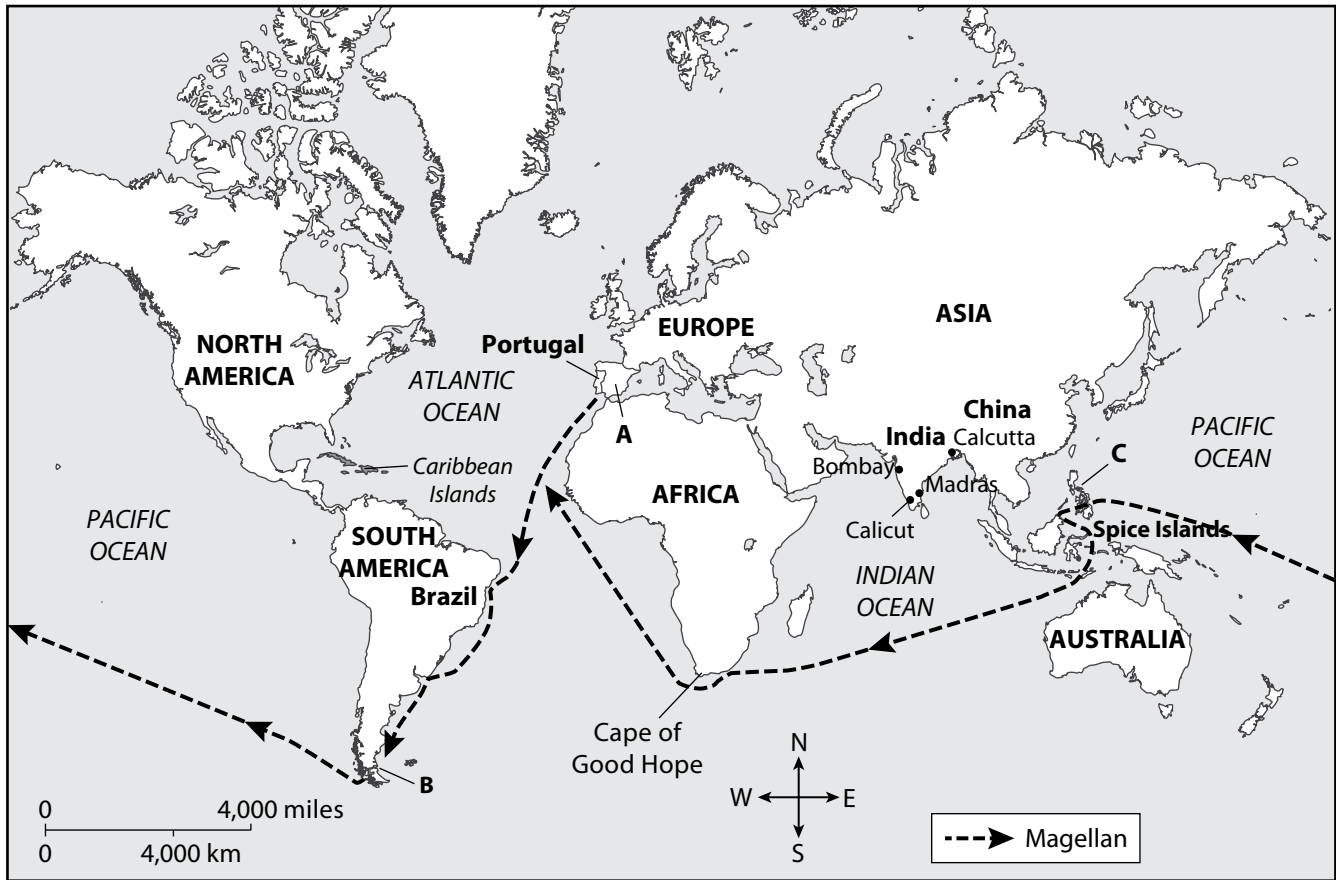
Activity Page 6.1

Use with Chapter 6

Magellan's Voyage

Study the map. Use it to answer the questions below.

Magellan's Voyage



1. Which letter on the map represents the Straits of Magellan?

2. Which letter on the map shows where Sebastian del Cano took control of the expedition?

3. What is the approximate distance that Magellan traveled between the Cape of Good Hope and the Straits of Magellan?

4. After Magellan's fleet passed through the Straits of Magellan, which direction did they travel?

5. Which letter on the map represents the final destination of the voyage?

Name _____

Date _____

Activity Page 9.1

Use with Chapter 9

Domain Vocabulary: Chapters 6–9

Use the words in the word bank to complete the crossword puzzle. Leave out hyphens and spaces between words when filling in the puzzle.

armada	cartographer	charter	circumnavigate	colonization
fishery	growing season		joint-stock company	
loot	Northwest Passage	portage		strait

Across

- 3. a company that raises money by selling shares, or interest in the company, in the form of stock
- 6. a document issued by an authority giving a group certain rights
- 7. to steal or take something by force
- 9. a mapmaker
- 10. to carry boats and supplies overland from one waterway to another
- 12. a large fleet of ships

Down

- 1. to travel completely around something (such as Earth), especially by water
- 2. the days available in a year to plant and harvest crops
- 4. a sea route connecting the Atlantic Ocean and Pacific Ocean along the northern coast of North America
- 5. the practice of bringing people from a different country to control and settle an area that already has an indigenous population
- 8. an area of water where fish or other sea creatures are raised and caught
- 11. a narrow body of water that connects two larger bodies of water

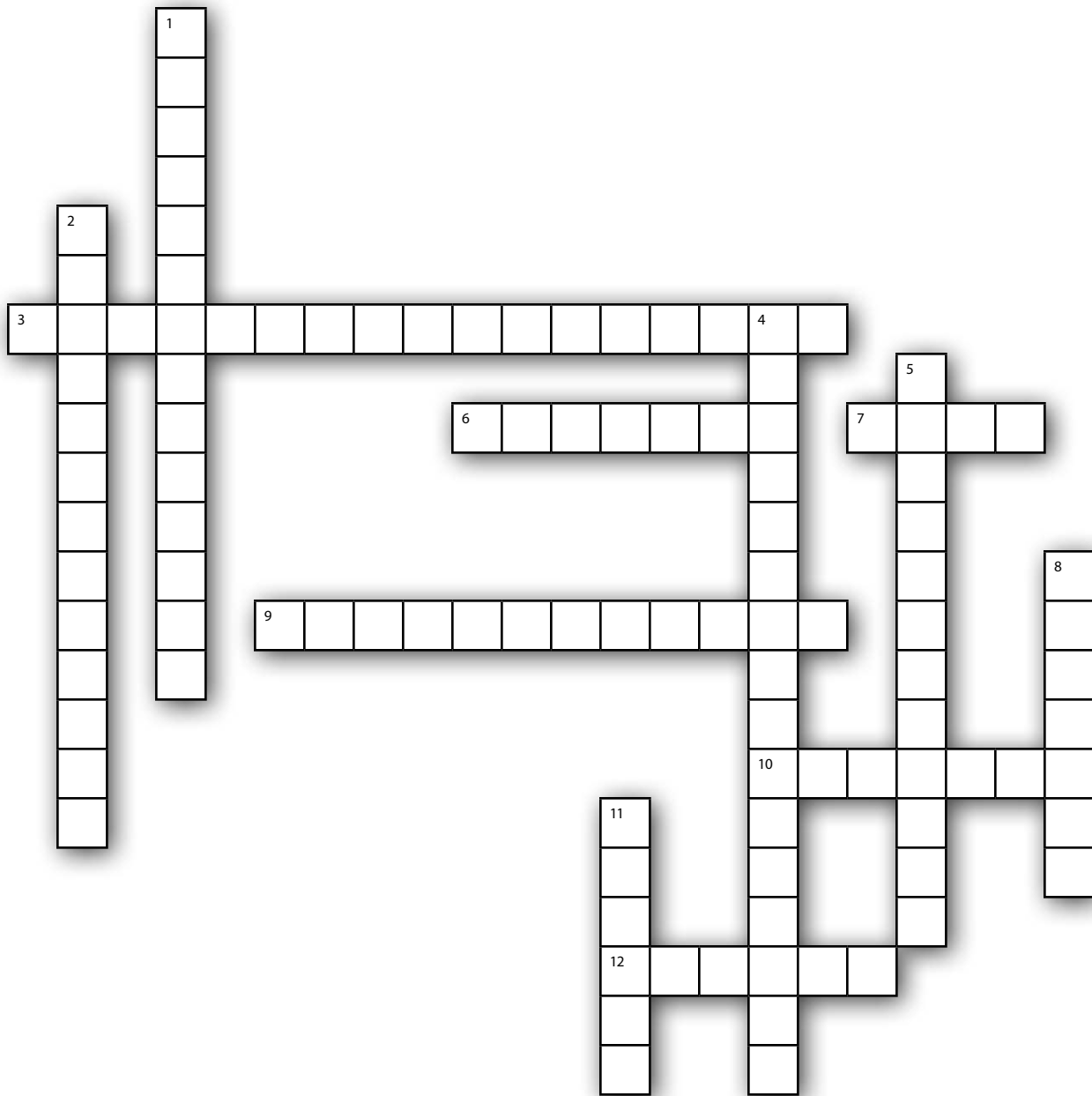
Name _____

Date _____

Activity Page 9.1 *Continued*

Use with Chapter 9

Domain Vocabulary: Chapters 6–9



Name _____

Date _____

Activity Page 10.1

Use with Chapter 10

The West Indies

The West Indies



Answer Key: *The Age of Exploration*

Unit Assessment

1. a 2. b 3. b 4. d 5. c 6. c 7. a 8. b 9. d 10. c
 11. a 12. b 13. c 14. c 15. a 16. a 17. b 18. c
 19. d 20. b 21. c 22. a 23. d 24. d 25. f 26. b
 27. h 28. e 29. j 30. a 31. i 32. d 33. c 34. g

Activity Pages

Domain Vocabulary: Chapters 1–2 (AP 2.1) (page 105)

1. merchant
2. negotiate
3. motive
4. porcelain

5. spice
6. archipelago
7. monopoly
8. magnetic compass
9. medieval
10. trader
11. cure
12. uncharted
13. navigation
14. diplomatic mission
15. sextant

Cool Facts About European Explorers (AP 3.1) (pages 106–107)

Explorer's Name	Country for Which He Sailed	Places Explored	Why He's Famous	Other Interesting Fact(s)
Bartolomeu Dias	Portugal	Africa	first European to find sea route to Indian Ocean	saw the Cape of Storms, which we now call the Cape of Good Hope
Vasco da Gama	Portugal	Africa, India	extended the route sailed by Dias; set up trading centers on the Swahili Coast; traded in India	called a hero even though he lost many men and ships on the journey
Pedro Alvares Cabral	Portugal	Africa, Brazil	first to claim land for Portugal in South America	reached Brazil by accident; called it Vera Cruz
Christopher Columbus	Spain (Castile and Aragon)	Caribbean islands, South America	first explorer to claim land in the Americas for Spain	was trying to reach the East Indies by sailing west; made four voyages to the Americas
Amerigo Vespucci	Portugal	South America	published letters about his voyage; called the Americas the "New World"	The Americas are named for him.
Hernán Cortés	Spain	Mexico	conquered the Aztec	
Francisco Pizarro	Spain	South America, Panama	conquered the Inca	explored Panama with Balboa

Explorer's Name	Country for Which He Sailed	Places Explored	Why He's Famous	Other Interesting Fact(s)
Vasco Núñez de Balboa	Spain	Panama	reached the Pacific Ocean, which he called "the South Sea"	explored Panama with Pizarro
Bartolomé de Las Casas	Spain	the Americas	wrote a book about the exploitation of indigenous people	
Ferdinand Magellan	Spain	South America, Pacific Ocean	"discovered" the strait that now bears his name; named the Pacific Ocean; his crew was the first to circumnavigate the globe	did not survive the voyage
John Cabot	England	North America (Canada)	sought Northwest Passage; claimed "new found land" for England	reached the same area of Canada as the Vikings
Sir Walter Raleigh	England	North America (United States)	established first English colony in North America	Roanoke disappeared
Giovanni da Verrazano	France	North America (United States)	sought Northwest Passage; the first European to sail up the U.S. Atlantic coast	New York's Verrazano-Narrows Bridge named for him; never made it back to Europe
Jacques Cartier	France	North America (Canada)	exploring the coast of Labrador, the Gulf of St. Lawrence, and the St. Lawrence River	set up failed colony in Canada
Samuel de Champlain	France	North America (United States and Canada)	explored the coast of Maine and Nova Scotia; established colony in Nova Scotia; established Quebec City	
René-Robert Cavelier, Sieur de La Salle	France	North America (United States)	sailed down the Mississippi River to the Gulf of Mexico	
Dirk Hartog	Netherlands	Australia	"found" Australia	
Abel Tasman	Netherlands	Australia	proved Australia was an island	
Henry Hudson	Netherlands; England	North America (United States and Canada)	sailed up the river to the site of present-day Albany, New York; discovered a huge inland sea in Canada	Both the river and the "sea" are named for him (Hudson River, Hudson Bay)

**Early Portuguese and Spanish Exploration
(AP 4.1)
(page 108)**

1. Dias, da Gama, Cabral
2. Cabral, Columbus
3. Columbus
4. Cabral

**Domain Vocabulary: Chapters 3–5 (AP 5.1)
(page 109)**

1. Moor
2. fleet
3. empire
4. cash crop
5. conquistador
6. mutiny
7. expedition
8. scurvy
9. league
10. log
11. indigenous
12. landfall
13. exploitation
14. immunity
15. plantation
16. isthmus

**Magellan’s Voyage (AP 6.1)
(page 110)**

1. B
2. C
3. about 6,000 miles (3,218 km)
4. northwest
5. A

**Domain Vocabulary: Chapters 6–9 (AP 9.1)
(pages 111–112)**

Across

3. joint-stock company
6. charter
7. loot
9. cartographer
10. portage
12. armada

Down

1. circumnavigate
2. growing season
4. Northwest Passage
5. colonization
8. fishery
11. strait



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Christopher Columbus's Santa Maria/Private Collection/© Look and Learn/Bridgeman Images: Cover E, 47

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Cover of "Short Account of the Destruction of the Indies" 1552 by Friar Bartolome de las Casas (1474–1566)/Photo © Tarker/Bridgeman Images: 57

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Erika Baird: 15e, 76

Ferdinand Magellan (1480–1521)/Pictures from History/Bridgeman Images: 62

Galleon in full sail en route to Portugal, illustrated by the Coler (or Keller) family of Nuremberg (vellum), German School, (16th century)/British Library, London, UK/© British Library Board. All Rights Reserved/Bridgeman Images: 38

Jacob Wyatt: 14d

Jacques Cartier (1491–1557) Discovering the St. Lawrence River in 1535, 1847 (oil on canvas) by Jean Antoine Theodore Gudin (1802–80)/Château de Versailles, France/Bridgeman Images: 75

James Johnson: 15f, 56

Japan: Dejima Island, with Dutch flag flying. Chromolithograph of a painting by Johan Maurits (1807–1874)./Pictures from History/Bridgeman Images: 15g, 80

John Cardasis/SuperStock: 74

King Philip II of Spain by Albert Kretschmer (1825–91)/Private Collection/© Look and Learn/Bridgeman Images: 80

"Lifting of the Siege of Pondicherry, 1748, engraved 1789 after work by Antoine Louis Francois Sergent-Marceau (1751–1847) / Private Collection / The Stapleton Collection / Bridgeman Images": 15h

Map tracing Magellan's world voyage, once owned by Charles V, 1545 (vellum) by Battista Agnese (1514–64)/John Carter Brown Library, Brown University, RI, USA/Bridgeman Images: 15i, 63

Marco Polo at the court of Kublai Khan by Angus McBride (1931–2007)/Private Collection/© Look and Learn/Bridgeman Images: 28

Marti Major: 14e, 37, 67

Martin Hargreaves: 14f

Mutiny on board the fleet of Magellan by Tancredi Scarpelli (1866–1937)/Private Collection/© Look and Learn/Bridgeman Images: 62

Navigators using an astrolabe in the Indian Ocean, from the 'Livre des Merveilles du Monde', c.1410–12 (tempera on vellum) Ms Fr 2810 f.188, by the workshop of The Boucicaut Master, (fl.1390–1430)/Bibliothèque Nationale, Paris, France/Bridgeman Images: 28

Pepper harvest and offering the fruits to a king, from the 'Livre des Merveilles du Monde', c.1410–12 (tempera on vellum) Ms Fr 2810 f.186, by the workshop of The Boucicaut Master, (fl.1390–1430)/Bibliothèque Nationale, Paris, France/Archives Charmet/Bridgeman Images: 32

Photononstop/SuperStock: 33

Portuguese caravels, illustration from Memory of Armadas that from Portugal passed to India, Ms 1551, 16th century/Academia das Ciencias de Lisboa, Lisbon, Portugal/De Agostini Picture Library/G. Dagli Orti/Bridgeman Images: 33

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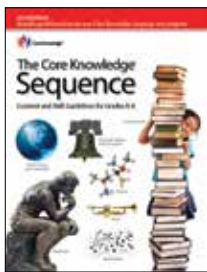
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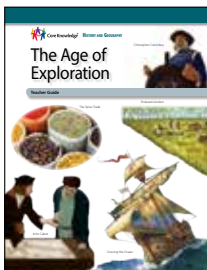
The Age of Exploration

Core Knowledge Sequence History and Geography 5



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