

Teacher Toolbook

Imaginative hands-on **World History & Geography** lessons

designed for individual students, cooperative groups, and whole-class learning.

# Age of Exploration

**Copyright © 2003 Performance Education**

Revised July 2008

[www.performance-education.com](http://www.performance-education.com)

# User's Guide to reproducing Performance Education workbooks

We grant individual purchasers of this workbook the right to make sufficient copies of reproducible pages for all students of a single teacher. This permission is limited to a single teacher, and does not apply to entire schools or school system. Institutions purchasing the workbook shall pass on the permission to a single teacher. Copying this document in whole or in part for re-sale is strictly prohibited.

Questions regarding this policy should be directed to:  
Permissions Editor  
Performance Education  
PO Box 3878  
Mooresville, NC 28117  
info@performance-education.com

## Using the internet

### Bad Links

Due to the ever-changing environment of the Internet, Performance Education does not guarantee the availability of websites. While every effort is made to ensure the validity of the addresses listed within the workbooks, errors may occasionally occur. After several attempts, if you find a link that is no longer available, please notify us at [info@performance-education.com](mailto:info@performance-education.com).

### Content Appropriateness

Performance Education makes every effort to screen for appropriateness all websites contained in our products. However, due to the ever-changing environment of the Internet, and differing tolerances for students, Performance Education does not guarantee the appropriateness of any of the content found herewithin. **It is the obligation of the teacher to screen websites for appropriateness before assigning tasks to his/her students.**

## To order more products

Performance Education has a full line of maps, posters, and workbooks for U.S. History, World History, World Cultures, Geography, and Government/Civics.  
Visit us at [www.performance-education.com](http://www.performance-education.com)

Your state test is based on Bloom's taxonomy.

## Bloom's taxonomy

### Your state test is based on Bloom's taxonomy.

The men and women who have designed your end-of-course exam are experts in Bloom's taxonomy. They can take *one* event, person, map, chart, or cartoon . . . and turn it into *six* separate questions.

### This Toolbook is based on Bloom's taxonomy.

Since your state test is based on Bloom's taxonomy, so are the lessons in this Toolbook. The toughest questions on the state test involve synthesis and evaluation.

### What is Bloom's taxonomy?

It is *critical thinking*.

Students must be able to manipulate the facts.

- |               |  |
|---------------|--|
| 1. Memorize   | Memorize the facts, especially terms and definitions.            |
| 2. Interpret  | Translate the facts into your own words.                         |
| 3. Apply      | Can you find an existing match?                                  |
| 4. Analyze    | Break down the facts (compare and contrast, cause and effect)    |
| 5. Synthesize | Add up the facts and draw conclusions                            |
| 6. Evaluate   | Using a high standard, how does this person or event measure up? |

### Performance in front of the class

In this book, the lessons give students practice in Bloom's taxonomy.

Performance - in front of the class.      Peer pressure can be wonderful.

Performance - on paper.                      Maps, graphic organizers, all the tricks in the book.

Performance - on the practice test.      Many students learn after the fact - by trial and error.

### A fat Toolbook

To those non-teachers who say this is a long Toolbook, we say: "Why, yes. Did you not know? This is what it takes for a student to learn your state's standards for Social Studies."

### Your learning curve

There is no learning curve for you.

### Reproducible lessons

There are several types of lessons:

1. Some are lectures.
2. Some should be turned into transparencies.
3. Some are student worksheets and must be copied.

### The Tests

If your students can do well on these tests, the state test will be a breeze.

### The Master Teacher

This book is based on two premises:

Every child can achieve success on the test.

Every teacher can become a master teacher.



# **The Age of Exploration**

# Icons

You will find these icons on the upper corner of each lesson. They identify each lesson as a particular type of activity. They will also alert you to lessons that need early preparation, such as transparencies, films or hands-on projects. Graphic organizers appear frequently in the Toolbooks, and should be copied and distributed to each student.



Graphic Organizer  
Transparency



Mapping



Lecture  
A Story  
Timeline  
Transparency  
Chart



Films



Group Analysis  
Debate  
Skits



Projects  
Library Research  
Writing Activities



Documents  
Speeches  
Quotations



Games



Internet

There are 84 lessons.  
The average lesson takes 15 minutes or less.

## Table of Contents

### 1. The Age of Exploration

page 11

#### An overview

Lesson #1	Timeline	The Age of Exploration
Lesson #2	Lecture	What was the Age of Exploration?
Lesson #3	Lecture	Europe came out of isolation
Lesson #4	Graphic organizer	The Causes
Lesson #5	Graphic organizer	The Results
Lesson #6	Game	The Bell Game: Causes or Results?
Lesson #7	Game	The Great Race: Causes or Results?

### 2. Europe had an ideal location

page 21

#### Europeans explored Africa, Asia, and the Americas

Lesson #8	Mapping	Europe had an ideal location - why?
Lesson #9	Game	Simon Sez - to learn cardinal directions.
Lesson #10	Simulation	A Human Map

### 3. Mapping the sea routes

page 27

#### Students develop a mental map of the continents and waterways

Lesson #11	Mapping	Map the routes of the World Explorers
Lesson #12	Mapping	Searching for Asia
Lesson #13	Internet	The Explorers
Lesson #14	Mapping	Describe that sea route!
Lesson #15	Game	The Bell Game: Waterways
Lesson #16	Game	The Great Race: Waterways
Lesson #17	Game	The Forehead Game: Find a place using an atlas
Lesson #18	Game	Treasure Hunt: Find the landforms (Strait of Magellan)
Lesson #19	Mapping	Who explored what?

### 4. The Explorers

page 41

Lesson #20	Game	The Bell Game: Name that Explorer!
Lesson #21	Game	The Great Race: Name that Explorer!

#### Students predict what actually happened to the explorer

Lesson #22	Student activity	Columbus
Lesson #23	Student activity	Vasco da Gama
Lesson #24	Student activity	Ponce de Leon
Lesson #25	Student activity	Balboa
Lesson #26	Student activity	Cortez
Lesson #27	Student activity	Pizarro
Lesson #28	Student activity	Cabot
Lesson #29	Student activity	Cartier
Lesson #30	Student activity	Magellan
Lesson #31	Student activity	Drake
Lesson #32	Student activity	Vespucci
Lesson #33	Game	Who am I?
Lesson #34	Group analysis	Life is like a rock group: Columbus
Lesson #35	Group analysis	Life is like a rock group: Magellan

## **5. The Columbian Exchange** **page 61**

### What was exchanged between the two continents?

Lesson #36	Lecture	What was the Columbian Exchange?
Lesson #37	Graphic organizer	What were the results of the Columbian Exchange?
Lesson #38	Game	The Bell Game: The Columbian Exchange
Lesson #39	Game	The Great Race: The Columbian Exchange
Lesson #40	Evaluate	Rank the contributions of Columbus
Lesson #41	Evaluate	Rank the exchanges during the Columbian Exchange
Lesson #42	Lecture	The Columbian Exchange
Lesson #43	Game	The Bell Game: What the Europeans gave the Americas
Lesson #44	Game	The Great Race: What the Europeans gave the Americas
Lesson #45	Story	How much Europeans loved food from the Americas
Lesson #46	Student project	List what you ate yesterday - what came from the New World?
Lesson #47	Student project	Pre-Columbian pizza - what would be missing?

## **6. Colonization** **page 79**

### No self-government

Lesson #48	Graphic organizer	What were the causes of colonization?
Lesson #49	Graphic organizer	What were the results of colonization?
Lesson #50	Game	The Bell Game: Cause or Result?
Lesson #51	Group analysis	Bloom: Define colonialism
Lesson #52	Lecture	Three types of colonies
Lesson #53	Lecture	The Spanish Conquest
Lesson #54	Film	"Guns, Germs and Steel"
Lesson #55	Lecture	Colonial rule, 1500-1800
Lesson #56	Lecture	The Spanish legacy
Lesson #57	Group analysis	Top Ten Reasons why Spanish rule not good for Latin America
Lesson #58	Graphic organizer	The Europeans - how they imposed their culture on the colonies
Lesson #59	Debate	<i>Resolved, three centuries of Spanish rule was good for Latin America.</i>

## **7. The Atlantic Slave Trade** **page 93**

### The story of three continents

Lesson #60	Lecture	What was the Atlantic Slave Trade?
Lesson #61	Mapping	The Atlantic Slave Trade
Lesson #62	Quotation	Slavery already existed in Africa?
Lesson #63	Group analysis	Life is like a rock group: Prince Henry the Navigator
Lesson #64	Group analysis	Four Corners: Prince Henry the Navigator

## **8. Pirates of the Caribbean** **page 101**

### How did England end up with some of Spain's gold?

Lesson #65	Lecture	The Europeans took over the Caribbean
Lesson #66	Lecture	Pirates of the Caribbean
Lesson #67	Game	The Bell Game: Pirates of the Caribbean
Lesson #68	Game	The Bell Game: Which island of the Caribbean?
Lesson #69	Game	The Great Race: Which island of the Caribbean?



**9. Mercantilism** **page 109**

How did England end up with all of Spain's gold?

Lesson #70	Lecture	What is mercantilism?
Lesson #71	Group analysis	Bloom: A complete definition of mercantilism
Lesson #72	Group analysis	Bloom: A complete definition of The Commercial Revolution.
Lesson #73	Lecture	How Spain became the leading world power in the 1500s.
Lesson #74	Lecture	How England became the leading world power in the 1600s.
Lesson #75	Lecture	Again: What is mercantilism?
Lesson #76	Lecture	What is capitalism?

**10. The Consequences** **page 117**

The Age of Exploration had a different impact on each continent

Lesson #77	Graphic organizer	What were the results of the Age of Exploration?
Lesson #78	Group analysis	Life is like a rock group: The Age of Exploration
Lesson #79	Group analysis	Four Corners: The Age of Exploration

**Review** **page 129**

Define terms

Lesson #80	Game	The ABCs of the Age of Exploration (recall terms)
Lesson #81	Game	Can you talk like an explorer? (define terms)
Lesson #82	Game	Honk if you hate history (read the test aloud)
Lesson #83	Game	Stump the Teacher (read the test aloud)
Lesson #84	Game	The Last Man Standing (read the test aloud)

**Test** **page 127**

**Answer key** **page 153**



# 1. The Age of Exploration

An overview



Lesson #1: Timeline

Turn it into a mobile, hanging from the ceiling.

Or wide timeline (using 8x11 sheets of paper) that stretches across the classroom wall.

# TIMELINE: The Age of Exploration

Ten to remember . . .

- 1453 The Ottoman Turks captured Constantinople.  
From then on, the land route to Asia was closed.  
So Europeans tried to find a sea route to Asia.
  
- 1492 **Columbus** - Sailed westward to reach Asia. Instead, he landed in the Americas\*. **ITALY**  
Columbus was significant for two major reasons:  
1. He landed on two continents that Europe did not know *existed*.  
2. He was the first person to establish a long-term relationship between Europe and the Americas.  
The sharing of goods and ideas between the New World and the Old World is known as  
the *Columbian Exchange*.
  
- \*In 1501, **Vespucci** sailed along the coast of Brazil. He went home to Italy and told folks that this was not Asia.  
In Florence, he sought out Lorenzo de Medici, Europe's richest banker. Medici popularized Vespucci.  
Both continents - North America and South America - were named after his first name, "Amerigo. "
  
- 1497 **John Cabot** - Explored eastern Canada. **FROM ITALY, SAILED FOR ENGLAND**  
From then on, England claimed the mainland of North America.
  
- 1498 **Vasco da Gama** - Sailed east to Asia. **PORTUGAL**  
Went around Africa and sailed across the Indian Ocean to India. Proved Asia could be reached by sea.
  
- 1513 **Ponce de Leon** - Sailed to Florida. **SPAIN**  
This led to the exploration and settlement of the U.S.
  
- 1513 **Balboa** - Sailed to Panama. **SPAIN**  
This was the narrowest piece of land between the Atlantic and Pacific.  
He walked across it and became the first European to see the eastern shore of the Pacific Ocean.  
His discovery led to Magellan's voyage west - across the Pacific.  
His discovery led to Pizarro's voyage south - to the Inca Empire in Peru.
  
- 1519 **Magellan** - Sailed around South America and across the Pacific Ocean, to get to Asia. **PORTUGAL**  
His expedition was the first to circumnavigate the world.  
His route was impractical for Europeans sailing to Asia.  
The Strait of Magellan was too far south and the Pacific Ocean too vast.  
As a result, Europeans followed Vasco da Gama's route around Africa - and then on to Asia.
  
- 1519 **Cortez** - Sailed to Mexico and conquered the Aztecs. **SPAIN**  
His victory opened North America to Spanish rule.
  
- 1532 **Pizarro** - Sailed to Peru and conquered the Inca. **SPAIN**  
His conquest of Peru opened South America to Spanish rule.
  
- 1535 **Cartier** - Sailed to Canada. **FRANCE**  
Sailed up the St. Lawrence River to Montreal.
  
- 1577 **Drake** - First Englishman to sail around the world. **ENGLAND**  
Took the same route as Magellan.



Lesson #2: Lecture  
As you tell the story, students fill in the graphic organizer.

## What was the Age of Exploration?

### When

It was a period from the 15th century (1400s) to the 17th century (1600s).

### Where

Europeans explored the world by ocean.

Europe turned its attention away from trade in the Mediterranean Sea.

Europe zoomed in on trade with the Americas and trade on the Atlantic Ocean.

### What

Originally, Europeans were searching for a sea route to Asia.

They were looking for trading partners and particular trade goods, especially valuable spices.

### Who

The giants were Columbus and Magellan.

Columbus sailed to two continents that were unknown to the Europeans: North and South America.

He was the first to establish a permanent relationship between Europe and the Americas.

He launched the Columbian Exchange - the trading of goods between the two continents.

The crops grown in the Americas (corn, tomatoes, potatoes) were unknown in Europe.

Magellan was the first to circumnavigate the globe - that is, sail around the world.

His voyage was the most dangerous of all.

### How

New technology in shipping made long-distance sailing possible.

1. The astrolabe - Thanks to the Arab world, navigators could determine the latitude.

2. The magnetic compass - Thanks to China, navigators could use the compass.

3. The Caravel - Thanks to Portugal, this new ship could leave the calm Mediterranean Sea and sail out into the dangerous Atlantic Ocean.

### Why

To get to Asia!

During the Middle Ages, the Europeans traded along the Silk Road.

They bought wonderful stuff from China and the rest of Asia.

The spices, the silks, and the inventions were incredible.

In 1453, the Ottoman Turks captured Constantinople.

From then on, the land route to Asia was closed.

So Europeans tried to find a sea route to Asia.

In 1492, Columbus sailed to Asia.

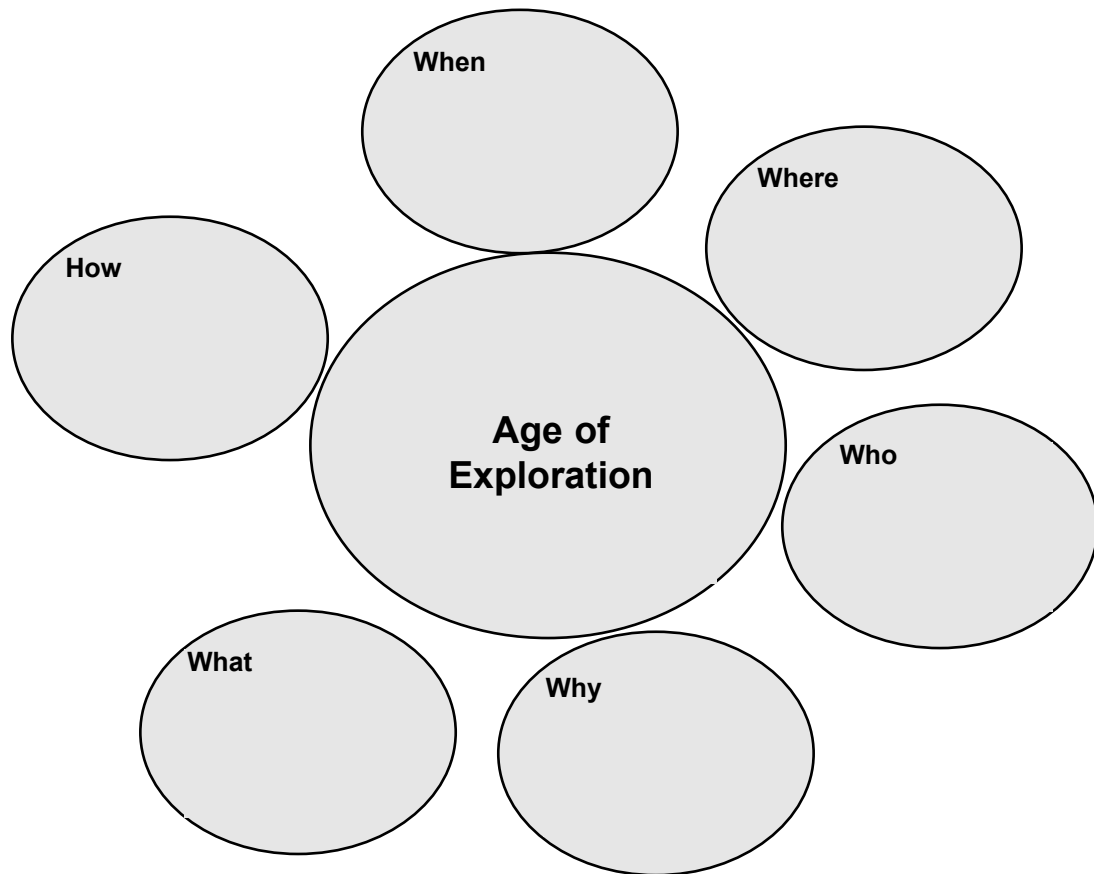
From Europe, he sailed west across the Atlantic.

Instead of running into Asia, he ran into two unknown continents - North and South America.

In short, he left the Old World (Europe) and ran into the New World (the Americas).



## **Age of Exploration: Who, what, where, when, why and how?**





## Europe came out of isolation

### The Crusades

During the Middle Ages (500 to 1500), Europeans lived in local villages and towns. When the Crusades began in 1099, Europeans suddenly travelled to the Middle East! For 150 years, Christian Europe tried and failed to conquer the Muslims and retake the Holy Land. In the process, the Europeans discovered Asia. What a great place!

### Trade with China

Middle Eastern merchants sold great stuff from a wonderful place called *China*. European merchants wanted to trade directly with China. In those days, merchants took the land route - along the Silk Road. In 1271, Marco Polo travelled to China - then returned to tell Europeans all about it. European merchants wanted to cut out the Arab middlemen and trade directly with China. To do that, they needed to find a sea route to China.

### The Renaissance

During the Renaissance (1300-1600), Europeans became curious about everything. Thanks to trade with the Middle East, Europeans re-discovered books, maps, math and geography. Thanks to trade with China, Europeans had the magnetic compass and the astrolabe. These were the keys to sea travel.

## **The Age of Exploration**

Explorers went sailing in search of China . . .

### Sailing to the East

In the early 1400s, Prince Henry the Navigator of Portugal launched an exploration of the world. That is, Portuguese sailors explored the coast of Africa. In 1497, Vasco da Gama went around the Cape of Good Hope. He landed in India. It was not China, but it was darned close.

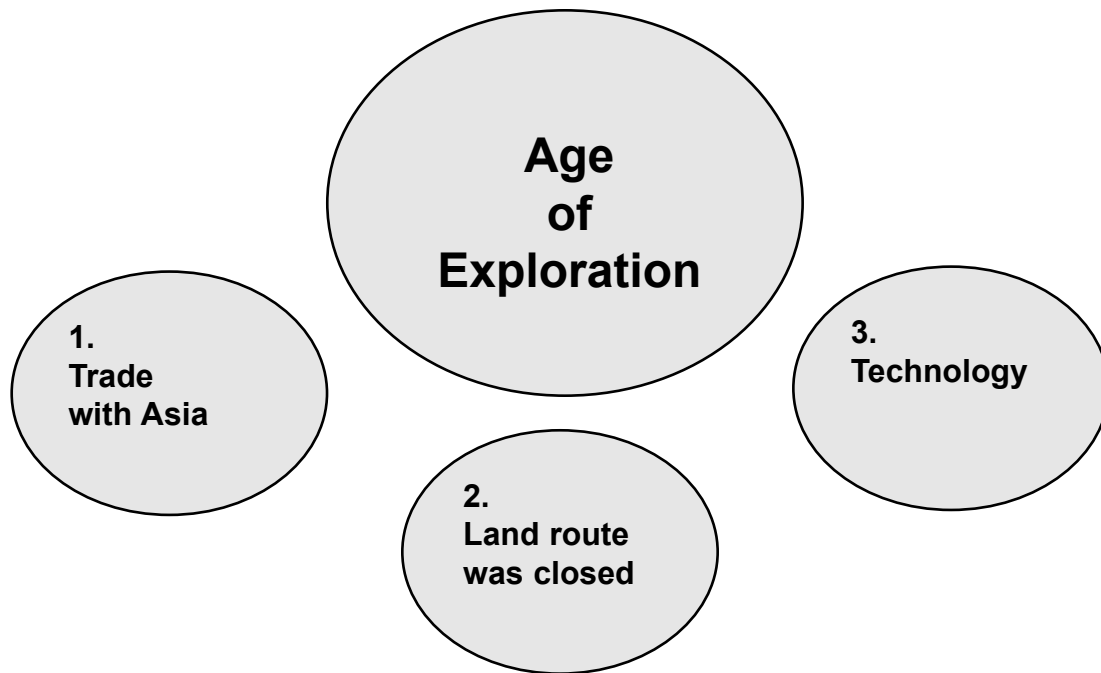
### Sailing to the West

In 1492, Christopher Columbus sailed west in hope of reaching China. He thought he landed in India, so he named the native people "Indians." Instead, he landed on continents that no one knew existed - the Americas.



## The Causes

During the Age of Exploration, the Europeans sailed to other continents.  
Why?



**Trade with Asia**

Silks & Spices  
Europeans wanted to trade with Asia, especially India and China.

They wanted silks and spices.

Since the Middle Ages, they had been trading with Asia along the Silk Road.

**Land route closed**

Silk Road closed  
In 1453, the Silk Road came to a screeching halt for European traders.

The Ottoman Turks captured Constantinople.

From then on, the land route to Asia was closed to the Europeans.

So Europeans tried to find a sea route to Asia.

**Sea route possible**

Technology  
Thanks to new technology, the Europeans could make ocean voyages.

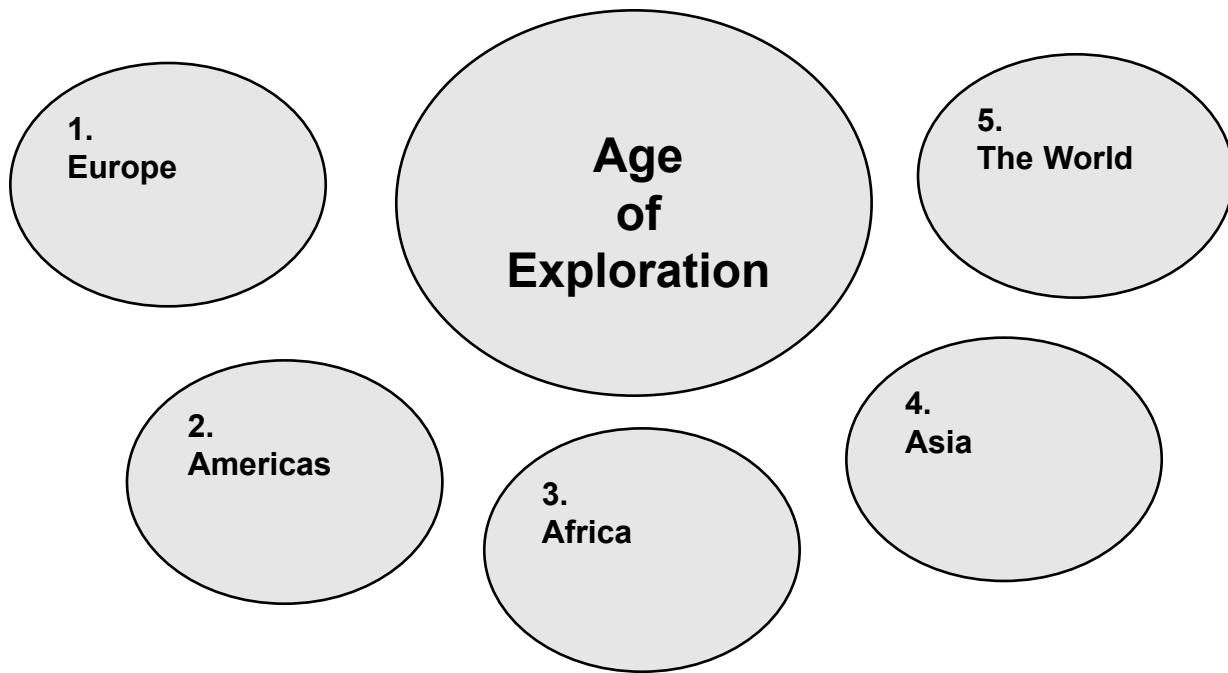
1. The caravel ship
2. The magnetic compass
3. The astrolabe determined latitude.





## The Results

What were the results of the Age of Exploration?



Europe	Americas	Africa	Asia	The World
<p><u>The Atlantic trade</u> From then on, Europe focused on trade across the Atlantic.</p> <p><u>Atlantic Ocean</u> Spain controlled this ocean.</p> <p><u>Treaty of Tordesillas</u> In 1494, the pope gave Latin America to Spain; Brazil, Africa and Asia to Portugal.</p> <p><u>Cartography</u> Mapmakers made new maps!</p>	<p><u>Columbian Exchange</u> Trade between Europe and the Americas. The Caribbean became a major trading hub.</p> <p><u>Epidemics</u> Native peoples died of European diseases, like smallpox.</p> <p><u>Cultural change</u> Spain imposed its language, religion, culture, politics, (and forced labor) on its subjects.</p>	<p><u>The Atlantic Slave Trade</u> The Europeans enslaved Africans to work in the Americas.</p> <p>The Portuguese launched the slave trade.</p> <p>The majority of slaves were sent to sugar plantations in Brazil and the Caribbean.</p>	<p><u>Trading posts</u> The Portuguese set up trading posts in Africa and Asia.</p> <p>Later, the Europeans set up colonies:  British in India.  French and Dutch in Southeast Asia.</p>	<p><u>Imperialism</u> The European powers carved up Asia, Africa, and the Americas.</p> <p><u>Colonialism</u> Each had an empire of colonies. Each adopted the culture of the mother country.</p> <p><u>The Commercial Revolution</u> Mercantilism.</p>



## The Bell Game

Break into pairs.

Examine each fact.  
Using the chart,  
categorize each fact.

When you are finished,  
play the Bell Game:  
**Cause or Result?**

The answers appear  
on the next game,  
The Great Race.

### 1. Causes

This caused the Age of Exploration.

### 2. Results

This was a result of the Age of Exploration.

1. Europeans tried to find a sea route to Asia.
2. Europeans focused on trade across the Atlantic Ocean.
3. Spain financed the voyage of Columbus.
4. Spain controlled the Atlantic Ocean.
5. The Europeans wanted to trade with Asia.
6. The Europeans traded with the Americas.
7. The Europeans carved up Asia, Africa, and the Americas.
8. Mapmakers made new maps.
9. The Arabs invented the astrolabe, which determined latitude.
10. The Arabs closed the Silk Road, the land route to Asia.
11. The Chinese invented the magnetic compass.
12. The Portuguese invented the caravel, an ocean-going ship.
13. Spain controlled Latin America.
14. Portugal controlled Africa and Asia.
15. Europe gained new technology - astrolabe, magnetic compass, the caravel.
16. Europe spread its culture - language and religion - to the rest of the world.
17. Native peoples died of European diseases, like smallpox.
18. Africans worked on sugar plantations in Brazil and the Caribbean.
19. The Columbian Exchange
20. The Treaty of Tordesillas
21. The Atlantic Slave Trade.
22. The Commercial Revolution
23. Mercantilism
24. Imperialism and Colonialism

A game to learn how to categorize.  
A game for those students who learn best by doing.  
A game to assess learning.

## The Bell Game: “Cause or Result?”

### **The week before**

Go to Office Depot or Office Max and buy 2 bells.  
You bop it to call for service.

### **Make 2 signs: Cause, Result**

Ask the school custodian for a wide table and 6 chairs.

### **A panel of “experts”**

In the front of the classroom, place the table and chairs.

In front of each, place a sign and bell.

Ask for volunteers to sit as a panel of experts.

"You are responsible only for responding to facts which relate to your category."

### **The Reader**

Choose a student to read the facts.

Explain: "When the reader read a fact which deals with your particular category, ring your bell."

### **The Answer Man**

Choose a student to play this role. We suggest a boy or girl who has been absent.

Give the student the answer sheet.

Explain: "When a student rings the bell, you must say in a strong voice: 'That is correct' or 'That is incorrect.'"

### **How to begin**

Ask students to test their bells.

"Do not ring your bell until the full statement has been read."

"If you engage in frivolous bell-ringing, another student will take your place."

The Reader reads the facts, one by one.

The Answer Man states whether the answer is correct or incorrect.

### **What if several students ring their bells?**

All the better!

Ask the class whether or not the incorrect answer is possible, based upon the student's explanation.

Keep in mind that when you enter higher levels of thinking, certain answers are going to be "in the ball-park" and, therefore, acceptable.



## The Great Race

Break into two teams. Choose a scorekeeper.  
On the chalkboard, write

### Cause

### Result

Break into two teams: Team A and Team B. Try guys vs gals.  
Line up, single file - at least 15 feet from the board.  
The teacher reads the power.  
Two students race to the board and put a check under the correct answer.  
Teacher gives correct answer.  
Students erase their check marks and go to the back of the lines.

1. Europeans tried to find a sea route to Asia.	Answers
2. Europeans focused on trade across the Atlantic Ocean.	1. cause 2. result
3. Spain financed the voyage of Columbus.	3. cause
4. Spain controlled the Atlantic Ocean.	4. result
5. The Europeans wanted to trade with Asia.	5. cause
6. The Europeans traded with the Americas.	6. result
7. The Europeans carved up Asia, Africa, and the Americas.	7. result
8. Mapmakers made new maps.	8. result
9. The Arabs invented the astrolabe, which determined latitude.	9. cause
10. The Arabs closed the Silk Road, the land route to Asia.	10. cause
11. The Chinese invented the magnetic compass.	11. cause
12. The Portuguese invented the caravel, an ocean-going ship.	12. cause
13. Spain controlled Latin America.	13. result
14. Portugal controlled Africa and Asia.	14. result
15. Europe gained new technology - astrolabe, magnetic compass, the caravel.	15. cause
16. Europe spread its culture - language and religion - to the rest of the world.	16. result
17. Native peoples died of European diseases, like smallpox.	17. result
18. Africans worked on sugar plantations in Brazil and the Caribbean.	18. result
19. The Columbian Exchange	19. result
20. The Treaty of Tordesillas	20. result
21. The Atlantic Slave Trade.	21. result
22. The Commercial Revolution	22. result
23. Mercantilism	23. result
24. Imperialism and Colonialism	24. result

## **2. Europe had an ideal location**

Europeans explored Africa, Asia, and the Americas



## Lesson #8: Mapping

Using an atlas and colored pencils, color and label the blank world map (next page).

Then the teacher asks questions.

# Europe had an ideal location. Why?

The Old World was the known world - that is, Europe, Africa, and Asia.

The New World was unknown - that is, the Americas.

Until Columbus, nobody knew that two continents existed.

That is, North America and South America.

### Label these countries on the world map

1. Portugal      color it red.
2. Spain        color it blue.
3. England     color it green.

### Label these continents on the world map

1. Europe
2. Africa
3. North America
4. South America

### Label these waterways

1. Atlantic Ocean
2. Pacific Ocean
3. Indian Ocean

### Examine your map

1. *Europe had an ideal location for exploring the Old World.  
Why?*

The Old World was the known world (Europe, Africa, Asia)

It is *centrally* located.

Europe lies close to two other continents.

What continent lies south of Europe? (Africa)

What continent lies east of Europe? (Asia)

Europe shares the same landmass with what other continent? (Asia.)

2. *Europe had an ideal location for exploring the New World.  
Why?*

The New World was the Americas (North and South America)

Europe borders the Atlantic Ocean.

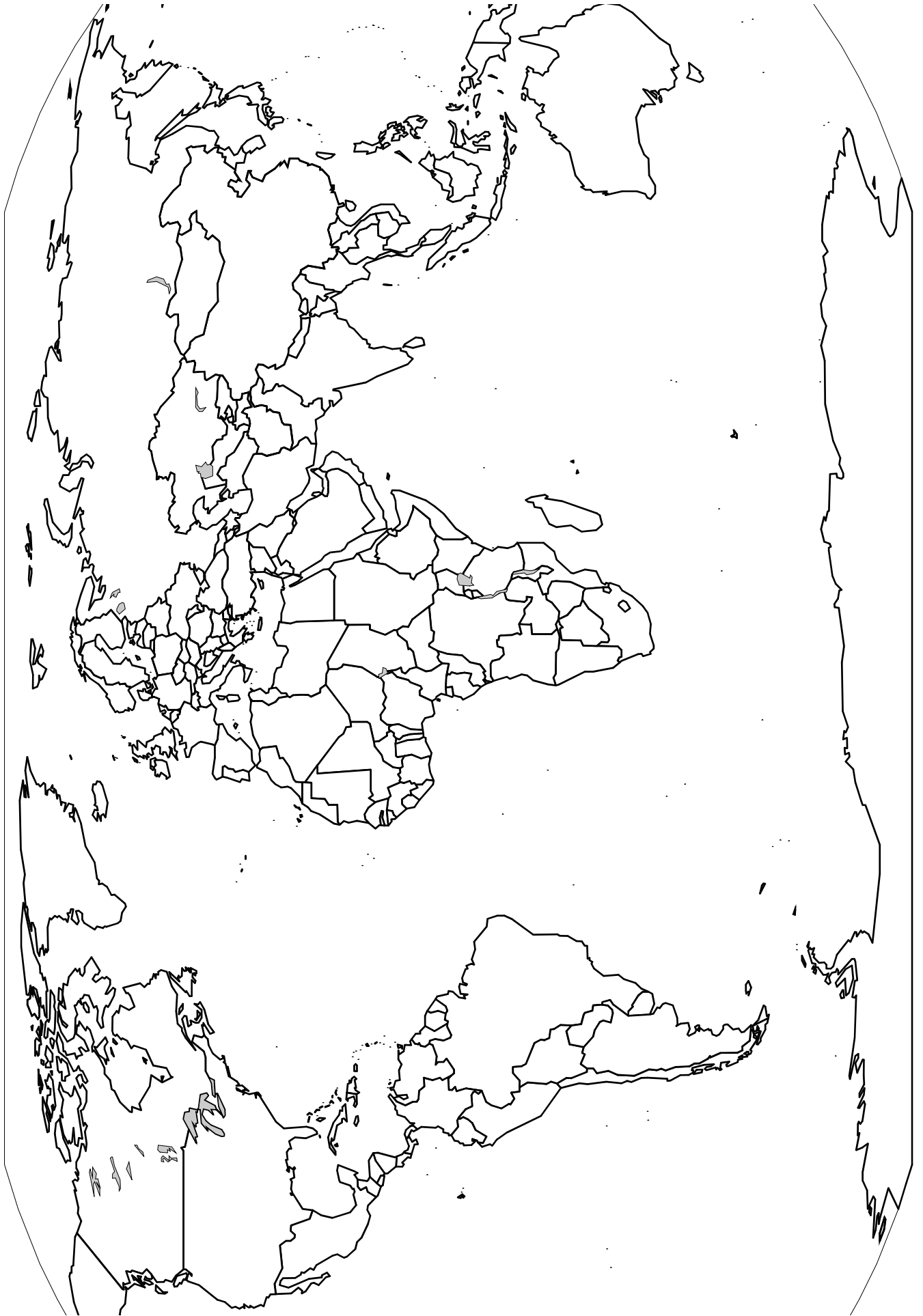
Europe faces two new continents.

What continent lies west of Europe? (North America)

What continent lies southwest of Europe? (South America)

Europe shares the same ocean with the New World.

What ocean? (The Atlantic Ocean.)





Lesson #9: Game

To learn directions: north, south, east, west.

Note: The Mapmaster conducts this lesson (next page).

## Simon Sez

Using a compass, determine: North, South, East, West.

Everyone should face north.

With the Mapmaster facing them.

The Mapmaster calls out

**“Simon says face east.”**

Students should face east.

**“Simon says face west.”**

Students should face west.

**“Face south.”**

No one should move.

Because the caller did not say, “Simon says.”

If a student makes a wrong move, he/she must stand aside and no longer play.

Continue playing until every student knows the cardinal directions.

Call out faster and faster.

Keep playing until you have a winner.

That is, the only student left standing.

If you like, play the game twice.





Lesson #10: Mapping / Simulation

Go outside or use the gym/cafeteria.

This takes only 15 minutes, but you will need a compass.

Ask a student to bring one from home.

## A human map

Goal: This is the story of three continents.

The Explorers from Europe wanted to sail to Asia.

Instead they landed in the Americas!

### The Mapmaster

#### Two days before

Choose your most trustworthy student, one with a commanding voice.

He or she is the MAPMASTER.

The Mapmaster studies this lesson and carries it out.

#### The day before

Inform the class: "Tomorrow, X will be the Mapmaster. Do as he/she says."

#### On the day

In a commanding voice, the Mapmaster gives all directions.

The teacher remains silent.

The Mapmaster: "Form a silent line, single file, and follow me."

The Mapmaster leads the line to the outdoors.

The teacher is the last person in line.

#### Using a compass

Once outside, the Mapmaster determines north and points to the north.

The Mapmaster: "Everyone, face north."

#### Play Simon Sez

Explained on the previous page.

### Europe

#### One-fourth of the students

The Mapmaster: "Form a cluster on this spot.

This is Europe, the home of the explorers."

### Asia

#### One-fourth of the students

Using a compass, the Mapmaster determines east and points to the east.

The Mapmaster: "Form a cluster on this spot.

This is Asia. The explorers wanted to find a sea route to Asia."

"Everybody else: Stand behind me."

### **Sailing east**

The Mapmaster returns to "Europe" and selects one student  
"You are a Portuguese explorer. Sail east to Asia."  
Gently push the student in the direction of "Asia."

Do this with four students - one at a time.  
From Europe, they all sail east to Asia.

The Mapmaster: "Of all the Portuguese explorers, only one made it to India, that was Vasco da Gama.  
That was because they had to sail around AFRICA to get to Asia. The voyage took FOREVER."

The Mapmaster: "Do you know why it took forever to sail from Europe to Africa?"  
Pause. "Because you had to sail around Africa!"

### One-fourth of the students

The Mapmaster: "Form a cluster on this spot.  
This is Africa, home of the African people."

The Mapmaster makes Europeans sail around Africa to get to Asia.

### **Sailing west**

The Mapmaster returns to "Europe" and selects one student  
"You are the explorer Columbus. Sail west to Asia."  
Consult your compass.  
Gently push the student in the direction of west.

The student is sailing out into NOWHERE.  
(There is no cluster of students waiting for him.)  
Wait until the student looks perplexed.

The Mapmaster: "Halt! The explorer Columbus never got to Asia. Why not?"  
Pause.

The Mapmaster: "Columbus ran into two continents nobody knew existed. What were they?"  
Pause.

The Mapmaster: "Columbus ran into the Americas!"

### One-fourth of the students

The Mapmaster: "Form a cluster on this spot.  
This is the Americans, the home of the Native Americans."

### **Back to class**

Smiling, the Mapmaster takes a bow.  
The Mapmaster: "Form a silent line, single file, and follow me."  
The Mapmaster leads the line back to class.  
The teacher is the last person in line.

### **Applause**

In class, the teacher praises the Mapmaster.  
Imagine, how Columbus had to be a tough commander on his voyage across the Atlantic.  
Imagine, how his crew felt - like the student headed out into nowhere.  
Well done!

### **3. Mapping the sea routes**

Students develop a mental map of the continents and waterways



## Lesson #11: Mapping

Break the class into ten groups.

Using an atlas and the blank map (next page), draw the sea route.

Using a wall map of the world, explain the sea route to the class.

Magellan and Drake will need a globe.

# Map the routes of the World Explorers

## Group #1: **JOHN CABOT**

Make a map showing the route from England to Newfoundland by way of the Atlantic Ocean.

## Group #2: **CHRISTOPHER COLUMBUS**

Make a map showing the route from Spain to *the West Indies* - the Caribbean islands (Bahamas, Cuba, Hispaniola, Puerto Rico, Jamaica).

## Group #3: **VASCO DA GAMA**

Make a map showing the route from Portugal to India by way of the *Cape of Good Hope* and the *Indian Ocean*.

## Group #4: **AMERIGO VESPUCCI**

Make a map showing the route from Portugal to Brazil by way of the Atlantic Ocean.

## Group #5: **BALBOA**

Make a map of the world, showing the route from Hispaniola (Haiti and the Dominican Republic) to Panama and the Pacific Ocean.

## Group #6: **CORTEZ**

Make a map showing the route from Cuba to Mexico City by way of the Caribbean Sea and Gulf of Mexico.

## Group #7: **MAGELLAN**

Make a map showing the route from Portugal to the Philippines by way of the Atlantic Ocean, *Strait of Magellan* and Pacific Ocean.

## Group #8: **PIZARRO**

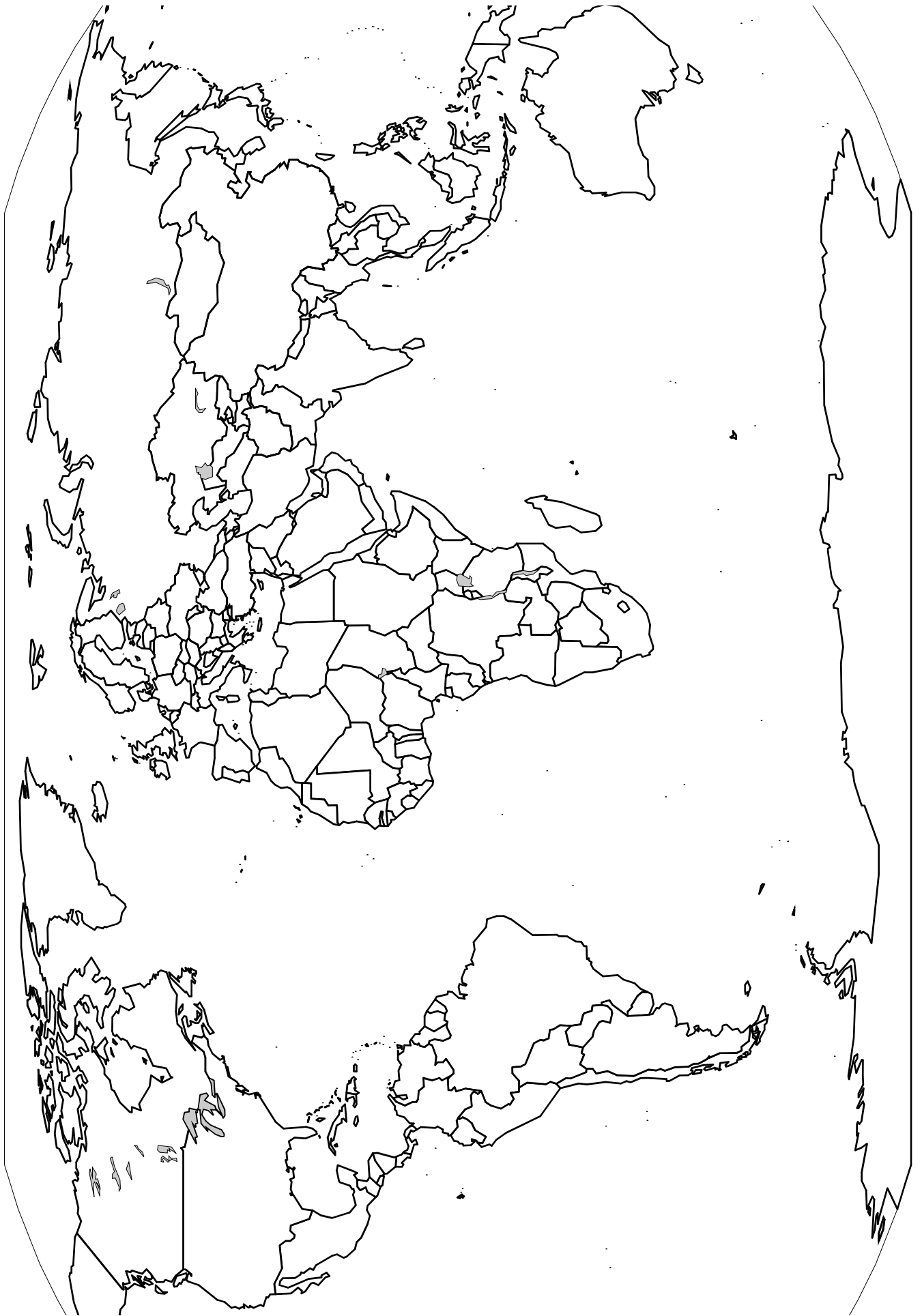
Make a map showing the route from Hispaniola (Haiti and the Dominican Republic) to Peru by way of the Caribbean Sea, Panama, and the Pacific Ocean.

## Group #9: **CARTIER**

Make a map showing the route from France to Montreal, Canada by way of the Atlantic Ocean, Gulf of St. Lawrence, and St. Lawrence River.

## Group #10: **SIR FRANCIS DRAKE**

Make a map showing the route from England to Asia by way of Atlantic Ocean, *Strait of Magellan*, Pacific Ocean, nearly the entire west coast of South America and North America, the Philippines, Indian Ocean, Cape of Good Hope, and the Atlantic Ocean.





## Lesson #12: Mapping

Break into pairs and give this sheet to each pair.

Using an atlas, each pair must guess the answers.

# Searching for Asia

1. The explorers wanted to reach Asia, especially India and China. Can you guess why Europeans wanted to reach Asia?
2. The explorers sailed to India and China. Why not go overland?

### Vasco da Gama

3. Vasco da Gama was the first European to reach Asia by sea. From Europe, he sailed east. To get to Asia, what continent did he have to go *around*?
4. What is the cape at the southern tip of Africa?
5. What is the "East Indies"?

### Columbus

6. Christopher Columbus sailed west. He was not aware of two continents. What were they?
7. When he landed in the Americas, what continent did he think he had discovered?
8. What is the "West Indies"?

### Balboa

9. Every explorer sailed on the Atlantic Ocean. Balboa found what ocean?
10. What narrow strip of land separates the Atlantic and Pacific oceans?

### Cabot & Cartier

11. Cabot and Cartier sailed to Canada and tried to find the Northwest Passage. What is that?
12. Does the Northwest Passage exist?

### Magellan

13. Magellan sailed west. He was the first person to sail around the world. How did he get from the Atlantic Ocean to the Pacific Ocean?
14. What do you call the southern tip of South America?

### Sir Francis Drake

15. Sir Francis Drake of England was the second man to sail around the world. Did Drake use the Strait of Magellan?

### Cortez and Pizarro

Explorers did not need to go to Asia to find riches.

16. Cortez in Mexico and Pizarro in Peru found valuable minerals. What minerals?
17. This was a sad experience for the Aztecs and the Inca. Why?



## The Explorers

### Great Map!

<http://www.history.ctaponline.org/center/hsscm/grade7/maps/gr7map10-1.pdf>

1. Describe the route of Columbus.
2. Describe the route of Magellan.
3. Describe the route of Cortez.
4. Describe the route of Pizarro.

### Europe

<http://pics4learning.com/details.php?img=world.jpg>

5. Europe lies in a central location. It lies close to what continents?

### All the Explorers

[http://www.hyperhistory.com/online\\_n2/History\\_n2/a.html](http://www.hyperhistory.com/online_n2/History_n2/a.html)

Click on "People"

Click on "1000-1500"

6. Which explorers lived at the same time as Columbus?
7. Which scientist lived at the same time as Columbus?
8. Which artist lived at the same time as Columbus?

### Columbus

[http://www.acmecompany.com/stock\\_thumbnails/11421.columbus\\_voyage.gif](http://www.acmecompany.com/stock_thumbnails/11421.columbus_voyage.gif)

9. Columbus was dubbed "Admiral of the Ocean." Which ocean?

<http://pics4learning.com/details.php?img=centralamer.jpg>

10. Columbus landed in the Americas. In what sea?

### Magellan

<http://pics4learning.com/details.php?img=pacific.jpg>

11. Magellan was the first to cross what ocean?

### The Columbian Exchange

[http://en.wikipedia.org/wiki/Columbian\\_Exchange](http://en.wikipedia.org/wiki/Columbian_Exchange)

12. What did the Europeans bring to the Americas?
13. What did the Americas send to Europe?



## Describe that sea route!

Break into 10 groups.

### Step #1

Using an atlas, examine the shipping route you would take.  
Write it down.

### Step #2:

Using a world map on the wall . . .  
Each group describes the route.  
And sticks Post-It notes on the map.

<b>The Explorer</b>	<b>Sailed from</b>	<b>Sailed to</b>	<b>Describe the route</b>
1. Columbus	Spain	The Americas	
2. Da Gama	Portugal	India	
3. Vespucci	The Caribbean	Brazil	
4. Balboa	Hispaniola	Panama	
5. Cortez	Cuba	Mexico	
6. Pizarro	Panama	Peru	
7. Cabot	England	Newfoundland	
8. Cartier	France	Montreal	
9. Magellan	Portugal	Philippines	
10. Drake	England	England	





Lesson #15:  
Game

You may need an atlas.

## Waterways

Break into pairs.

Examine each fact.  
Using the chart,  
categorize each fact.

When you are finished,  
play the Bell Game:  
**Name that Waterway!**

The answers appear under  
the next game, The Great  
Race.

**1. The Indian Ocean                      near India**

How Vasco da Gama sailed to Asia

It separates Africa and Asia.

**2. Atlantic Ocean                      east of South America**

What Columbus crossed in 1492

The world's second largest ocean.

It separates Europe and Africa from the Americas.

**3. The Caribbean Sea                      separates North and South America**

Where Columbus landed in 1492

It separates North America and South America.

An arm of the Atlantic Ocean.

It contains many islands: Cuba, Hispaniola, Jamaica, Puerto Rico, and more.

**4. The Strait of Magellan                      at the southern tip of South America**

Where Magellan rounded the Horn

It separates the Atlantic and Pacific oceans.

**5. Pacific Ocean                      west of South America**

Magellan crossed it to circumnavigate the globe

The world's largest (and deepest) ocean.

It separates Asia and the Americas.

**6. The Northwest Passage                      mythical waterway**

Cabot and Cartier tried to find a sea route to Asia

There is no sea route across the United States.

1. From Europe, this was the only sea route to Asia.
2. Columbus thought this was the sea route to Asia.
3. This sea route to Asia does not exist.
4. What Columbus crossed in 1492.
5. Where Columbus landed in 1492.
6. What Vasco da Gama crossed to sail to Asia.
7. What Magellan crossed to sail to Asia.
8. Separates Africa and Asia.
9. Separates Europe and the Americas.
10. Separates North America and South America.
11. Separates Asia and the Americas.
12. Separates the Atlantic Ocean and the Pacific Ocean.
13. To sail around the world, Magellan sailed on these waterways.

A game to learn how to categorize.  
A game for those students who learn best by doing.  
A game to assess learning.

## **The Bell Game: “Name that Waterway!”**

### **The week before**

Go to Office Depot or Office Max and buy 6 bells.  
You bop it to call for service.

Make 6 signs: **Indian Ocean, Atlantic Ocean, Caribbean Sea, Strait of Magellan, Pacific Ocean, The Northwest Passage**

Ask the school custodian for a wide table and 6 chairs.

### **A panel of “experts”**

In the front of the classroom, place the table and chairs.

In front of each, place a sign and bell.

Ask for volunteers to sit as a panel of experts.

"You are responsible only for responding to facts which relate to your category."

### **The Reader**

Choose a student to read the facts.

Explain: "When the reader read a fact which deals with your particular category, ring your bell."

### **The Answer Man**

Choose a student to play this role. We suggest a boy or girl who has been absent.

Give the student the answer sheet.

Explain: "When a student rings the bell, you must say in a strong voice: 'That is correct' or 'That is incorrect.'"

### **How to begin**

Ask students to test their bells.

"Do not ring your bell until the full statement has been read."

"If you engage in frivolous bell-ringing, another student will take your place."

The Reader reads the facts, one by one.

The Answer Man states whether the answer is correct or incorrect.

### **What if several students ring their bells?**

All the better!

Ask the class whether or not the incorrect answer is possible, based upon the student's explanation.

Keep in mind that when you enter higher levels of thinking, certain answers are going to be "in the ball-park" and, therefore, acceptable.



## The Great Race

Break into two teams. Choose a scorekeeper.  
On the chalkboard, write

**Atlantic Ocean**  
**Pacific Ocean**

**Caribbean Sea**  
**Strait of Magellan**

**Indian Ocean**  
**The Northwest Passage**

Break into two teams: Team A and Team B. Try guys vs gals.  
Line up, single file - at least 15 feet from the board.  
The teacher reads the power.  
Two students race to the board and put a check under the correct answer.  
Teacher gives correct answer.  
Students erase their check marks and go to the back of the lines.

1. From Europe, this was the only sea route to Asia.
2. Columbus thought this was the sea route to Asia.
3. This sea route to Asia does not exist.
4. What Columbus crossed in 1492.
5. Where Columbus landed in 1492.
6. What Vasco da Gama crossed to sail to Asia.
7. What Magellan crossed to sail to Asia.
8. Separates Africa and Asia.
9. Separates Europe and the Americas.
10. Separates North America and South America.
11. Separates Asia and the Americas.
12. Separates the Atlantic Ocean and the Pacific Ocean.
13. To sail around the world, Magellan sailed on these waterways.

### The Answers

1. Indian Ocean
2. Atlantic Ocean
3. The Northwest Passage
4. Atlantic Ocean
5. The Caribbean Sea
6. Indian Ocean
7. Pacific Ocean
8. Indian Ocean
9. Atlantic Ocean
10. The Caribbean Sea
11. Pacific Ocean
12. Strait of Magellan
13. Atlantic Ocean  
Strait of Magellan  
Pacific Ocean



## Lesson #17: Game

Break into pairs.

Using an atlas, tell your partner how to get to a particular place.

# The Forehead Game

Break into pairs.

Take half the place names and hide them from your partner.

Tape one place name onto your partner's forehead.

Using an atlas, you give your partner clues: **"You are located northeast of \_\_\_\_\_."**

Using an atlas, your partner guesses the place.

Make the early clues tough, then easier until your partner guesses the place.

Your partner then tapes a place name on your forehead and gives you clues.

The game ends when you've used up all the place names.

### **COUNTRIES of the Old World**

PORTUGAL

SPAIN

ENGLAND

CHINA

### **Wanted to reach Asia**

CHINA

INDIA

PHILIPPINES

### **WATERWAYS**

The Atlantic Ocean

The Pacific Ocean

The Gulf of Mexico

The Caribbean Sea

Isthmus of Panama

Gulf of St. Lawrence

Strait of Magellan

Cape Horn

Cape of Good Hope

Indian Ocean

### **COUNTRIES of the New World**

Cuba

Puerto Rico

Mexico

Panama

Peru



Lesson #18: Game

THIS IS A TREASURE HUNT.

Break into pairs.

Using an atlas, locate landforms in Latin America.

## The Strait of Magellan

A treasure hunt for landforms!

### Goal

Examine and locate landforms with specific shapes.

Example: I found a peninsula in Latin America: the Yucatan Peninsula!

I can draw the shape of a peninsula!

### In the library

Break into pairs and head for the library.

Give every student an atlas.

- a. Find the specific landform in Latin America.
- b. Be able to draw its shape.
- c. Be able to find it on the map.

### Back in the classroom

When students are finished, compare lists.

Give one point for every correct answer.

### How to end

Award a prize to the winning pair!

#### **1. Can you find an island?**

*Island: a piece of land smaller than a continent and larger than a rock, that is completely surrounded by water.*

#### **2. Can you find an archipelago?**

*Archipelago: a group of islands.*

#### **3. Can you find a peninsula?**

*Peninsula: a piece of land surrounded by water on three sides. Like Florida.*

#### **4. Can you find a gulf?**

*Gulf: a large area of a sea or ocean partially enclosed by land, especially a long landlocked portion of sea opening through a strait.*

#### **5. Can you find an isthmus?**

*Isthmus: a narrow strip of land that connects two larger land masses.*

#### **6. Can you find a cape?**

*Cape: A point or head of land projecting into a body of water.*

#### **7. Can you find a strait?**

*Strait: a narrow natural waterway that connects two larger bodies of water.*



## Who explored what?

Write the explorer's name on the place on the map (next page).

<b>The explorer</b>	<b>The place he explored</b>
1. Columbus	The Caribbean Sea
2. Ponce de Leon	Florida
3. Balboa	Panama
4. Cortez	Mexico
5. Pizarro	Peru*
6. John Cabot	Canada
7. Cartier	Canada

\*Peru is south of Colombia.  
So write Pizarro and draw an arrow toward Peru.  
Or consult the map of South America (following page).



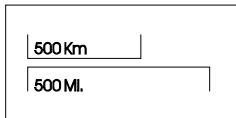


**Caribbean Sea**

**Atlantic Ocean**

**South Pacific Ocean**

**South Atlantic Ocean**



**FALKLAND ISLANDS (U.K.)**

**SOUTH GEORGIA ISLAND (U.K.)**

**COLOMBIA**

**VENEZUELA**

**ECUADOR**

**PERU**

**BOLIVIA**

**CHILE**

**ARGENTINA**

**BRAZIL**

**PARAGUAY**

**URUGUAY**

**FRENCH GUIANA (FRANCE)**

**SURINAME**

**Georgetown GUYANA**

**Paramaribo**

**Cayenne**

**Barranquilla**

**Caracas**

**Ciudad Guayana**

**Cucuta**

**San Cristobal**

**Medellin**

**Bogota**

**Calli**

**Mitu**

**Quito**

**Guayaquil**

**Iquitos**

**Plura**

**Trujillo**

**Lima**

**Ica**

**Cusco**

**Arequipa**

**Arica**

**Trinidad**

**La Paz**

**Cochabamba**

**Santa Cruz**

**Sucre**

**Antofagasta**

**San Miguel de Tucuman**

**Resistencia**

**Cordoba**

**Rosario**

**Mendoza**

**Valparaiso**

**Santiago**

**Concepcion**

**Bahia Blanca**

**Valdivia**

**San Carlos de Bariloche**

**Comodoro Rivadavia**

**Asuncion**

**Resistencia**

**Cordoba**

**Rosario**

**Mendoza**

**Valparaiso**

**Santiago**

**Concepcion**

**Bahia Blanca**

**Valdivia**

**San Carlos de Bariloche**

**Comodoro Rivadavia**

**Asuncion**

**Cuiaba**

**Brasilia**

**Golanias**

**Belo Horizonte**

**Sao Paulo**

**Rio de Janeiro**

**Porto Alegre**

**Salto**

**Montevideo**

**Florianopolis**

**Curitiba**

**Sao Paulo**

**Belo Horizonte**

**Golanias**

**Brasilia**

**Cuiaba**

**Asuncion**

**Resistencia**

**Cordoba**

**Rosario**

**Mendoza**

**Valparaiso**

**Santiago**

**Concepcion**

**Bahia Blanca**

**Valdivia**

**San Carlos de Bariloche**

**Comodoro Rivadavia**

**Asuncion**

**Cuiaba**

**Brasilia**

**Golanias**

**Belo Horizonte**

**Sao Paulo**

**Rio de Janeiro**

**Porto Alegre**

**Salto**

**Montevideo**

**Florianopolis**

**Curitiba**

**Sao Paulo**

**Belo Horizonte**

**Golanias**

**Brasilia**

**Cuiaba**

**Asuncion**

**Resistencia**

**Cordoba**

**Rosario**

**Mendoza**

**Valparaiso**

**Santiago**

**Concepcion**

**Bahia Blanca**

**Valdivia**

**San Carlos de Bariloche**

**Comodoro Rivadavia**

**Asuncion**

**Cuiaba**

**Brasilia**

**Golanias**

**Belo Horizonte**

**Sao Paulo**

**Rio de Janeiro**

**Porto Alegre**

**Salto**

**Montevideo**

**Florianopolis**

**Curitiba**

**Sao Paulo**

**Belo Horizonte**

**Golanias**

**Brasilia**

**Cuiaba**

**Asuncion**

**Resistencia**

**Cordoba**

**Rosario**

**Mendoza**

**Valparaiso**

**Santiago**

**Concepcion**

**Bahia Blanca**

**Valdivia**

**San Carlos de Bariloche**

**Comodoro Rivadavia**

**Asuncion**

**Cuiaba**

**Brasilia**

**Golanias**

**Belo Horizonte**

**Sao Paulo**

**Rio de Janeiro**

**Porto Alegre**

**Salto**

**Montevideo**

**Florianopolis**

**Curitiba**

**Sao Paulo**

**Belo Horizonte**

**Golanias**

**Brasilia**

**Cuiaba**

**Asuncion**

**Resistencia**

**Cordoba**

**Rosario**

**Mendoza**

**Valparaiso**

**Santiago**

**Concepcion**

**Bahia Blanca**

**Valdivia**

**San Carlos de Bariloche**

**Comodoro Rivadavia**

**Asuncion**

**Cuiaba**

**Brasilia**

**Golanias**

**Belo Horizonte**

**Sao Paulo**

**Rio de Janeiro**

**Porto Alegre**

**Salto**

**Montevideo**

**Florianopolis**

**Curitiba**

**Sao Paulo**

**Belo Horizonte**

**Golanias**

**Brasilia**

**Cuiaba**

**Asuncion**

**Resistencia**

**Cordoba**

**Rosario**

**Mendoza**

**Valparaiso**

**Santiago**

**Concepcion**

**Bahia Blanca**

**Valdivia**

**San Carlos de Bariloche**

**Comodoro Rivadavia**

**Asuncion**

**Cuiaba**

**Brasilia**

**Golanias**

**Belo Horizonte**

**Sao Paulo**

**Rio de Janeiro**

**Porto Alegre**

**Salto**

**Montevideo**

**Florianopolis**

**Curitiba**

**Sao Paulo**

**Belo Horizonte**

**Golanias**

**Brasilia**

**Cuiaba**

**Asuncion**

**Resistencia**

**Cordoba**

**Rosario**

**Mendoza**

**Valparaiso**

**Santiago**

**Concepcion**

**Bahia Blanca**

**Valdivia**

**San Carlos de Bariloche**

**Comodoro Rivadavia**

**Asuncion**

**Cuiaba**

**Brasilia**

**Golanias**

**Belo Horizonte**

**Sao Paulo**

**Rio de Janeiro**

**Porto Alegre**

**Salto**

**Montevideo**

**Florianopolis**

**Curitiba**

**Sao Paulo**

**Belo Horizonte**

**Golanias**

**Brasilia**

**Cuiaba**

**Asuncion**

**Resistencia**

**Cordoba**

**Rosario**

**Mendoza**

**Valparaiso**

**Santiago**

**Concepcion**

**Bahia Blanca**

**Valdivia**

**San Carlos de Bariloche**

**Comodoro Rivadavia**

**Asuncion**

**Cuiaba**

**Brasilia**

**Golanias**

**Belo Horizonte**



## **4. The Explorers**

Students predict what actually happened to the explorer

Using this chart, play the game on the next page.

## World Explorers

**Vasco da Gama**                      **India**                                      To the "East Indies"  
Sailed eastward to reach Asia.  
The first to find a water route to India, which is located in Asia.  
From Europe, he sailed around the tip of Africa (Cape of Good Hope), then eastward to India.  
His trade route took him to the "East Indies."

**Columbus**                              **The Americas**                                      To the "West Indies"  
The first European to sail westward to reach Asia.  
In 1492, he crossed the Atlantic Ocean.  
He landed in the Caribbean Sea; from then on, it was known as the "West Indies."  
Columbus made four voyages and established settlements in the New World.  
He introduced European things (the wheel, plow, pigs, cattle) to America.  
He introduced American things (corn, tomatoes, potatoes, tobacco) to Europe.  
He set up the first permanent relationship between Europe and the Americas.

**Vespucci**                                      **South America**                                      Named two continents  
People called Native Americans "Indians" because they truly believed they were in India.  
The New World was *not* Asia.  
Vespucci named the land *America* because his first name was Amerigo.  
"The Americas" are two continents - North America and South America.

**Balboa**                                      **Panama**    The Pacific Ocean  
Balboa was the first to see the Pacific Ocean from its eastern shore.  
In Panama, a narrow strip of land (the isthmus of Panama) separates the Atlantic and Pacific oceans.

**Cortez**                                      **Mexico**    Conquered Montezuma  
Conquered the Aztec Empire in Mexico. Sent gold and silver back to Spain.

**Pizarro**                                      **Peru**    Conquered Atahualpa  
Conquered Inca Empire in the Andes Mountains of Peru. Sent gold and silver back to Spain.

**Cabot**                                      **Canada**    Searching for the Northwest Passage  
Claimed eastern Canada for England. Died on his second voyage to the New World.

**Cartier**                                      **Canada**    Searching for the Northwest Passage  
Claimed Canada for France. While seeking the Northwest Passage (a mythical waterway to connect the Atlantic and Pacific oceans), he sailed up the St. Lawrence River into Canada.

**Magellan**                                      **Around the World**                                      Crossed the Pacific Ocean  
In 1519 he was the first to circumnavigate the globe.  
Following Columbus' lead, he sailed westward to reach Asia.  
He went around the Horn (southern tip of South America), through the Strait of Magellan.  
Then across the Pacific Ocean to Asia. He named the Pacific Ocean.  
When he died in the Philippines, 18 of his crew completed the trip and made it home.

**Drake**                                      **Around the World**                                      England became a seapower  
In 1580, he was the first Englishman to circumnavigate the globe.  
He followed the route of Magellan around the world.  
He helped break Spanish control of the Atlantic Ocean and sea trade on it.  
He helped England become the world's greatest seapower.  
England built an empire of colonies in North America, Asia, and Africa.



Use the chart from the previous page.

## The Explorers

Break into pairs.  
Examine each fact.

Using the chart,  
categorize each fact.

When you are finished,  
play the Bell Game:  
“**Name that Explorer!**”

The answers appear  
at the end of the book.

1. First explorer to find a sea route from Europe to Asia.
2. First explorer to sail westward in order find Asia.
3. First European to reach Asia by sea.
4. First explorer to land in North and South America.
5. First to sail to the East Indies.
6. First to sail to the West Indies.
7. Found two continents while looking for Asia.
8. Named two new continents after himself.
9. Conquered the Aztecs of Mexico.
10. Conquered the Inca of Peru.
11. Crossed Panama and saw the Pacific Ocean.
12. First explorer to cross the Pacific Ocean.
13. Found the narrowest strip of land that separates the Atlantic and Pacific Oceans.
14. First European to see the Pacific Ocean - from the Americas.
15. Sailed to Canada, looking for a sea route to Asia.
16. Sailed to Canada, looking for the Northwest Passage.
17. First to sail around Africa and across the Indian Ocean.
18. First to sail to the Caribbean Sea.
19. Sailed around the Cape of Good Hope.
20. Sailed around Cape Horn.
21. First to sail around the world.
22. First to circumnavigate the globe.
23. First Englishman to circumnavigate the globe.
24. Helped break the Spanish control of the Atlantic Ocean.
25. Made the British a seapower in the Atlantic ocean.
26. First to set up a permanent relationship between Europe and the Americas.
27. Introduced American crops to Europe.

A game to learn how to categorize.

A game for those students who learn best by doing.

A game to assess learning.

## **“Name that Explorer!”**

You can play the regular Bell Game.

Or, students can remain seated in class.

1. Using Post-It notes, put an explorer's name on each of ten students.
2. When the answer is YOU, stand up and say your explorer's name.



## The Great Race

Goal: Define each and draw a distinction between them.

Break into pairs. Using your textbook answer the questions below. Choose a scorekeeper. On the chalkboard, write the following:

**Columbus**  
**Vasco da Gama**  
**Vespucci**

**Magellan**  
**Drake**

**Ponce de Leon**  
**Balboa**

**Cortez**  
**Pizarro**

**Cabot**  
**Cartier**

1. Break into two teams: Team A and Team B. Try guys vs gals.
2. Line up, single file - at least 15 feet from the board.
3. The teacher reads the statement.
4. Two students race to the board and put a check by the correct answer.
5. Teacher gives correct answer. Students erase their check marks and go to the back of the lines.

### Questions

1. First explorer to find a sea route from Europe to Asia.
2. First explorer to sail westward in order find Asia.
3. First European to reach Asia by sea.
4. First explorer to land in North and South America.
5. First to sail to the East Indies.
6. First to sail to the West Indies.
7. Found two continents while looking for Asia.
8. Named two new continents after himself.
9. Conquered the Aztecs of Mexico.
10. Conquered the Inca of Peru.
11. Crossed Panama and saw the Pacific Ocean.
12. First explorer to cross the Pacific Ocean.
13. Found the narrowest strip of land that separates the Atlantic and Pacific Oceans.
14. First European to see the Pacific Ocean - from the Americas.
15. Sailed to Canada, looking for a sea route to Asia.
16. Sailed to Canada, looking for the Northwest Passage.
17. First to sail around Africa and across the Indian Ocean.
18. First to sail to the Caribbean Sea.
19. Sailed around the Cape of Good Hope.
20. Sailed around Cape Horn.
21. First to sail around the world.
22. First to circumnavigate the globe.
23. First Englishman to circumnavigate the globe.
24. Helped break the Spanish control of the Atlantic Ocean.
25. Made the British a seapower in the Atlantic ocean.
26. First to set up a permanent relationship between Europe and the Americas.
27. Introduced American crops to Europe.



## Christopher Columbus sailed west to Asia . . .

If you were Columbus, what would you have done?  
Write your answer (best guess) to each question.

1. Columbus was born Italy. He grew up in Genoa, a seaport. When he was 20, he went on his first long sea voyage. When pirates attacked his ship, Columbus was wounded. His ship sank and he was stranded in Portugal. If you were Columbus, what would YOU do?
2. Everybody and his brother wanted to get to Asia. It had everything (spices, silk) that Europeans wanted to buy. But the land route to Asia took years. Portuguese explorers were sailing eastward - around Africa - to get to Asia. If you were Columbus, what would YOU do?
3. In 1482, Columbus asked the King of Portugal to finance a **westward voyage to Asia**. The king turned him down: Experts said Asia was 11,000 miles to the west; Columbus estimated that it was only 3,000 miles. If you were turned down flat, as Columbus was, what would YOU do?
4. In 1492, Columbus began his voyage with 104 men in three small wooden ships (the Niña, the Pinta, and the Santa Maria). The ships sailed south to the Canary Islands (off the coast of Africa), then headed west into the unknown. After 3 weeks on the **Atlantic Ocean**, his sailors lost heart. No one had ever been out of sight of land for so long. After 68 days at sea, they panicked: On October 10th, they insisted that Columbus turn back. If you were Columbus, what would YOU do to prevent a mutiny?
5. Columbus first landed on the island of San Salvador in the **Bahamas**. Columbus then sailed to **Cuba** and to the island of **Hispañiola**. (Today, Hispañiola is split into the Dominican Republic and Haiti.) On Christmas Day, he shipwrecked off the coast of Haiti. Columbus' biggest ship (the Santa Maria) sunk and its sailors could not fit onto the remaining two little ships. If you were Columbus, what would YOU do?
6. Columbus figured the experts in Spain would doubt that he ever reached Asia. If you were Columbus, what would YOU take with you as proof that you had landed on a new continent?
7. On the way home, the Niña and Pinta were separated during a horrible storm. One ship (the Niña) was about to sink. If you were Columbus, what would YOU do?
8. When his ship landed off the coast of Africa, the Portuguese governor thought Columbus was lying about going to "Asia." Columbus' crew was arrested on their way to church. (They wanted to thank God for getting them safely home.) If you were Columbus, what would YOU do?
9. When Columbus finally arrived in Spain, he was given a hero's welcome by King Ferdinand and Queen Isabella. He was named "**Admiral of the Ocean**," making him the governor of the **Atlantic Ocean**. He was also named "Viceroy of the Indies," which made him the governor of Asia. He was ordered to make a second voyage to set up a colony on the island of Hispaniola (Haiti/Dominican Republic). In 1493, Columbus set out with 17 ships and 1,000 colonists. When they reached the **Dominican Republic**, Columbus learned that the 40 men he had left behind had been killed. The men, in a wild hunt for gold, had mistreated the Indians. If you were Columbus, what would YOU do now?

10. In 1498, Columbus made his third voyage to the New World. Hoping to find gold to please his sailors, Columbus sailed further south than usual. Near the Equator, the wind stopped blowing - a disaster for ships with sails and no motors. The ships stopped dead in the water and the men suffered in the blazing tropical sun. They finally drifted to the coast of **Venezuela**. His sailors were angry that they had not discovered gold. When he returned to Haiti, the colonists were also angry that they had not discovered enough gold. If you were Columbus, how would YOU satisfy their gold fever?

11. In 1500, King Ferdinand and Queen Isabella agreed with Columbus' crew that Columbus should be punished for being too harsh on the settlers of Hispaniola. Columbus was put in chains and shipped to Spain for trial. Although they released him, they named a new governor for Hispaniola. Columbus was humiliated; people on the streets laughed at him. If you were Columbus, what would YOU do?

12. Columbus sailed as far west in the Caribbean Sea as he could, looking for the Pacific Ocean that would take him to China. He landed in **Panama**, never realizing that the Pacific Ocean lay just 100 miles over the mountains to the west. He ran into hurricanes, warlike Indians, and two of his ships leaked so badly that they sank. He and his men were marooned on the island of Jamaica for a year. His rival, the governor of Hispaniola, refused to rescue him. Columbus and his men were starving. He knew that an eclipse of the moon was predicted soon. If you were Columbus, how could YOU use the eclipse to convince the Native American Indians to help you?

13. At 53 years old, Columbus returned to Spain. He suffered from severe arthritis, so his sailing days were over. His sons lived permanently in Santo Domingo, his base in the Dominican Republic. Columbus was on his deathbed. If you were Columbus, where would YOU want to be buried?



## Vasco da Gama sailed east to Asia . . .

If you were Vasco da Gama, what would you have done?

Write your answer (best guess) to each question.

1. Vasco da Gama was born in Portugal. Portugal already had two famous explorers: Prince Henry the Navigator was the first European government official to sponsor explorations. Bernal Dias discovered that you could sail around Africa at the Cape of Good Hope. Vasco da Gama decided to sail around Africa. What was he looking for?
2. In 1497, Vasco da Gama sailed with four ships and 170 men. What instruments did he carry on board?
3. Vasco da Gama was headed for the lands east of Africa. If you were Vasco da Gama, who would be the navigator of your lead ship?
4. Vasco da Gama opened a new trade route between Europe and India. Until then, how did Europeans reach Asia?
5. When Vasco da Gama died in 1524, where did he want to be buried?





## Ponce de Leon in Florida

If you were Ponce de Leon, what would you have done?

Write your answer (best guess) to each question.

1. Ponce de Leon was the son of a wealthy nobleman in Spain. He was born at the right time and at the right place. At 14, he served as a page in the royal court of Ferdinand and Isabella, the King and Queen of Spain. At 16, he joined the Spanish Army and fought the Moors. (The King and Queen, who were very Catholic, drove their Muslim enemies out of Spain.) He was 18 years old in 1492 when Ferdinand and Isabella financed Christopher Columbus' first voyage to the New World. If you were Ponce de Leon, what would YOU do in 1493?
2. To reward his work, the King sent Ponce de Leon on an expedition to explore Puerto Rico. When he defeated the natives and conquered the island, the King made him Governor of Puerto Rico. After discovering gold there, he became rich and famous. Nothing lasts, however: An explorer does not necessarily make a great administrator. and he was replaced. If you were Ponce de Leon, what would YOU do now?
3. With three ships, Ponce de Leon sailed west of the Bahamas. On Easter, he landed at a place where all the flowers were blooming. So he gave it a Spanish name, meaning "covered in flowers." Consult a map: If you were Ponce de Leon, WHERE were you?
4. After visiting Spain, the King ordered him to do three things: Set up a colony in **Florida**. Set up a colony in Mexico. Drive all of the Carib Indians out of the Caribbean islands. If you were Ponce de Leon, which would YOU do?
5. After being away for 6 years, Ponce de Leon returned to Florida. His two ships and 200 men landed on Florida's west coast and began setting up a colony. Did Ponce de Leon ever find the Fountain of Youth?



## Balboa in Panama

If you were Balboa, what would you have done?  
Write your answer (best guess) to each question.

1. Balboa was born in Spain. In 1492, he was 17 when Columbus landed in the Americas. Columbus returned to Spain and told wonderful stories of the New World. If you were Balboa, what would you do?
2. Balboa ended up in Hispaniola (now the Dominican Republic), which was Columbus' home base. There, he became a landlubber, raised pigs, and fell into debt. When he tried to leave, his creditors kept him prisoner on the island. If you were Balboa, what would you do?
3. He landed in Colombia, where Native Americans told him of great gobs of gold in nearby Panama. He led an expedition to Panama, where Native Americans told him of a great ocean. If you were Balboa, what would you do?
4. In Panama, Balboa and 90 men walked to the Pacific Coast. There, they found gold on the beach. Can you guess where it came from?
5. Balboa was on the Pacific Coast. Native Americans told him there was a land of gold to the south. If you were he, what would you do?
6. The Spanish governor of the region was exceedingly jealous of Balboa. First, he "discovered" the Pacific Ocean and now he was on the verge of finding a land of gold. If you were Balboa, what would you do?



## Cortez psyched out the Aztecs.

If you were Cortez, what would YOU have done?  
Write your answer (best guess) to each question.

1. Cortez, the son of a minor nobleman in Spain, was 7 years old when Columbus discovered the Americas. At 14, his parents sent him to study law at the university. At 16, he ran away. At 19, he sailed to the New World to seek his fortune. If you were Cortez, where in the New World would YOU go?
2. The Governor heard rumors of the Aztecs, who had a glorious city built of gold in Mexico. He sent an expedition of 11 ships and 600 men to conquer Mexico and bring back the gold. Since the Governor's purpose was to gain wealth and glory for himself, he chose someone he thought he could trust to lead the expedition - his son-in-law, Cortez. When he heard rumors that Cortez planned to claim the gold for himself, the Governor ordered Cortez to come home. If you were Cortez, what would YOU have done?
3. Cortez landed at Veracruz, **Mexico**. As he marched inland, he learned that the Aztecs made war on their neighbors. Even worse, the Aztecs, who believed in human sacrifice, slaughtered their neighbors to appease their gods. For this reason, the Tlaxcala people were the traditional enemies of the Aztecs. If you were Cortez, how could YOU use the hostility between the Tlaxcala and the Aztecs?
4. Along the way, Cortez was told the Aztec legend of Quetzalcoatl: Once upon a time, there was a white god named Quetzalcoatl who sailed to the east and promised to return one day. If you were Montezuma, how would YOU use this legend to defeat the Aztecs?
5. In the middle of all this, the Governor of Cuba sent an expedition to arrest Cortez. He would be put in chains, returned to Cuba, and then beheaded. If you were Cortez, what would YOU do when you heard the Spanish ships were going to capture you?
6. When Cortez returned to Tenochtitlan (Mexico City), the Aztecs rose in revolt against him, killing the majority of his men. Montezuma was stoned to death. If you were Cortez, what would YOU do now?



## Pizarro was not a nice guy.

If you were Pizarro, what would YOU have done?  
Write your answer (best guess) to each question.

1. Pizarro was born in Spain. Since his parents never married, his mother abandoned her baby at the door of a Spanish church. He never learned to read or write. He raised himself and became a swineherd, raising pigs. When Pizarro was 17, Columbus landed in the Americas. Pizarro, along with a relative (the future explorer Cortez), joined the Spanish Army to see the New World. If you were Pizarro, where in the New World would YOU go?
2. When Pizarro arrived in the New World, he met Balboa, who was so poor that he was raising pigs to pay off his debts. Together, they joined an expedition to Colombia and Panama. Pizarro was Balboa's chief lieutenant when they crossed Panama and discovered the Pacific Ocean. The natives told them of the Inca Empire, somewhere to the south, that had gobs of gold. So they built two ships on the Pacific Ocean and decided to head south. The new (and very jealous) Governor of Panama had Balboa arrested for treason and beheaded. When the Governor began beheading Balboa's best friends, Pizarro began to worry. If you were Pizarro, what would YOU do?
3. Pizarro sailed south and tried to find the **Inca Empire**. His first expedition was a disaster: Bad weather made sailing hazardous and the natives attacked his crew. He ran out of food and his crew nearly mutinied. He never reached Peru, the home of the Inca Empire. If you were Pizarro, what would YOU do?
4. Pizarro's second expedition was a success: He reached **Peru** and brought back llamas and gold. He figured that the Spanish government would finance his next expedition so he could conquer the Inca and capture their gold. Still jealous, the Governor of Panama cancelled all future expeditions. If you were Pizarro, what would YOU do?
5. Pizarro, his three brothers, and a crew of 180 men sailed from Panama to Peru. After landing on the coast of Ecuador, they rode on horseback to meet with Atahualpa, the ruler of the Inca Empire. If you were Pizarro, how could YOU dazzle an all-powerful ruler who had more gold than Midas?
6. Although Pizarro and his men were armed with swords and pistols, they were incredibly outnumbered: The Inca Empire covered 12 million people. The Inca society was ruled from the top down. Normally, a handful of Inca elite ruled from the capital city of Cuzco. At the top was Atahualpa, who was worshiped as a god. Without him, the Inca people would not know what to do. If you were Pizarro, how would YOU conquer this vast empire?
7. Diego de Almagro, who had been Pizarro's business partner on every expedition, felt that he and his men had been cheated out of what was rightfully theirs - namely, the gold-rich capital city of Cuzco. Almagro's men then declared war on Pizarro. If you were Pizarro, what would YOU do?



## Cabot claimed North America for England

If you were Cabot, what would you have done?  
Write your answer (best guess) to each question.

1. Giovanni Caboto was born in Italy - in Genoa, the same seaport where Columbus was born. He became a merchant in Venice, sailed goods to Egypt, and then moved to England. He was living in England when Christopher Columbus made his voyage to "Asia." Immediately, Cabot wanted to go there. Why?
2. Columbus had been financed by Spain. Portugal, Spain's rival, financed a lot of explorations. Cabot lived in England. If you were Cabot, who would you get to finance your trip to the New World?
3. The King of England was on a different wavelength. Like the kings of Spain and Portugal, he wanted gold. Like the other kings, he wanted land: The lands that Cabot discovered would belong to the British crown. But **the King of England believed in free enterprise**. If you were the King of England, who did you want to finance Cabot's voyage?
4. In 1497, Cabot made a very modest expedition: While Columbus had 3 ships, Cabot had one. While Columbus had a crew of 104, Cabot had only 18. (One of his crew may have been his 13-year-old son, John Sebastian.) An excellent mapmaker and navigator, Cabot figured he could find a shorter route between England and Asia. From Spain, Columbus had sailed south to Africa, then west to "Asia." If you were Cabot, how would YOU cross the Atlantic Ocean in a shorter amount of time?
5. Cabot left from Bristol, England. While Columbus took 70 days to cross the Atlantic, Cabot crossed in half the time. He landed on the east coast of **Canada**. There, the fish were plentiful: When his sailors dropped baskets into the sea, they came up loaded with fish. They had discovered the Grand Banks of Newfoundland - the greatest fishing spot in the world. While Cabot never found spices, jewels, or gold, his discovery of fish would be valuable when the Pilgrims landed in New England. Why?
6. Returning to England, Cabot was welcomed by the people of London who called him "The Great Admiral." Thinking about it, Cabot figured he must have landed in Japan on the northeast corner of Asia. A year later, he decided to sail further south to the Spice Islands (Indonesia). On this voyage, he was lost at sea. If you were John Sebastian Cabot, his 14-year-old son, what would YOU do?



## Cartier claimed Canada for France

If you were Cartier, what would you have done?  
Write your answer (best guess) to each question.

1. Jacques Cartier was born in France. In 1534, the King of France sent him exploring for gold in North America. He landed in Canada, where a wide river met the sea. If you were Cartier, what would you do?
2. Cartier found no gold, but he had to take something home to France - to show that he had actually been in the New World. If you were Cartier, what would you do?
3. Cartier sailed back to Canada. He found the wide river that met the sea (the St. Lawrence River). This time, he sailed up to Montreal and founded a settlement. If you were Cartier, what would you do now?
4. Cartier found no gold and the Native Americans were becoming hostile. If you were Cartier, what would you do?



## Magellan had a lot of courage.

If you were Magellan, what would YOU have done?

Write your answer (best guess) to each question.

1. Magellan was born in Portugal. Although he was born the son of a nobleman, both his parents died when he was only 10. He was 12 years old when Columbus, financed by the King and Queen of Spain, landed in America. If you were Magellan and wanted to become an explorer, what would YOU do?
2. At 16, Magellan's job was to outfit ships that explored the west coast of Africa. When Magellan was 17, Vasco da Gama (the famous Portuguese explorer) sailed around Africa to India. If you were Magellan, where would YOU sail when you got your first ship?
3. Magellan returned to Portugal, but his best friend sailed on to the Spice Islands (Indonesia). Ever afterward, Magellan dreamed about sailing to Indonesia. After two discoveries were made, he knew how to get there: Vespucci sailed down the east coast of South America and said "America is not Asia," and Balboa walked across Panama and discovered the Pacific Ocean. If you were Magellan, how would YOU get to Indonesia?
4. In September 1519, Magellan left Spain with five ships and a crew of 241 men. While Magellan was Portuguese, the majority of his crew were Spanish. And they didn't trust him. After only four weeks at sea (it took them 11 weeks to cross the **Atlantic Ocean**), a Spanish captain challenged his authority and threatened to lead a mutiny. If you were Magellan, what would YOU do?
5. After eleven weeks at sea, Magellan's crew arrived in a tropical paradise: Rio de Janeiro, **Brazil**. But instead of lolling on the beach, Magellan sailed south. Hugging the coast of **South America**, he tried to find the secret passage - a waterway that would lead him to the Pacific Ocean. When winter hit, the crew found itself in a nasty place: The southern tip of South America was almost as frigid as Antarctica. The crew, unused to cold weather, was not happy. When one of their ships sank, they mutinied. If you were Magellan, what would YOU do?
6. A year after leaving home, Magellan finally found the waterway that led to the Pacific Ocean. (Today, it is called the **Strait of Magellan**.) Sailing through the strait took five weeks and was a rough: The strait is difficult to navigate because of wind, fog, and weird tides. In the middle of this ordeal, another captain deserted and sailed his ship home to Spain. If you were Magellan, what would YOU do?
7. Magellan sailed up the **west coast of South America**. Then he headed west into the Pacific Ocean. For 98 days, they did not see land. They ran out of food and 19 men died. If you were Magellan, what would YOU do?
8. Magellan landed in the **Philippines**, where he became involved in a local war and was killed in a fight with natives. If you were his crew, what would YOU do now?



## Francis Drake became a national hero

If you were Drake, what would you have done?  
Write your answer (best guess) to each question.

1. Francis Drake was born in England in 1540, long after Columbus and Magellan. His family was poor: His father was a minister in a seaport. His cousin was Sir John Hawkins, a famous “seadog.” (That’s a nice word for “pirate.”) This was the Age of Pirates: The Queen gave you ships and money, then you raided Spanish ships on the Atlantic Ocean. If you were Drake, what would you do?
2. His cousin, Sir John Hawkins, was deeply involved in the slave trade. He picked up slaves in West Africa, then carried them to the West Indies (the Caribbean Islands). Especially to Jamaica, a British island in the Caribbean Sea. If you were Drake, what would you do?
3. In 1519, Magellan circumnavigated the world. In those days, sailing around the world was equal to our sending men to the moon. It was a test of courage and technology. If you were Drake, what would you do?
4. Drake began with three ships and 160 men. If you were Drake, would you tell the men where you were heading?
5. Going through the Strait of Magellan was truly horrible. By the time he went through it, Drake had only one ship left. If you were he, what would you do?
6. Drake faced a big problem: If he turned back and sailed home the same way he came, Spanish ships would make mincemeat out of him. At today’s San Francisco, he made a big decision. If you were Drake, what would you do?
7. Drake began his life as a pirate and a slave trader. He ended his career as a real explorer. Queen Elizabeth I knighted him (*Sir Francis Drake*) and he became a national hero. Why?

### The end of the story

In 1588, the Spanish decided to take back the Atlantic Ocean.  
They sent a giant fleet of warships, the Spanish Armada, to invade England.  
Before they got there, Sir Francis Drake attacked the fleet in Spain.  
When the Spanish Armada arrived in England, he fought them in the English Channel.  
The wounded Spanish navy retreated to Ireland.  
There, a horrible storm sunk the remained of the Spanish navy.  
From then on, England ruled the Atlantic Ocean.

8. Drake died in 1596. If you were Drake, where would want to be buried?





## America is named after Vespucci!

If you were Vespucci, what would you have done?  
Write your answer (best guess) to each question.

1. Amerigo Vespucci was born in Italy. His hometown, Florence, was the city that started the Renaissance. While folks were exploring the New World, Michelangelo and Leonardo da Vinci were back home in Florence sculpting the *Pieta* and painting the Mona Lisa. Vespucci worked in a bank owned by the Medici family. (The Medicis were the richest family in Florence; they were the ones that financed Michelangelo and Leonardo.) But Vespucci was not happy: He was trained in navigation, so he sailed to Spain and got a job outfitting ships for long voyages. Then Columbus made his first voyage to "Asia." If you were Vespucci, what would YOU do?
2. Vespucci joined up with the Spanish explorer Alonso de Ojeda, whose mission was to find the Spice Islands of Indonesia. (Instead of being in Asia, they were actually sailing along the coast of **Venezuela**.) Nothing even remotely resembled sailors' accounts of Asia. If you were Ojeda and Vespucci, what would YOU do?
3. Vespucci joined up with the Portuguese explorer Goncalo Coelho, who also tried to find the Spice Islands of Indonesia. (Instead of being in Asia, they were actually sailing along the coast of **Brazil** and **Argentina**.) Nothing even remotely resembled sailors' accounts of Asia. If you were Coelho and Vespucci, what would YOU do?
4. Back in Europe, Vespucci wanted to explain that **this was not Asia**, but a previously unknown continent. He also wanted to "cash in" on his voyages. If you were Vespucci, how would you accomplish both goals?
5. When Columbus landed in the Caribbean, he discovered North America. When Columbus landed on Venezuela, he discovered South America. So why were these continents named after Amerigo Vespucci? If you were Vespucci, how would YOU get them named for you?



### Lesson #33: Game

Cut these out and give one to each student.

Each student becomes one person.

The class tries to guess who you are.

## Who am I?

Read your clues slowly.

### **Columbus** Italian

I was the first European to sail westward to try to reach Asia. I was the first to cross the Atlantic Ocean. I landed in the Caribbean Sea; from the on, it was called the "West Indies." I made four voyages and established settlements in the New World. I introduced European things (the wheel, plow, pigs, cattle) to America and I introduced American things (corn, tomatoes, potatoes, tobacco) to Europe. I set up a permanent relationship between Europe and the Americas.

### **Vespucci** Italian

The New World was *not* Asia. I named the land *America* not only because it was my first name, but also because it is a separate continent. Two continents in fact - North America and South America.

### **Balboa** Spanish

In 1513, I was the first European to see the Pacific Ocean from its eastern shore. I found a narrow strip of land (the isthmus of Panama) that separates the Atlantic and Pacific oceans. Today, that is where the Panama Canal is.

### **Cortez** Spanish.

In 1519, I conquered the Aztec Empire in Mexico. I conquered Montezuma and Mexico City. I sent tons of gold and silver back to Spain.

### **Pizarro** Spanish

In 1532, I conquered the Inca Empire in the Andes Mountains of Peru. I killed Atahualpa, the Inca leader. I sent gold and silver back to Spain.

### **Vasco da Gama** Portuguese

In 1498, Europeans wanted to trade with India and China, but travelling to Asia overland could take years. I was the first to find a water route to India. From Europe, I sailed around the tip of Africa, then eastward to India. My trade route took you to the "East Indies." No, I never circumnavigated the globe.

### **Magellan** Portuguese

In 1519, I was the first man to circumnavigate the globe. Following Columbus' lead, I sailed westward to reach Asia. I sailed around South America and across the Pacific Ocean to Asia. I named the Pacific Ocean. When I died in the Philippines, my crew completed the trip back to Europe.

### **Drake** English

In 1577, I was the first Englishman to circumnavigate the globe. I followed the route of Magellan. I helped break Spanish control of the Atlantic Ocean. I helped England become the world's greatest seapower - so England could build an empire of colonies in North America.

**Cabot**                      England                      (I was Italian, but sailed on behalf of the King of England.)  
In 1497, I made the first English voyage to North America. I sailed to eastern Canada and claimed it for England. I died on my second voyage to the New World. I was searching for the Northwest Passage - a mythical waterway to get from the Atlantic Ocean to the Pacific Ocean.

**Cartier**                      French  
In 1535, I sailed up the St. Lawrence River and claimed Canada for France. I established a fort at Quebec City. I was searching for the Northwest Passage - a mythical waterway to get from the Atlantic Ocean to the Pacific Ocean.

**Henry Hudson**              English                      (I was English, but I also sailed for the Dutch.)  
In 1610, I sailed into Hudson Bay (Canada) and up the Hudson River (New York). Because of my voyage to New York and New York City, the Dutch claimed that land. I was searching for the Northwest Passage - a mythical waterway to get from the Atlantic Ocean to the Pacific Ocean.

**Ponce de Leon**              Spanish  
In 1513, I led the first European expedition into Florida and claimed the land for Spain. I was searching for gold and the mythical "fountain of youth."

**Cabeza de Vaca**              Spanish  
In 1527, I sailed across the Gulf of Mexico from Florida to Texas. Then I walked across Texas. I had enough; I went back to Spain.

**Estevanico**                      African  
In 1527, I sailed across the Gulf of Mexico from Florida to Texas. Then I walked across Texas. I joined up with Coronado and traveled through the U.S. Southwest. I was among the first to see the Grand Canyon.

**Coronado**                      Spanish  
In 1540, I led an expedition through the U.S. Southwest. We were hunting for gold and the mythical "Lost Cities." My men were the first Europeans to see the Grand Canyon.

**De Soto**                      Spanish  
In 1540, I led an expedition through the U.S. Southeast. We were hunting for gold in places like the Carolinas, Georgia, Alabama, and Mississippi. My men were the first Europeans to see the Mississippi River.



Lesson #34: Group analysis  
*Students distinguish fact from opinion.*  
 Only the Factoids tell the facts.  
 All else is opinion.

## Life is like a rock group

If you gave a problem to 5 different rock groups, they'd each come up with a different song.

The teacher states the situation:

**Columbus: What do you think of him?**

Break into 5 groups and take on a name.  
 Do research about the problem.  
 Then present your side of story.  
 Discuss the situation in class, giving each group time to present its views.

Team #1: **The Boomers\***

Describe all the positive facts and consequences. These are the *sunniest* students in the class. These optimists are ready to tell you all the positive aspects.

Team #2: **The Busters\*\***

Describe all the negative facts and consequences. These are the *gloomiest* students in the class. These pessimists are ready to tell you all the negative aspects.

Team #3: **The Factoids\*\*\***

Present the facts and only the facts. No opinions whatsoever. These no-nonsense students excel in math and science. On paper, they boil it down to ten facts or less.

Team #4: **The Emotionals\*\*\*\***

Present only your reactions (emotions and feelings) to the problem. These are the *social butterflies*. They care only about their emotional reactions. They are known for their compassion.

Team #5: **The Outrageous Ones\*\*\*\*\***

Come up with a new way of looking at the situation that stuns everyone. Free spirits, they are *divergent thinkers*. They see it in a new light. They present a totally new way to look at it.



Lesson #35: Group analysis  
*Students distinguish fact from opinion.*  
 Only the Factoids tell the facts.  
 All else is opinion.

## Life is like a rock group

If you gave a problem to 5 different rock groups, they'd each come up with a different song.

The teacher states the situation:

**Magellan: What do you think of him?**

Break into 5 groups and take on a name.  
 Do research about the problem.  
 Then present your side of story.  
 Discuss the situation in class, giving each group time to present its views.

Team #1: **The Boomers\***

Describe all the positive facts and consequences. These are the *sunniest* students in the class. These optimists are ready to tell you all the positive aspects.

Team #2: **The Busters\*\***

Describe all the negative facts and consequences. These are the *gloomiest* students in the class. These pessimists are ready to tell you all the negative aspects.

Team #3: **The Factoids\*\*\***

Present the facts and only the facts. No opinions whatsoever. These no-nonsense students excel in math and science. On paper, they boil it down to ten facts or less.

Team #4: **The Emotionals\*\*\*\***

Present only your reactions (emotions and feelings) to the problem. These are the *social butterflies*. They care only about their emotional reactions. They are known for their compassion.

Team #5: **The Outrageous Ones\*\*\*\*\***

Come up with a new way of looking at the situation that stuns everyone. Free spirits, they are *divergent thinkers*. They see it in a new light. They present a totally new way to look at it.

## **5. The Columbian Exchange**

What was exchanged between the two continents?



# What was the Columbian Exchange?

## Who

Columbus established the first long-term relationship between Europe and the Americas.

## When

From 1492 onward.

## Where

At first, just between Europe and the Americas.

Eventually, it involved the whole world: Europe, Africa, Asia, and the Americas.

Example: The Chinese invented the magnetic compass, which was carried to the New World.

## What

It was trade.

It was a cultural exchange.

It involved exchanging

1. plants
2. animals
3. technology
4. culture
5. ideas.

## The Columbian Exchange radically changed

The world's plants and animals, the ethnic composition of the Americas, and the diet of people around the world.

## The Smithsonian chose five things that caused change:

The horse, sugarcane, maize, potatoes, and disease.

The greatest impact of the Americas on Europe, Asia and Africa?

The spread of American food crops.

## How

### Cultural diffusion

When people move, it is *migration*.

When goods and ideas move, it is *diffusion*.

Columbus set up a **cultural** exchange between .....the Old World and the New World.

The cultural exchange was of goods and ideas between .....Europe and the Americas.

Goods and ideas spread between .....the Eastern and Western hemispheres.

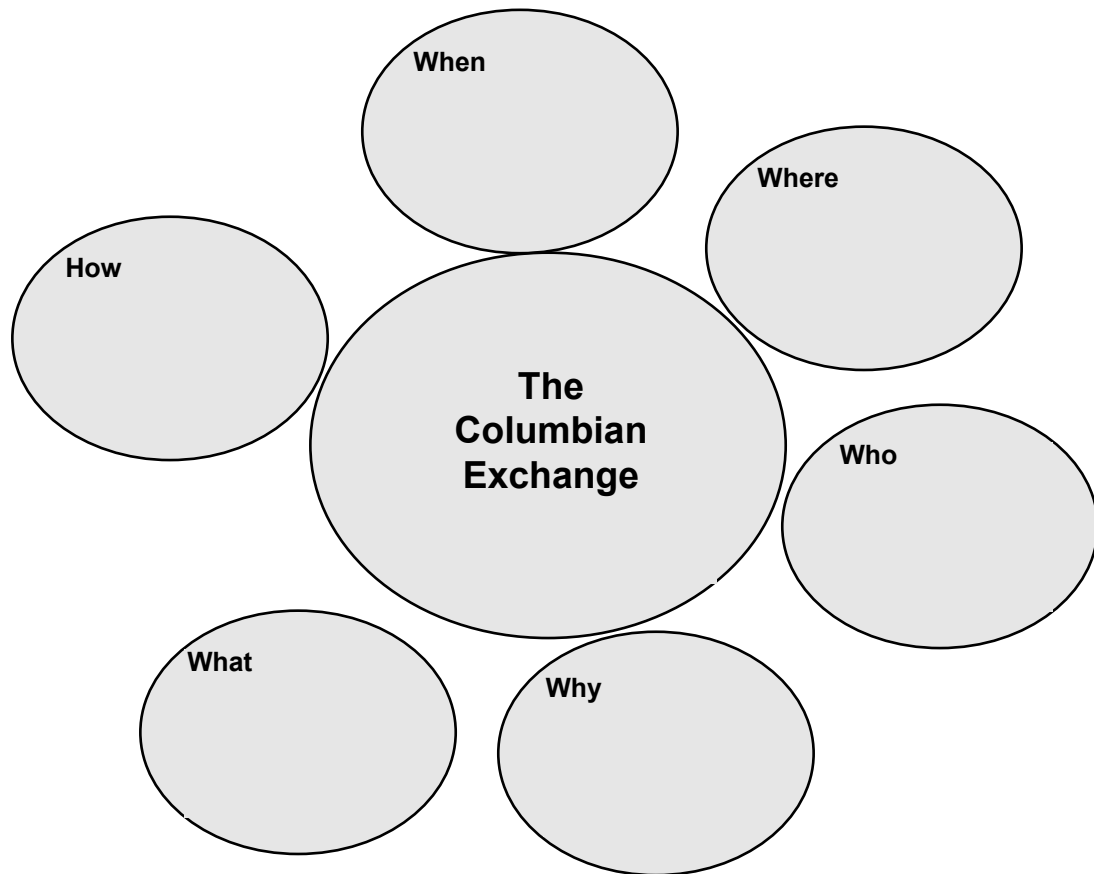
## Why

Each continent had something the others wanted/needed.



# The Columbian Exchange:

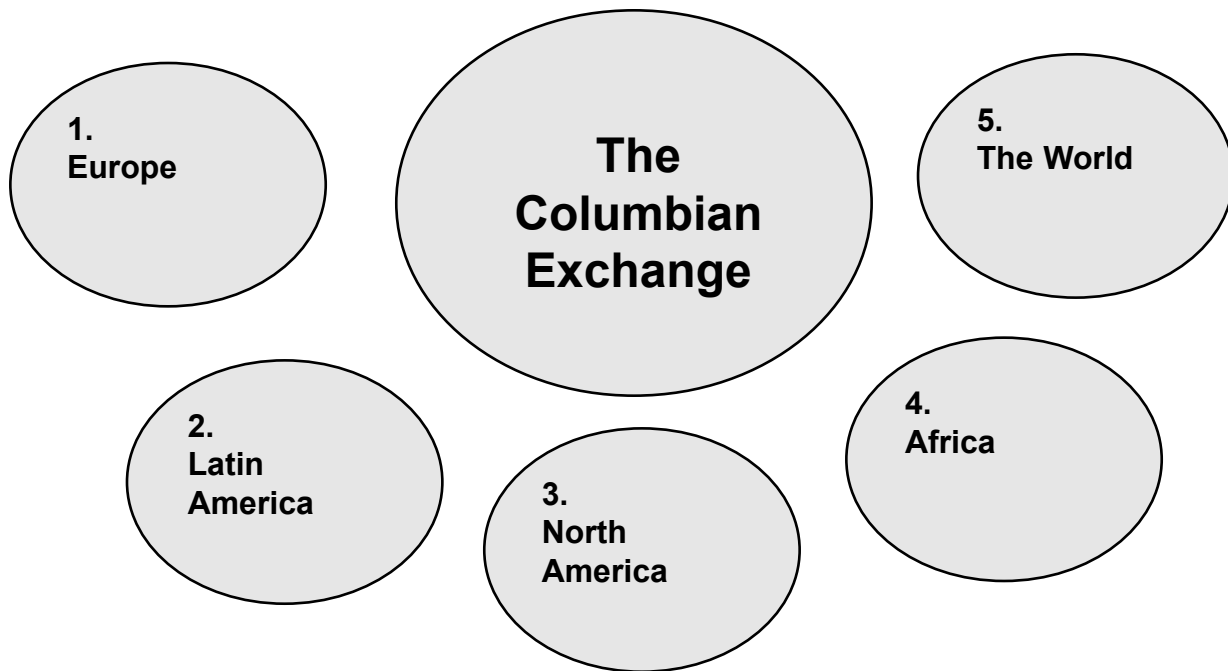
Who, what, where, when, why and how?





## The Results

What were the results of the Columbian Exchange?



Europe	Latin America	North America	Africa	World
<p><u>The potato</u> It caused a population explosion in Europe.</p> <p>It is one of the few foods that can be grown in the cold regions of Europe.</p> <p>It became one of the staple foods in Europe.</p> <p><u>The tomato</u> It became a staple in Italy.</p> <p><u>Tobacco</u> Europe addicted.</p>	<p><u>The horse</u> It revolutionized transportation in the Americas.</p> <p>Before 1492, no draft animals, wheels or wagons.</p> <p>After 1492, there were draft animals, wheels, and wagons.</p> <p><u>Depopulation</u> European disease (smallpox) killed millions of native Americans.</p>	<p><u>Sugarcane</u> It launched the slave trade in the Americas.</p> <p>The Europeans enslaved Africans to work on sugar plantations in the Caribbean.</p> <p><u>Tobacco</u> The British enslaved Africans to work on tobacco plantations in Virginia.</p>	<p><u>Sugarcane</u> The Europeans enslaved Africans to work on sugar plantations in Brazil and the Caribbean.</p> <p><u>Corn</u> It became a staple food in Africa.</p> <p>It can be grown in dry regions.</p>	<p><u>Diet</u> The world changed its diet.</p> <p>Plants from the Americas: potato corn squash beans tomatoes tobacco</p>





## The Columbian Exchange

Break into pairs.

Examine each fact.  
Using the chart,  
categorize each fact.

When you are finished,  
play the Bell Game:  
**Name that Plant!**

The answers appear  
under the next game,  
The Great Race.

1. **corn (maize)**
2. **the tomato**
3. **the potato**
4. **sugarcane**
5. **tobacco**

### QUESTIONS

1. Which contributed to slavery in the New World?
2. Which caused a population explosion in Europe?
3. Which can be grown in cold regions of Europe?
4. Which became a staple food in Europe?
5. Which became a staple food in Africa?
6. Which became popular in Italy?
7. Europe became addicted to what?
8. Which launched the American slave trade?
9. Which launched the slave trade in Virginia?
10. Which played a major role in Triangular Trade?



## The Great Race

Goal: Define each and draw a distinction between them.

Break into pairs.

Using your textbook answer the questions below.

Choose a scorekeeper.

On the chalkboard, write the following:

**Corn                  Potato                  Tomato                  Sugarcane                  Tobacco**

1. Break into two teams: Team A and Team B. Try guys vs gals.
2. Line up, single file - at least 15 feet from the board.
3. The teacher reads the statement.
4. Two students race to the board and put a check by the correct answer.
5. Teacher gives correct answer. Students erase their check marks and go to the back of the lines.

### Questions

1. Which contributed to slavery in the New World?
2. Which caused a population explosion in Europe?
3. Which can be grown in cold regions of Europe?
4. Which became a staple food in Europe?
5. Which became a staple food in Africa?
6. Which became popular in Italy?
7. Europe became addicted to what?
8. Which launched the American slave trade?
9. Which launched the slave trade in Virginia?
10. Which played a major role in Triangular Trade?

### The Answers

1. sugar
2. the potato
3. the potato
4. the potato
5. corn
6. the tomato
7. tobacco
8. sugar
9. tobacco
10. sugar



## Lesson #40: Evaluate

Write the darkened lines on the board.

Ask students to rank the contributions of Columbus.

Then create a mobile and hang it from the ceiling.

Leave it there until you have finished the unit.

## Rank!

Christopher Columbus:

What was his long-term impact on the world?

Rank the reasons (a, b, c, d, e) from most important to least important.

#1 would be the most important contribution of Christopher Columbus.

#5 would be the least important.

WHAT WAS THE LONG-TERM IMPACT OF CHRISTOPHER COLUMBUS?

**a. Discovered two new continents**

Europeans did not know that North and South America existed.

**b. Cartography**

Columbus forced mapmakers to re-do all maps of the world.

**c. The Columbian Exchange**

Established a permanent relationship between Europe and the Americas.

**d. The Spanish Empire**

Claimed the Americas for the Spanish empire.

**e. Controlled the Atlantic Ocean**

As a result, Spain dominated the Atlantic Ocean.

For the official answer, see the answer key.



Lesson #41: Evaluate

Write the darkened lines on the board.

Ask students to rank them.

Then create a mobile and hang it from the ceiling.

Leave it there until you have finished the unit.

## Rank!

The Columbian Exchange: What was the long-term impact on the world?

Rank the Columbian Exchange from most important to least important.

**a. Technology**

Like iron farm tools.

**b. Culture**

Like the Spanish language and the Catholic religion.

**c. Ideas**

Like private property.

**d. Plants**

Like the potato, tomato, tobacco, and corn.

**e. Animals**

Like the horse.

The official answer: *plants*.

Do the next exercises to figure out why that is the official answer.



# The Columbian Exchange

## 1. What the Americas gave to the world

## The impact on the world

### Plants

The Potato\*  
 maize  
 squash and beans  
 peanuts  
 tomato  
 chocolate  
 tobacco  
 herbal medicine

Can be grown in cold regions  
 Can be grown in dry regions  
 Spread around the world  
 Spread to Africa  
 What did Italy do with the tomato?  
 The world's favorite dessert.  
 The colony of Virginia was built on it.  
 Today's prescription drugs.

\*The incredible potato became the staple food of the average joe in Europe - especially Ireland, Germany, Poland, and Russia. The potato provides many more calories than grain.  
 One acre of potatoes feeds many more people than one acre of grain.  
 American foods created a population explosion in Europe. As a result, Europeans migrated to the Americas!

## 2. What the world gave to the Americas

## The impact on the Americas

### Plants

Sugar\*  
 tea  
 coffee  
 grains (rice, wheat, barley, oats, rye)

Sugar plantations in the Caribbean.  
 Big issue in the American Revolution.  
 Coffee plantations in Brazil, Colombia.  
 Wheatfields in the U.S. Midwest.

\*Sugarcane meant slavery: It was the crop that launched the American slave trade.  
 Sugar plantations in the Caribbean required massive labor. The native population died from disease.  
 For sugar profits, Europeans kidnapped people in West Africa and brought them, as slaves, to the Americas.  
 For the first time in world history, slavery was based on race.  
 Africans became the majority population in the Caribbean islands - Cuba, Puerto Rico, Haiti, and Jamaica.

### Animals

The Horse\*  
 mules  
 milk cows  
 beef cattle  
 chickens and pigs, goats and sheep

Revolutionized transportation.  
 Draft animals improved farming.  
 Dairy farms.  
 Ranches in Mexico + California.  
 More meat in peoples' diet.

\*The horse first began in the Americas, but died off during the Ice Age.  
 For Native Americans, the horse revolutionized hunting.  
 For European farmers, the horse revolutionized farming. Horses and mules pulled the iron plow.  
 For Mexico and California, the horse created the cowboy.  
 For everyone, the horse improved transportation and communication. (Remember the Pony Express?)

### **Technology**

The wheel, carts, wagons  
Iron farm tools (the iron plow)  
Iron and steel weapons, gunpowder

Revolutionized transportation.  
Revolutionized farming.  
Revolutionized warfare.

### **Culture**

Languages      Alphabet and writing system.

Spanish is the main language of Latin America.  
English is the main language of North America.

Immigration

Europeans became the majority.  
Theirs became the dominant culture.

Disease\*

Depopulation: Epidemics severely reduced  
the population of Native Americans.

\*Disease was the most effective weapon that Europeans brought to America.  
The diseases were smallpox, malaria, yellow fever, cholera, measles, typhoid, and bubonic plague.  
Today, another Old World disease travels to the Americas: AIDS.

### **Ideas**

Religion  
Politics  
Economics  
Slavery based on race

Missionaries spread Christianity.  
The English brought English law.  
Private ownership of property.  
Both worlds had slavery.  
Slavery based on *race* was a European idea.



# What the Europeans gave the Americas

Break into pairs.

Examine each fact.  
Using the chart,  
categorize each fact.

When you are finished,  
play the Bell Game:  
**Name that Gift!**

The answers appear  
under the next game,  
The Great Race.

## 1. Culture

Language - English in North America, Spanish in Latin America.  
Religion - Protestant in North America, Catholic in Latin America.

## 2. Technology

The wheel, carts, and wagons revolutionized transportation.  
Iron farm tools (like the iron plow) revolutionized farming.  
Guns and gunpowder revolutionized warfare.

## 3. Politics

### Monarchy

Every country in Europe was ruled by a monarch (king or queen).

## 4. Economic system

### Mercantilism

Private ownership of property, currency, the slave trade.

## 5. Farming

### Plants

Sugar launched sugar plantations.  
Coffee launched coffee plantations.  
Grains (rice, wheat, barley, oats, rye) launched farms in the U.S.

### Animals

Mules were the first draft animals in the New World.  
(They could pull the iron plow.)  
Milk cows launched dairy farms.  
Beef cattle launched ranches.  
Chickens, pigs, goats, and sheep helped farmers.

## 6. Transportation

The horse revolutionized transportation in the New World.

## 7. Disease

Smallpox depopulated the New World.

## Questions

1. The wheel
2. The mule
3. The horse
4. Sugar and coffee
5. Milk cows and beef cattle
6. The iron plow
7. Guns and gunpowder
8. Smallpox
9. Writing system
10. Monarchy
11. The Catholic Church
12. Currency
13. Mercantilism
14. The slave trade
15. The alphabet
16. Private ownership of property



## The Great Race

Goal: Draw a distinction between them.

Break into pairs.

Choose a scorekeeper.

On the chalkboard, write the following:

<b>Culture</b>	<b>Technology</b>	<b>Politics</b>	<b>Economic system</b>
<b>Farming</b>	<b>Transportation</b>	<b>Disease</b>	

1. Break into two teams: Team A and Team B. Try guys vs gals.
2. Line up, single file - at least 15 feet from the board.
3. The teacher reads the statement.
4. Two students race to the board and put a check put a check by the correct answer.
5. Teacher gives correct answer. Students erase their check marks and go to the back of the lines.

### Questions

1. The wheel
2. The mule
3. The horse
4. Sugar and coffee
5. Milk cows and beef cattle
6. The iron plow
7. Guns and gunpowder
8. Smallpox
9. Writing system
10. Monarchy
11. The Catholic Church
12. Currency
13. Mercantilism
14. The slave trade
15. The alphabet
16. Private ownership of property

### The Answers

1. Technology
2. Farming
3. Transportation
4. Farming
5. Farming
6. Technology
7. Technology
8. Disease
9. Culture
10. Politics
11. Culture
12. Economic system
13. Economic system
14. Economic system
15. Culture
16. Economic system





## How much Europeans loved food from the Americas!

"The Great Food Migration"  
by John Schwartz  
in *Newsweek* (Fall/Winter 1991)

Imagine, if you will, a time when English food was actually worse than it is today. Imagine Italian cuisine without tomatoes, or Mexican food that was literally grub - insect larvae, as well as eggs. Columbus, sailing West in search of Eastern spices and gold, brought about cultural revolutions that reached virtually every nation in the world. The changes in the global menu don't simply mean better eating - the new foods altered the fates of nations and strengthened a growing sense of national identity. "The French, Italian, and Spanish food 'traditions' we now think of as primeval all sprang up relatively recently," writes Raymond Sokolov in his new book *Why We Eat What We Eat*, "and would be unrecognizable without the American foods sent across the water, mostly in Spanish boats."

Europe was certainly ready for a change. The lower and merchant classes had put up with a dull menu for years. Peasants commonly ate dark bread made with rye and wheat; cabbage soup and cheeses (or cheese curds) filled out a typical meal. Wealthier families ate much of the same things, but they enjoyed more variety in flavors, thanks to the obsession with Asian spices that first set Columbus on his way. Spices also had a practical purpose for the pre-refrigerator era: they blanketed the smell and flavor of decay.

At the upper end of the social scale, meals approached the orgiastic. A noble meal might include whole roasted peacocks with skin and feathers reattached after cooking - or even four and twenty blackbirds baked in a pie. "Presentation was enormously important," says Bridget Henisch, a food historian at State College in Pennsylvania. Feasts, she explains, "went with the whole medieval enjoyment of heraldry and drama, the music and trumpets announcing the arrival of the main dish." The thing they were hungriest for was novelty - and Columbus provided it.

Each new cargo transformed the European menu. The Americas may not have produced traditional spices and condiments such as clove, ginger, cardamom and almonds, but they produced potatoes, corn and other colorful crops that excited the 16th-century palate. Peanuts and vanilla, as well as green beans, pineapple and turkey all broadened the horizons of European chefs. Some of the exotic new crops had humble beginnings; before the tomato made its way into the cuisines of Spain, Italy and other European societies, it was a weed in the Aztec maize fields.

The Aztecs came to cultivate tomatoes in astonishing varieties. Food historian Sophie Coe found a description of markets in the writings of a 16th-century Aztec chronicler. (In reading the following passage, it is best to imagine it being narrated by John Cleese.) "The tomato seller sells large tomatoes, small tomatoes, leaf tomatoes, thin tomatoes, sweet tomatoes, nipple-shaped tomatoes, serpent tomatoes. He also sells coyote tomatoes, sand tomatoes, those which are yellow, very yellow, quite yellow, red, very red, quite ruddy, ruddy, bright red, reddish, rosy dawn colored." Not all the tomatoes were easy on the palate, the Aztec noted: "The bad tomato seller sells spoiled tomatoes, bruised tomatoes, those which cause diarrhea; the sour, the very sour. Also he sells the green, the hard ones, those which scratch one's throat, which disturb - trouble one; which make one's saliva smack, make one's saliva flow; the harsh ones, those which burn the throat."

The first tomatoes to reach Europe were probably yellow, since the Italian word for it is *pomodoro* - "golden apple." While the tomato took root in every European culture, it truly conquered Italy, where the warm climate proved ideal for the source of rich red sauces. Still, Europeans were slow to accept it. Like many exotic foods--including the far less assertive potato, it was first thought to be either a poison or an aphrodisiac.

While Europe was coming to grips with the tomato, the Americas were being invaded by new foods as well. Before Columbus, many native cultures were relatively meatless. In the 16th century, writes food historian Reay Tannahill, Mexicans began their day "with a bowl of maize porridge, sweetened with honey or spiced with red pepper. The main meal of the day was at the hottest time, in the early afternoon. Then there would be tortillas to eat, a dish of beans--which were grown in Mexico in great variety--and a sauce made from tomatoes or peppers." For a change of pace some dishes contained grubs, insect eggs and pond scum.

With Columbus came an explosion of new foods. To provide familiar table fare for Spanish colonists, the crown sent over crops and animals from home. Before Columbus, Peru's meat specialty had been the guinea pig; after the explorer's visits, Mexico and Peru suddenly had beef and pork, as well as milk and cheeses. Chickens, sheep and goats also provided new meats that quickly became staples. Columbus brought vegetable seeds, wheat, chickpeas and sugar cane to the Caribbean in his later voyages.

The novel foods not only broadened menus; some of them transformed whole cultures. The advent of crops like potatoes and corn, which could produce far more nutrition per acre than the grains that came before, allowed for population growth. Some even claim potatoes, through their influence, made the industrial rise of Germany possible--and, by extension, the first world war.

The spicy peppers of the capsicum genus have not had quite the public-relations triumph of the potato, but as their partisans know they have their own way of making an impression. Columbus, having failed to find the Indian spices he sought, brought back the capsicum peppers he found. The peppers flourished in southern climes and took hold in dishes like Italy's *arrabbiata* (angry) sauce. Eventually the capsicum peppers of the New World even made their way into the cuisine of India, where spices were much favored, and into the Sichuan and Hunan provinces of China, too. Food writer Sokolov cites scholars who suggest that Portuguese traders carried the Columbian Exchange into those two nations. Portuguese traders in the Middle East could have passed peppers along to the Turks, whose Ottoman Empire stretched all the way to the Balkans. Few Northern European peoples were interested in peppers, which were hard to grow in their climate. But the Magyars of present-day Hungary took to them lustily and gave them a name derived from their own word for pepper: *paprika*. Today, Hungarian *paprikas* run the gamut from sweet to fiery hot--and form a link in a chain that stretches all the way back to Mexico.

As the foods spread around the world and ingredients became shared, you might have expected to see a common "international cuisine"--a kind of culinary Esperanto--result. Mercifully, things didn't turn out that way. People took the same ingredients and did different things with them: beef, corn and chillies might become a taco in Mexico, a stir-fry in China or a spicy meatball beside a dish of Italian polenta. The food dispersion coincided with a period of evolving nationalism. Says food historian Tannahill: "The cuisines of individual countries began to take on consciously individual characteristics."

And so food came to be one of the pillars of national identity. (If you doubt this, try walking into a French restaurant and asking for pizza.) Once foods caught on, they quickly became traditions, and the fact that they were relatively recent arrivals was forgotten. One of the highest expressions of French culinary pride, for example, lies in artistic desserts often rich with chocolate. Chocolate, of course, came from tropical cacao plants in the New World. It didn't catch on with the French until the mid-17th century. Even then, the French saw chocolate only as a drink until the early 1800s, when it first came into mass production in block form.

Africa was also a major player in the food exchange. Thanks to Columbus, it got such crops as maize, sweet potatoes, manioc and green beans, which opened up new agricultural possibilities to a continent that had previously been confined to a relatively narrow spectrum of foodstuffs. Then those foods made their way back to the New World in the misery of the slave ships. African culinary habits--from frying to the use of such ingredients as okra--have been nearly as profound an influence on the American table as African music has been on American entertainment. "When you see a hush puppy," says Sokolov, "it's not just a dish for good old boys: it's something they picked up from the African migration to this country."

The revolution is still going on, one bite at a time. It's easy to spot in the menus of chic new restaurants, where regional American cooking has turned menus into road maps. New foods are constantly coming into the markets to tempt the jade palate. The latest pepper to make its faddish way into specialty stores is the scorching habanero, a Latin favorite also known in Anglophone countries as Scotch Bonnet for its distinctive shape. Even McDonald's, the definition of mainstream American food, boasts Mexican and other picante items ranging from fajitas to spicy chicken wings. (If you care to enjoy the thrill of culinary subversion firsthand, the new McDonald's Cajun hot sauce tastes awfully good on its Egg McMuffin.)

In some places, the revolution is more obvious than in others. Recently Sokolov took a stroll through the great savory melting pot that is Jackson Heights in Queens, New York. Having traveled the world to track the results of the Columbian food migration, he seems nearly giddy with the gastronomic kaleidoscope that Queens presents. The neighborhood, he exults, "is the epitome of how this country works: immigrants come to America looking for a better life, but bringing the best of their old culture with them--happily, that always includes the food."

He stops in at an Indian grocery for a bag of crispy spiced chickpeas, then ducks into an Uruguayan restaurant--there are several in the neighborhood, along with eateries featuring the cuisines of Colombia and Brazil. The Uruguayan meal includes roasted sweetbreads and a black blood sausage pungent with cinnamon, polished off with a Colombian red wine and snackings of the chickpeas between helpings of the meat. "Who would imagine we could get a rather complete Uruguayan meal in New York City?" Sokolov asks, marvelling at the forces of immigration that put not one but two such restaurants on one block. Down the street, a Colombian bakery does a brisk business in heavy pastries and cakes. In the front window sits a massively multitiered wedding cake--and Ninja Turtle toys.

Maybe it's the wine, but such sights and flavors bring on the thought that we really are what we eat. The global table turns out to be a vast potluck, with everyone tasting and sharing everyone else's dishes. Through the language of our foods, we come to know one another better.



Lesson #46: Student project  
Break into pairs.

## List what you ate yesterday

1. Make a list of the foods you ate yesterday.
2. Using that list, put a check next to those which came from the New World.

A complete list of the Columbian Exchange is available at  
[http://en.wikipedia.org/wiki/Columbian\\_Exchange](http://en.wikipedia.org/wiki/Columbian_Exchange)

*The most important foods would be: the potato, the tomato, and corn.*



Lesson #47: Student project  
Ask for volunteers to make pizzas.

## Pre-Columbian pizza

Before 1492, Europe did not have tomatoes or tomato sauce!

### 1. Pre-Columbian pizza

Makes two 12-inch pizzas.

#### Ingredients

2 12-inch pizza shells (packaged, frozen or homemade from yeast bread recipe)  
2 cups shredded mozzarella cheese  
1/4 cup grated Parmesan cheese  
2 large garlic cloves, chopped  
2 tsp. dried oregano or 2 tablespoons fresh  
1/4 cup olive oil  
black pepper (freshly ground is best)

Pre-heat oven to 450 degrees.

In a small bowl, gently toss together the mozzarella, garlic, oregano, salt, and pepper.

Spread the mixture onto the pizza shells, leaving a 3/4 inch border. Drizzle with olive oil. Sprinkle with grated Parmesan cheese.

Bake until crust is golden brown. Prepared pizza crusts will take 10-15 minutes, freshly made pizza dough about 20 minutes.

### 2. New World Pizza

Add tomato sauce !!!!!!!!!!!!!!!

Also from the New World:

pineapple  
green or red sweet peppers  
corn kernels  
zucchini  
turkey sausage

Source:

Seeds of Change

<http://www.mnh.si.edu/archives/garden/recipes/pizza.html>



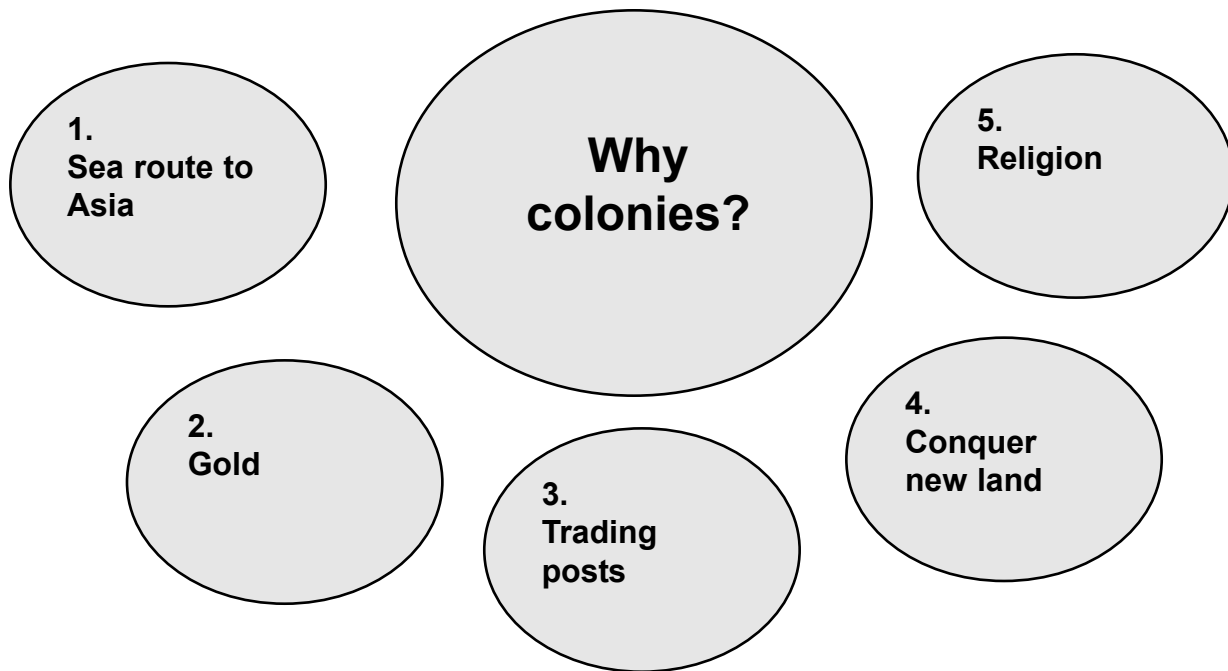
## **6. Colonization**

No self-government



## The Causes

What were the causes of colonization?



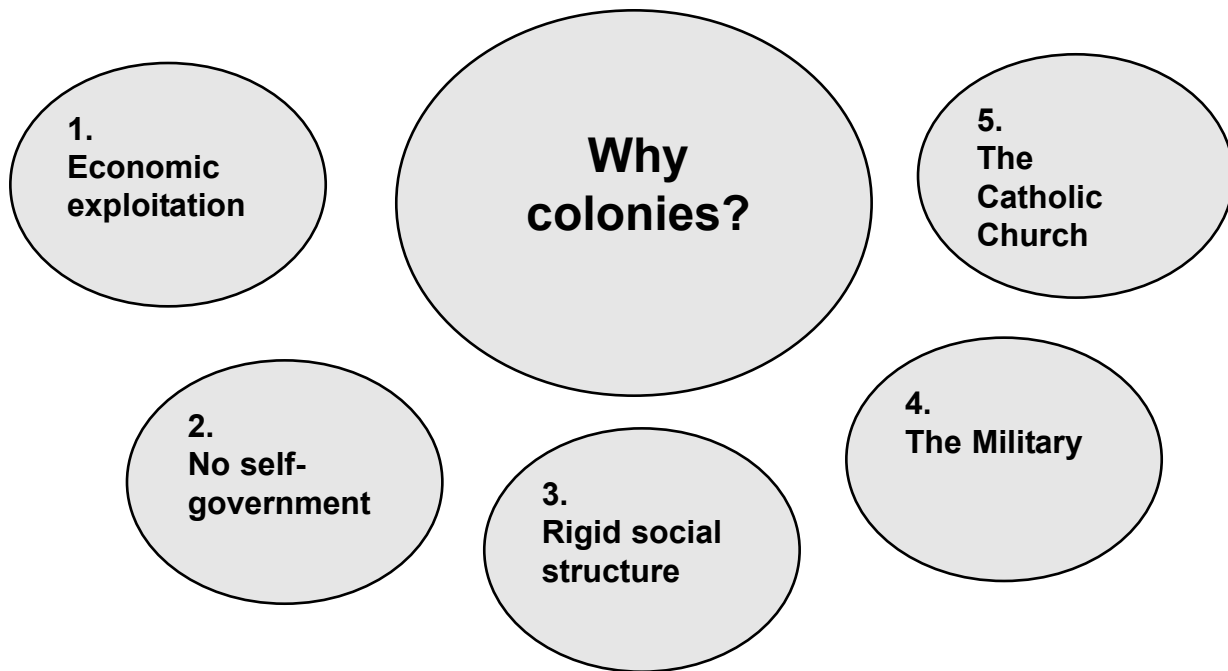
<b>Sea route to Asia</b>	<b>Gold</b>	<b>Trading posts</b>	<b>Conquer land</b>	<b>Religion</b>
<p><u>The Northwest Passage</u> They sought a waterway around America - in order to get to Asia.</p> <p>No such waterway exists.</p> <p>Only the Strait of Magellan.</p>	<p><u>A nation's wealth</u> was measured in gold.</p>	<p><u>Trading posts</u> The Europeans wanted to buy furs and other goods.</p>	<p><u>A nation's power</u> was measured in how much territory it controlled.</p>	<p><u>Christianity</u> The Catholic church wanted to convert Native Americans to Christianity.</p>





## The Results

What were the results of colonization?



<b>Economic exploitation</b>	<b>No self-government</b>	<b>Rigid social structure</b>	<b>The military</b>	<b>Religion</b>
<p><u>Forced labor</u> The forced labor system was the <i>encomienda</i>.</p> <p><u>Single cash crop</u> Spain <i>stunted</i> the economic development of Latin America.</p> <p>Colonies produced raw materials and cash crops.</p>	<p><u>Land was power</u> Power was concentrated in a small group of landowners. They controlled both the politics and the economy.</p> <p>All the land to a small elite. b. no land to the majority.</p> <p>The landless had zero economic and political power.</p>	<p><u>Wide gap</u> In every Latin American country, the society was a pyramid:</p> <ol style="list-style-type: none"> <li>1. The <i>landed</i> elite.</li> <li>2. The giant majority were <i>landless</i>.</li> </ol> <p>The middle class was so tiny it was almost invisible.</p>	<p><u>Supported the elite</u> The military played a major role in politics</p> <p>It supported the tiny elite of landowners.</p> <p>The army kept a lid on society.</p> <p>The general and the captain become exceedingly powerful.</p>	<p><u>Supported the elite</u> The Catholic Church was very powerful.</p> <p>It supported the Spanish regime and its economic exploitation - the <i>encomienda</i> system.</p> <p>Although it did express concern over the mistreatment of Native Americans.</p>



## Cause or Result?

Break into pairs.

Examine each fact.  
Using the chart,  
categorize each fact.

When you are finished,  
play the Bell Game.

### 1. Causes of Colonialism

### 2. Results of Colonialism

#### Was this a cause or a result of colonialism?

1. To find a sea route to Asia
2. To hunt for gold
3. To set up trading posts
4. Economic exploitation of the Native Americans
5. Conquer new land
6. Landowners controlled both the politics and the economy
7. There was a wide gap between the landed elite and the landless majority.
8. The military supported the landed elite.
9. The Catholic church supported the landed elite.
10. Convert natives to Christianity



# Bloom!

## Colonialism

Take a little seed and make it bloom into a lovely flower (or poisonous plant).

Break into 6 groups.

### 1. Define

Using your textbook, define it in 25 words or less.

### 2. Interpret

Translate it into your own words. Make it memorable.

### 3. Apply

What if you applied this concept to your own life?

### 4. Analyze

List the parts.

### 5. Synthesize

Add up the parts . . . and create a new thing.

### 6. Evaluate

To what extent did colonialism serve the interest of those who lived in the colonies?

### The Answers

#### 1. Colonialism

When a European country had an empire of colonies in Asia, Africa, and Latin America.

#### Example

The British owned the Thirteen Colonies.

3. My family could take over the neighborhood and rule it as a colony.

#### 4.

##### Politics

The Mother Country owned the colony.

The Mother Country ruled the colony.

*There was no self-government.*

##### Economics

A colony existed to enrich the Mother Country.

The colonies provided raw materials for British industry.

The colonies bought manufactured goods from England.

*The colony was restricted to a single cash crop.*

*The colony was forbidden to develop factories.*

##### Culture

The Mother Country imposed its culture on the colony.

The colony had to speak its language, convert to its religion, and so on.

#### 5.

A colony would remain politically backward.

A colony would remain economically *underdeveloped*.

#### 6.

Colonialism did not benefit those who lived in Asia, Africa and Latin America.

This is why we had a revolution in 1776.



## Three types of colonies

### 1. Trading posts

These Europeans only wanted to trade

The government did not encourage immigrants to settle there.

The Spanish set up mining posts (silver, gold) in Mexico and Peru.

The French set up trading posts (fur) in Canada.

The Dutch set up a trading post (fur) in Manhattan.

### 2. Plantations

These were based on slave labor

The Spanish set up sugar plantations in the Caribbean, especially Cuba.

The Portuguese set up sugar plantations in Brazil.

The British set up sugar plantations in the Caribbean, especially Jamaica.

### 3. Settler colonies

The British set up colonies for settlers.

Whole families of immigrants - men, women, and children - moved to the colony.

Jamestown was the first permanent colony

**FOR TRADE**

In 1607, they established the first permanent English colony in the New World.

It was financed by investors in England (a joint stock company) and given a charter by King James I.

The colony was set up for trade - they could sell raw materials to England.

The colony nearly died from starvation, but Captain John Smith made people work.

Finally, they found a profitable cash crop they could sell to England - tobacco.

Plymouth was established

**FOR RELIGIOUS FREEDOM**

The Pilgrims were dissenters who disagreed with the Church of England.

They were Separatists - they separated from the Church of England.

In 1620, the Pilgrims landed at Plymouth Rock.

They signed the Mayflower Compact, which stood for consent of the governed and majority rule.

Massachusetts Bay colony was established

**FOR RELIGIOUS FREEDOM**

The Puritans wanted to simplify the Church of England.

They were persecuted because they did not believe in a church hierarchy of bishops and archbishops.

In 1630, John Winthrop and the Puritans left England and founded Massachusetts.

There, the settlers (white male church members) were allowed to elect the government.



## The Spanish Conquest

From 1492 onward, Spanish conquistadores conquered and ruled Latin America. From then on, the political leaders tended to be strong men, often military leaders.

Spain turned Latin America into colonies of the Spanish Empire. For three centuries, Latin America was ruled by Spain. It was part of the vast Spanish Empire.

### Spain conquered the Caribbean

Map of Spanish colonies in Latin America

<http://www.wwnorton.com/college/history/ralph/resource/latiname.htm>

### How did the Europeans conquer the civilizations of the Americas?

The Amerindians greatly outnumbered the Spanish. But the Spanish were technologically superior. They had guns, germs, and steel.

#### 1. Germs

*It's hard to fight the Spanish conquistadores when you are dying of smallpox.*

Thanks to geography, Europe had domesticated animals: cows, pigs, horses, and oxen. The Europeans carried germs and disease from these domesticated animals. The Amerindians, who had no domesticated animals, so they had no resistance to these diseases. When the Europeans arrived, they spread their germs, killing millions of Amerindians.

#### 2. Guns & Steel

*It's hard to fight the Spanish conquistadores when they have guns and swords, and you don't.*

Thanks to geography, there was a cultural exchange between Europe and China. China invented gunpowder, so the Spanish conquistadores had guns and gunpowder. Swordsmen from the Middle East to Spain had perfected the steel sword.

### The Results

What were the major results of the Spanish conquest of Latin America?

#### 1. Spain and Portugal controlled all of Latin America.

Under the Treaty of Tordesillas (1494), Spain got all of the Americas (except Brazil).

#### 2. European influence spread throughout Latin America.

- a. Spanish became the dominant language
- b. Catholicism became the dominant religion.
- c. The Catholic Church is the single unifying thread that unites all of Latin America.

#### 3. The Indian population died of disease.

From smallpox, measles, and more.



## Guns, Germs and Steel

Jared Diamond's 2004 Pulitzer Prize-winning book has been turned into film.

**"Guns, Germs and Steel"**      **2005**      3 hours      National Geographic

### Documentary

This is absolutely fascinating.

UCLA geography professor Jared Diamond makes a compelling case: Europe did not conquer Asia, Africa, and Latin America because it was superior. No, Europe was just lucky.

Diamond's theory is that the predominance of white Europeans over other cultures has nothing to do with racial superiority, but is the result of nothing more, or less, than geographical coincidence.

### **1. The Europeans had guns**

From China, the Europeans got gunpowder and made guns.

### **2. The Europeans were resistant to smallpox**

From the Fertile Crescent of the Middle East, the Europeans got domesticated plants (wheat). And domesticated animals (pigs, goats, sheep, cows, horses). Eventually, these animals made Europeans resistant to smallpox.

When they traveled to Asia, Africa, and Latin America, millions of native peoples died from the diseases the Europeans carried, especially smallpox.

### **3. The Europeans had steel swords**

From the Middle East, the Europeans acquired the ability to make fine steel swords.

They Europeans used these to conquer the planet.



Lesson #55: Lecture  
As you tell the story, students fill in the graphic organizer.

## Colonial rule, 1500-1800

Spain ruled Latin America for three centuries, 1500 to 1800.

Map of the Spanish empire

[http://ap\\_history\\_online.tripod.com/apeh5.2.gif](http://ap_history_online.tripod.com/apeh5.2.gif)

All the gold from Mexico and Latin America flowed to Spain

<http://blindkat.hegewisch.net/pirates/spmain2.jpg>

Story of the Spanish Empire

<http://www.wsu.edu:8080/~dee/REFORM/EMPIRE.HTM>

### The Causes

What was the main purpose of Spanish colonies in the New World?

*Imperialism.*

That is, the colonies were supposed to provide raw materials to Spain and to purchase Spanish goods.

From 1500 on, Europeans conquered countries in Africa, Asia, and Latin America.

They turned them into colonies and controlled their economies.

### What is imperialism?

- A powerful country takes control of a weaker nation.
- The primary motive is *economic* - they wanted to make a profit.
- A colony existed for the sole benefit of the Mother Country.

### What was the primary goal of imperialism?

- not political control
- not cultural domination
- not racial superiority
- not missionary work
- yes: *economic exploitation*

### Does imperialism benefit the colonies?

No, it harms them.

As a result of imperialism, they have:

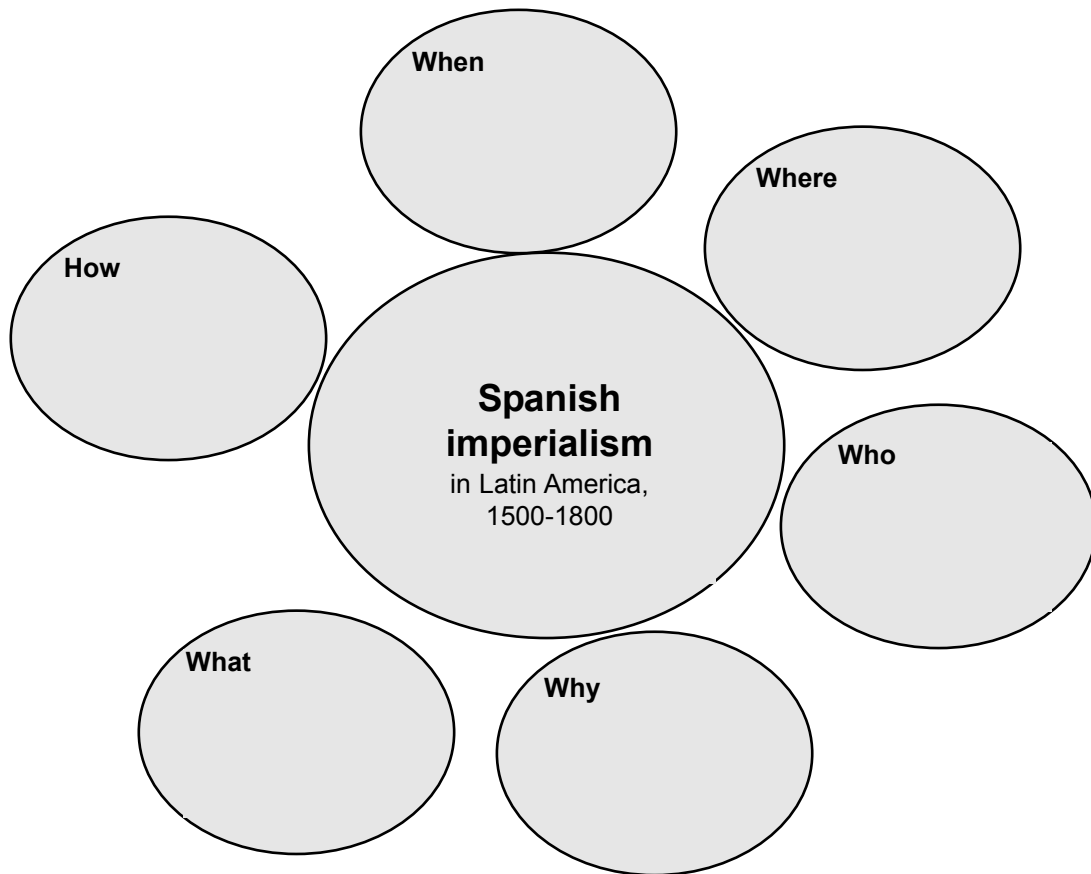
- no self-government
- distortion of the culture
- no human rights
- no industrialization

The Europeans did build roads, bridges and railroads in their colonies.

But only to obtain raw materials.



## Imperialism: Who, what, where, when, why and how?







## The Spanish legacy

Problems from Spanish rule haunt the Caribbean and the rest of Latin America today.

Spanish colonialism created inequalities that continue today.

For starters, there is no middle class.

### SOCIAL STRUCTURE

#### 1. Rigid class system

You are born into a social class and can never rise out of it.

There are only the very rich and the very poor - no middle class.

(Today, this is why people from Caribbean move to the U.S.)

### POLITICS

#### 2. One-party system

It represented only the wealthy elite.

The landless peasants had no political power.

(This is why revolutions were so common in Latin America.)

#### 3. The military played a major role in politics

The military helped the tiny wealthy elite rule the country.

(This is why nearly every Latin American country had a military dictatorship in the 20th century.)

### ECONOMICS

#### 4. Gross inequality in land distribution

The elite own most of the arable land; the peasants were landless.

(Today, people are still demanding land reform.)

#### 5. Dependence on a single cash crop

The wealthy elite owned large estates, raised commercial crops, and sold them on the world market.

(Today, the peasants still raise subsistence crops to feed their families.)

#### 6. Lack of industrialization

Latin America was underdeveloped.

In order to industrialize, Latin American countries have had to borrow capital (money).

(Today, the single biggest economic problem today is DEBT.)

#### 7. Foreign ownership

Profits flowed out of the country - from Latin America to Spain.



## **The Top Ten Reasons why Spanish rule was not good for Latin America . . .**

Break into groups of 3 or 4.

Think of the political, economic, and social structure that Spain set up in Latin America.

What was wrong with it?

The Spanish legacy would create the problems that still exist in the 20th century.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Lesson #58: Graphic organizer  
 In the 1500s, Europeans moved to Latin America.  
 They ruled and re-shaped the culture.

European Languages

England = English  
 France = French  
 Belgium = French  
 Denmark = Danish  
 Holland = Dutch  
 Germany = German  
 Russia = Russian  
 Portugal = Portuguese  
 Spain = Spanish

# The Europeans

Pick any country in Latin America.

Using an atlas or encyclopedia:

Fill in the blanks.

Circle yes or no.

Examine the "no" vote:

What did people not admire about the Europeans?

**1. Language**  
 The Europeans spoke \_\_\_\_\_.  
 Is this the official language of the country?  
**Yes or No**

**12. Wars & Revolutions**  
 Europe has had many political conflicts. Has this country had a war, revolution, or conflict?  
**Yes or No**

European Wars  
 The Crusades  
 Hundred Years' War  
 War of the Roses  
 English Civil War  
 English Revolution  
 French Revolution  
 Napoleonic Wars  
 Russian Revolution  
 Russian Civil War  
 Spanish Civil War  
 World War I  
 World War II

**2. Religion**  
 The Europeans were Christian. Is Christianity the biggest religion in this country?  
**Yes or No**

**11. Ethnic Conflicts**  
 Europe has had many ethnic and religious conflicts. Has this country had ethnic conflicts?  
**Yes or No**

Ethnic Conflicts in Europe  
 Spain = Expulsion of the Jews  
 France = Massacre of Huguenots  
 Russia = Pogroms vs the Jews  
 Germany = The Holocaust

**3. Clothing**  
 Europeans wore Western-style clothing. Do people of this country wear Western clothing?  
**Yes or No**

**10. Government**  
 Europe was ruled by kings and queens. Is this a monarchy?  
**Yes or No**

**Name of the Country**  
 \_\_\_\_\_  
 It was ruled by which European country?  
 \_\_\_\_\_

**4. Jewelry**  
 The Europeans loved gold, silver, diamonds. Do people mine gold, silver or diamonds?  
**Yes or No**

**9. Money**  
 The Europeans used a currency called a \_\_\_\_\_.  
 Is this the currency in this country?  
**Yes or No**

European Money  
 England = Pound  
 France = Franc  
 Belgium = Franc  
 Denmark = Krone  
 Holland = Guilder  
 Germany = Mark  
 Russia = Ruble  
 Portugal = Escudo  
 Spain = Peseta

**5. Furniture**  
 Europeans loved hard-wood furniture like mahogany and teak. Does this country export timber?  
**Yes or No**

**8. Sports**  
 Europeans loved soccer. Is this a popular sport in this country?  
**Yes or No**

**7. Food**  
 Europeans loved chocolate. Does this country produce cacao beans to make chocolate?  
**Yes or No**

**6. Drinks**  
 The Europeans loved to drink \_\_\_\_\_.  
 Is this a popular drink in this country?  
**Yes or No**

European Drinks  
 England = Hot tea  
 France = Wine  
 Belgium = Wine  
 Denmark = Beer  
 Holland = Beer  
 Germany = Beer  
 Russia = Hot tea, Vodka  
 Portugal = Wine  
 Spain = Wine



## The Great Debate!

**"Resolved, three centuries of Spanish rule was good for Latin America."**

The Boomers (half the class) present evidence and argue the positive.

The Busters (the other half) present evidence and argue the negative.

The Court: Choose 5 introverts to sit at a table in front of the class. They choose the Chief Justice.

### The month before

Ask the Rotarians to donate a gavel to your class. This is an old-fashioned debate.

Go heavy on the ritual.

### The Court

Listen to the evidence. You must add up the facts and draw conclusions. You will deliberate and render your decision: Which team won? Who is the MVP? Choose a Chief Justice and turn over the gavel.

Make a formal announcement: "As Chief Justice, you are in charge of keeping order in the courtroom."

### The grading system

Give one grade for every comment.

A - excellent analysis of facts.

B - very good analysis.

C - repeating another student, with elaboration.

D - a half-baked thought, has a tiny kernel of merit.

E - fuzzy thinking. The student has missed the point.

F - interrupting another student.

### To get the floor, simply say "WELL . . . "

Once you have uttered that magic word, the floor is yours. An F for every interruption. Civility is crucial.

### How to begin

Heavy on the ritual. Flip a coin and turn to one team: "Call it." It is heads and they called heads: "What is your pleasure? Would you like to go first or have the opposition go first?" It is heads and they called tails, turn to the other team: "What is your pleasure?" The teams alternate: A student from Team A speaks, then a student from Team B speaks.

### A debate is like an airplane taking off.

First it has to crawl down the runway! Do not worry if the debate starts off slowly. Ignore the silence: Be busy writing on your gradesheet. Once the kids see you have no intention of intervening, they'll play along. Some kids were born to debate. Let them model for the rest.

### The teacher's role

Recede to the back of the classroom. Do not look up. Be busy filling out names on your gradesheet.

Remember: Give a grade every time a student makes a comment.

### How to end

Ten minutes before the end of class, the judges leave the room to deliberate. Remind them: Which team won? Who is the MVP? While they are out, pass around the gradesheet. When a student looks at his/her line of grades, he/she will know how to improve next time. Examples: "My name has no grades beside it. I'd better say something next time!" "I repeat what others say. I'd better say something original next time." "Half-baked! Next time I'll do the reading." "A string of Fs. I'd better stop interrupting others!" As kids leave class, post the gradesheet on the bulletin board outside your classroom. In red, label the MVP.

## **7. The Atlantic Slave Trade**

The story of three continents



# What was the Atlantic Slave Trade?

## When

The Atlantic Slave Trade began after 1492.  
It ran for four centuries, from the 1500s to the 1800s.

## Where

Across the Atlantic Ocean.  
From West Africa to the Caribbean and Brazil.

## What

It was the buying and selling of human beings.  
The Europeans caused (an involuntary) mass migration from Africa to the Americas.

## Who

The Portuguese began the slave trade in 1441.  
The Spanish entered the slave trade in the 1500s.  
The British, French, and Dutch entered the slave trade in the 1600s.  
Between 10 and 20 million Africans were kidnapped and carried to the Americas.

## How

### Triangular Trade

1. From Europe, ships carried manufactured goods (guns + gunpowder) to Africa.
2. From Africa, ships carried slaves to islands in the Caribbean. (This was the Middle Passage.)
3. From the Caribbean, ships carried plantation goods (sugar, coffee, cotton, tobacco) to Europe.

### The Middle Passage

The slave ship sailed from West Africa to the Caribbean.  
The conditions on the slave ships were dreadful.  
The people were packed into tight, unsanitary spaces on ships for 2-3 months.  
Many died from disease and heat exhaustion.  
From 10 to 20% died during the voyage.

### The Royal African Company

During the 1600s, the British became the leading slave traders.  
The Royal African Company, based in London, had a monopoly of the Atlantic Slave Trade.  
When it lost its monopoly in 1689, the British merchants of Bristol and Liverpool took over.  
By the late 1600s, one out of every four ships that left Liverpool was a slave trading ship.

## Why

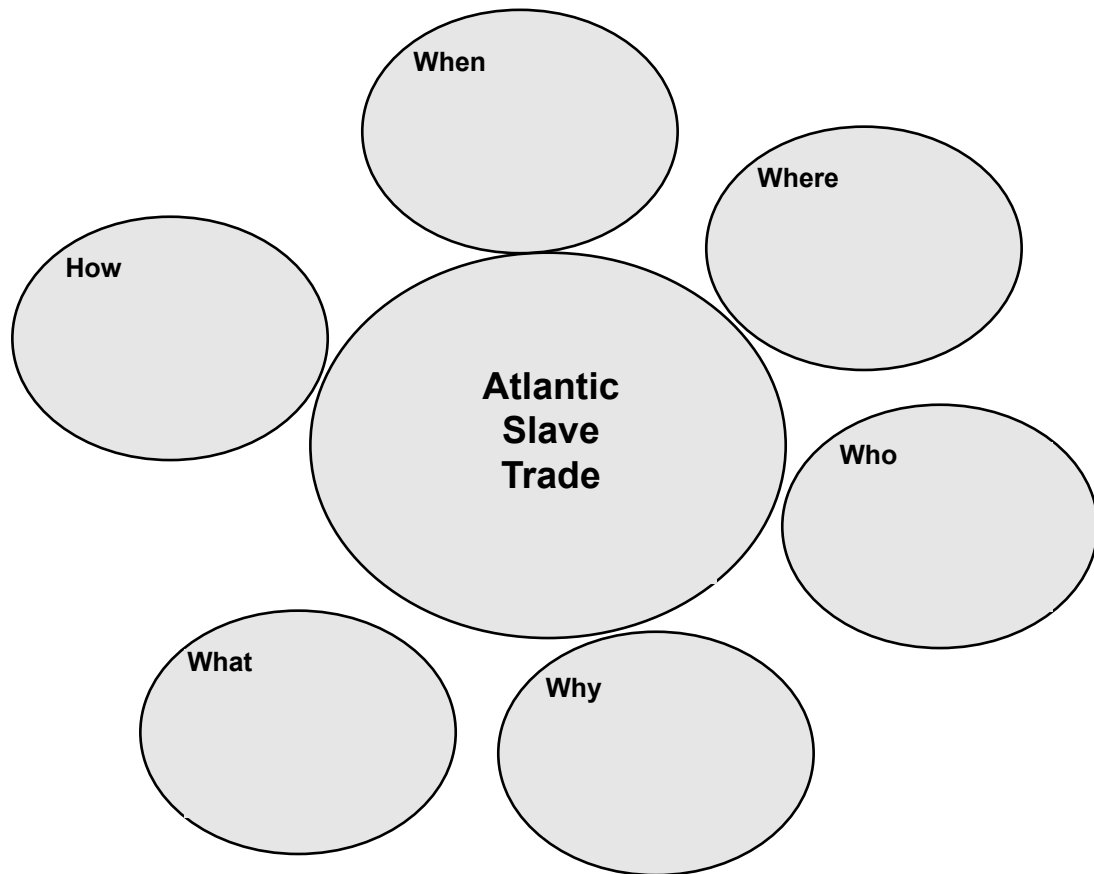
### Shortage of labor

The Europeans established colonies in the Americas.  
They wanted to establish large plantations to grow sugar, tobacco, coffee, and cotton.  
But those crops require massive amounts of labor for planting, harvesting, and processing.

They tried European immigrants, but they could leave and start their own plantations.  
They tried to enslave the Native Americans, but they were dying of disease, especially smallpox.  
So they decided to enslave the African people.



## The Atlantic Slave Trade: Who, what, where, when, why and how?





Lesson #61: Mapping  
Examine the maps.

## The Atlantic Slave Trade

### Map of the slave trade

<http://www.u.arizona.edu/~mrankin/slavetrade.jpg>

<http://www.loyno.edu/~seduffy/AtlanticSlaveTrade-display.jpg>

<http://www.ama.africatoday.com/images/Atlantic%20Slave%20map.jpg>

<http://www.lakesideschool.org/studentweb/worldhistory/globalcontactse/SlaveTradeMap5.jpg>

### Plantation slavery

<http://www.chass.utoronto.ca/~ahood/slave.html>

<http://www.headleypark.bristol.sch.uk/slavery/tradetriangle/fields.jpg>

<http://www.fantompowa.net/Flame/slaves.antigua.jpg>

<http://www.edteck.com/dbq/dbquest/images/A%20Tobacco%20Plantation.jpg>

### Map of Latin America

[http://www.arches.uga.edu/~blue2701/latin\\_america.jpg](http://www.arches.uga.edu/~blue2701/latin_america.jpg)





## Slavery already existed in Africa?

True, but the Europeans fueled the Atlantic Slave Trade.

If there had been no demand (plantations), there have been less supply (slaves).

### **The depopulation of Africa**

An African leader pleaded to the King of Portugal to stop the slave trade.

“Each day the traders are kidnapping our people - children of this country, sons of our nobles and vassals, even people of our own family. This corruption and depravity are so widespread that our land is entirely depopulated. We need in this kingdom only priests and schoolteachers, and no merchandise, unless it is wine and flour for Mass. It is our wish that this Kingdom not be a place for the trade or transport of slaves.

“Many of our subjects eagerly lust after Portuguese merchandise that your subjects have brought into our domains. To satisfy this inordinate appetite, they seize many of our black free subjects.... They sell them. After having taken these prisoners [to the coast] secretly or at night..... As soon as the captives are in the hands of white men they are branded with a red-hot iron.”

### **The difference**

In Africa, a person was enslaved during wartime. So a person was a prisoner of war.

In the Americas, a person was enslaved BECAUSE OF HIS/HER RACE.

# Henry the Navigator

## Portugal

1444

### *Prince of Portugal*

**Once upon a time**, Prince Henry lived in Portugal. He was the third son of the king.

#### **Africa**

Portugal lies close to Africa.

If you sail across the Strait of Gibraltar, you will quickly reach North Africa.

In 1415, at 21, Prince Henry convinced his father to conquer Morocco on the coast of North Africa.

Morocco was the home of Barbary pirates who raided Portugal's coast and kidnapped villagers who were then sold on the African slave market. More important, Morocco was rich. Gold from West Africa was carried on camel caravans to Morocco.

Prince Henry wanted that gold. To accomplish that, he needed Portuguese ships to explore the coast of West Africa. But European navigators were used to sailing on the calm Mediterranean Sea. They had never sailed out into the rough Atlantic Ocean.

#### **He launched the Age of Exploration**

Prince Henry opened a school for navigators. He provided them with the newest technology. First, he obtained the astrolabe from the Middle East and magnetic compass from China. Then he built the world's first caravel - a light ship able to withstand ocean voyages. He hired mapmakers. Finally, he sponsored expeditions to explore the coast of West Africa. Frightened of the ocean, they hugged the coast of Africa.

In 1444, when his ships returned with slaves from the African slave market, Prince Henry did not free them or send them home. Instead, they were sold and he collected his 20% share of the profits. He justified this on the grounds that the slaves would be converted to Christianity.

## **Predict:**

While his ships were sailing along the coast of Africa, what else did Prince Henry launch?

### *The Atlantic Slave Trade!*

#### **Portugal launched the Atlantic Slave Trade**

In 1492, Columbus landed in the Caribbean. And claimed it for Spain.

In 1500, Pedro Cabral landed in Brazil. And claimed it for Portugal.

Both set up plantations that required laborers. When the native population died of smallpox, the Portuguese were the first to turn to Africa for labor.

In the 1600s, the British, French, and Dutch joined the Atlantic Slave Trade.

#### **400 years**

Between 1500 and the 1800s, 10 to 20 million people were kidnapped from Africa and forced to work on plantations in the New World.

Of those, 94% went to the Caribbean islands and Brazil.

Use this story to do the next lesson.



Lesson #63: Group analysis  
*Students distinguish fact from opinion.*  
 Only the Factoids tell the facts.  
 All else is opinion.

## Life is like a rock group

If you gave a problem to 5 different rock groups, they'd each come up with a different song.

The teacher states the situation:

**Prince Henry the Navigator:**  
**What do you think of him?**

Break into 5 groups and take on a name.  
 Do research about the problem.  
 Then present your side of story.  
 Discuss the situation in class, giving each group time to present its views.

### Team #1: **The Boomers**

Describe all the positive facts and consequences. These are the *sunniest* students in the class. These optimists are ready to tell you all the positive aspects.

### Team #2: **The Busters**

Describe all the negative facts and consequences. These are the *gloomiest* students in the class. These pessimists are ready to tell you all the negative aspects.

### Team #3: **The Factoids**

Present the facts and only the facts. No opinions whatsoever. These no-nonsense students excel in math and science. On paper, they boil it down to ten facts or less.

### Team #4: **The Emotionals**

Present only your reactions (emotions and feelings) to the problem. These are the *social butterflies*. They care only about their emotional reactions. They are known for their compassion.

### Team #5: **The Outrageous Ones**

Come up with a new way of looking at the situation that stuns everyone. Free spirits, they are *divergent thinkers*. They see it in a new light. They present a totally new way to look at it.



Lesson #64: Group analysis  
 How to persuade people  
 Great practices for a persuasive essay.

## Four corners

Ideal for any controversy!  
 It takes only 10 minutes.

### Ahead of time

Label the four corners of your classroom:

- Agree
- Sort of agree
- Sort of disagree
- Disagree

### Step #1

The teacher states the controversy.

**Prince Henry the Navigator was a great man.**

### Step #2

Students move to the four corners of the classroom.

### Step #3

Students in each corner are given time to speak. They try to persuade the kids in other corners to move to their corner.

### Step #4

Whichever group has the most people, wins.

It's all about *persuasion*.

Note:

- Historians regard the Portuguese as the worst of the worst:
- They were the **first** (1400s) to kidnap people from Africa.
  - They kidnapped the greatest number of Africans.
  - Most of the Africans ended up in their colony, Brazil.
  - Portugal's colony of Brazil was the **last** (1888) to end slavery.



## **8. Pirates of the Caribbean**

How did England end up with some of Spain's gold?  
(English pirates stole it.)



## The Europeans took over the Caribbean

Every time a European country took over an island in the Caribbean, they established sugar plantations based upon African slave labor.

### **Spain            The Greater Antilles**

In 1492, Christopher Columbus claimed all of the Caribbean islands for Spain. But the Spanish settled only the largest islands: Cuba, Haiti, Dominican Republic, Puerto Rico, Jamaica. During the Spanish-American War, Spain lost all of its colonies - **but the U.S. still owns Puerto Rico.**

Cuba became independent in 1898

### **France            Haiti**

In 1635, the French took over Martinique and Guadeloupe - **and the French still own them!**

Haiti became independent in 1791

In 1697, the French took over Haiti.

Inspired by the French Revolution of 1789, Toussaint L'Ouverture led a slave rebellion.

The Haitians overthrew the French, ended slavery, and became the first black republic in the world.

Haiti was the first Caribbean nation to win independence.

The Dominican Republic became independent in 1844.

### **England            The Lesser Antilles**

During the Age of Pirates (1560-1720), the other Europeans attacked Spanish ships and forts.

The first wave of Englishmen - like Sir Francis Drake - came as pirates.

Financed by the Queen of England, they attacked and Spanish ships and forts.

In 1612, the British took over the island of Bermuda.

In 1623, they took over St. Kitts - and then Nevis, Antigua, Montserrat, Anguilla and Tortola.

In 1627, they took over Barbados - which became their "Gem of the Caribbean."

In 1647, they took over the Bahamas.

In 1655, they took over Jamaica.

In 1802, they took over Trinidad.

**Today, the British still own Bermuda, Montserrat, Anguilla, and Tortola!**

Jamaica            did not become independent until 1962.

Trinidad and Tobago    did not become independent until 1962.

Barbados            did not become independent until 1966.

The Bahamas        did not become independent until 1973.

Antigua and Barbuda    did not become independent until 1981.

St. Kitts and Nevis    did not become independent until 1983.

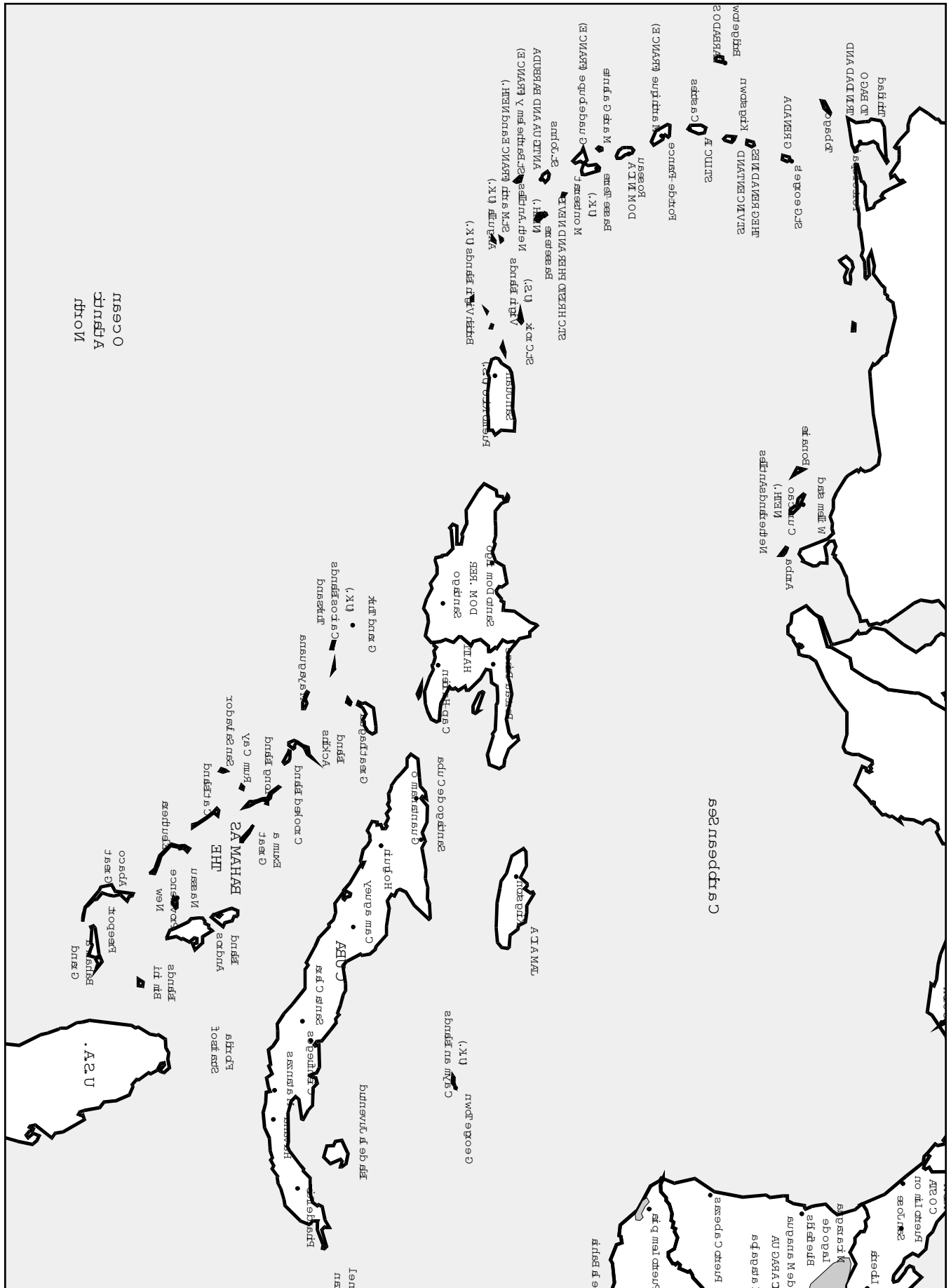
### **Netherlands    Aruba**

In the late 1600s, the Dutch took over Aruba - **and the Dutch still own Aruba!**

### **Denmark            The Virgin Islands**

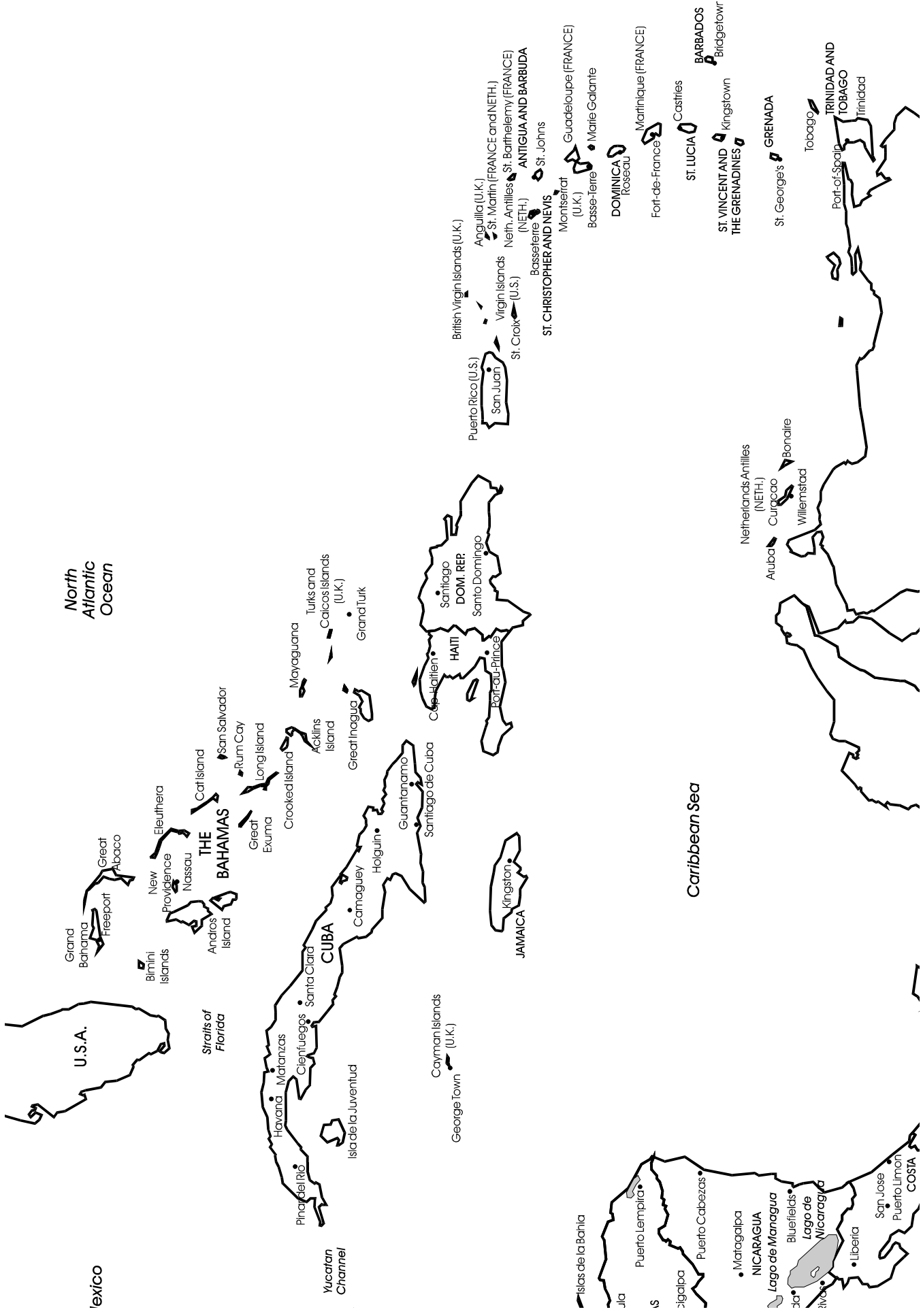
In 1672, the Danish took over the Virgin Islands.

In 1917, they sold them to the U.S. - **and the U.S. still owns the Virgin Islands.**



საქართველო  
საქართველოს რეპუბლიკა

საქართველო



North Atlantic Ocean

U.S.A.

Mexico

Straits of Florida

THE BAHAMAS

CUBA

HAITI

DOM. REP.

JAMAICA

ANTIGUA AND BARBUDA

ST. VINCENT AND THE GRENADINES

ST. LUCIA

GRENADA

TRINIDAD AND TOBAGO

BARBADOS

DOMINICA

ST. CHRISTOPHER AND NEVIS

BRITISH VIRGIN ISLANDS (U.K.)

PUERTO RICO (U.S.)

Yucatan Channel

Islands of the Caribbean

Caribbean Sea

Kingston

Port-au-Prince

Santo Domingo

Santiago de Cuba

Camaguey

Holguin

Quantanamo

Mayaguana

Grand Turk

Turks and Caicos Islands (U.K.)

St. John's

St. Kitts

St. Eustace

St. Vincent

St. Lucia

St. George

St. Peter and Miquelon

St. Pierre and Miquelon

San Jose

Puerto Limon

Liberia

Matagalpa

Nicaragua

Lago de Managua

Bluefields

Port of Spain

Trinidad

Castries

Kingstown

Bridgetown

Castries

St. George's

Port of Spain

Trinidad

Tobago

St. George's

Kingstown

Bridgetown

Castries

St. George's

San Jose

Puerto Limon

Liberia

Matagalpa

Nicaragua

Lago de Managua

Bluefields

Port of Spain

Trinidad

Castries

Kingstown

Bridgetown

Castries

St. George's

Port of Spain

Trinidad

Tobago

St. George's

Kingstown

Bridgetown

Castries

St. George's

San Jose

Puerto Limon

Liberia

Matagalpa

Nicaragua

Lago de Managua

Bluefields

Port of Spain

Trinidad

Castries

Kingstown

Bridgetown

Castries

St. George's

Port of Spain

Trinidad

Tobago

St. George's

Kingstown

Bridgetown

Castries

St. George's





## Pirates of the Caribbean

The Caribbean region was nicknamed "The Spanish Main."

### The Spanish Main

In 1492, Christopher Columbus landed in the Caribbean.

From there, the Spanish conquistadores fanned out.

Cortez conquered the Aztecs in Mexico - and stole their gold and silver.

Pizarro conquered the Inca of Peru - and stole their gold and silver.

From then on, fleets of Spanish ships - loaded with treasure - sailed home to Spain.

In their eyes, the Spanish owned the Caribbean Sea and the Atlantic Ocean.

### The Age of Pirates, 1560-1720

The other Europeans began to raid the Spanish ships - to steal their gold and silver.

#### England

England was an island and the English wanted to be a seafaring nation.

The Queen of England - Elizabeth I - did not want the Spanish to own the sea.

Especially the Atlantic Ocean.

So she secretly sponsored pirates like Sir Francis Drake and the Seadogs.

(*Seadog* was a euphemism for "pirate.")

Soon, the two countries - England and Spain - became political and economic rivals.

By 1588, Spain was so furious that it decided to invade England.

They sent the Spanish Armada (the Spanish navy), but it was sunk off the coast of Ireland.

(Sir Francis Drake did most of the damage, but heavy storms helped.)

As a result, England became the No. 1 seafaring power in the world.

By 1776, it had thirteen colonies in North America.

By 1800, it had colonies in Asia and Africa.

By 1850, the sun never set on the British empire.

### How the pirates did it

The British had seaports in the Caribbean.

Mostly on the islands of Antigua and Barbados.

From there, they raided the Spanish ships headed in and out of the Caribbean.

For starters, they raided ships coming in and out of Cuba and Puerto Rico.

### Why piracy came to an end

The British, French, and Dutch eventually set up colonies of their own.

They settled down on plantations in the Caribbean.

They raised cash crops (tobacco, rice, sugar) with slave labor.

By 1700 the British, French, and Dutch had enough troops and ships to protect their colonies.

The brand-new British Royal Navy drove the pirates out of the Caribbean Sea.



# Pirates of the Caribbean

Break into pairs.  
Examine each fact.  
Using the chart,  
categorize each fact.

When you are finished,  
play the Bell Game:  
"Name that Pirate!"

- |  |                |                  |                      |
|--|----------------|------------------|----------------------|
| <b>1. Henry Morgan</b>   | <b>British</b> | <b>1658-1670</b> | <b>Jamaica</b>       |
| In 1655 the British took over Jamaica - but they felt threatened by the mighty power of Spain. So Henry Morgan attacked Spanish ships and ravaged colonies of the Spanish Empire. (Morgan was ruthless: he torched cities, tortured people, and used Jesuit priests as human shields.) |                |                  |                      |
| In return for his service to England, he was given a gigantic sugar plantation, knighted by the English Crown, and appointed Governor of Jamaica.  |                |                  |                      |
| <b>2. Blackbeard</b>   | <b>British</b> | <b>1714-1718</b> | <b>Bahamas</b>       |
| Edward Teach was based in the pirates' den - Nassau, Bahamas.  |                |                  |                      |
| He raided British ships off the coast of the Carolinas.  |                |                  |                      |
| He used psychological warfare against his enemies.   |                |                  |                      |
| Just before a battle, he stuck candles in his hair and his beard - and lit them.   |                |                  |                      |
| His face lit in flames, he looked like the devil.  |                |                  |                      |
| According to legend, he had 14 wives - and killed them all.  |                |                  |                      |
| His ship was named the <i>Queen Anne's Revenge</i> .   |                |                  |                      |
| The British hanged him because he captured and looted British ships.   |                |                  |                      |
| <b>3. Black Bart</b>   | <b>British</b> | <b>1719-1722</b> | <b>The Caribbean</b> |
| Bartholomew Roberts went to sea at 13 on a slave ship bound for West Africa.   |                |                  |                      |
| When his ship was captured by pirates, he was kidnapped.   |                |                  |                      |
| Within six weeks, Black Bart was elected captain.  |                |                  |                      |
| (His pirate crew loved him because he stuck to the Pirate Code - that is, he shared the loot.)   |                |                  |                      |
| He sailed everywhere, targeting British and French ships.  |                |                  |                      |
| He was the boldest - and most successful pirate - for he captured and looted 400 ships.  |                |                  |                      |
| Off the coast of West Africa, he died in a naval battle against the British.   |                |                  |                      |
| <b>4. Stede Bonnet</b>   | <b>British</b> | <b>1717-1718</b> | <b>Barbados</b>      |
| The least successful pirate was Stede Bonnet.  |                |                  |                      |
| The 29-year-old sugar planter in Barbados wanted to escape from his nagging wife.  |                |                  |                      |
| For starters, he knew nothing about sailing.   |                |                  |                      |
| He bought a ship (pirates never bought ships; they stole them).  |                |                  |                      |
| He hired 70 pirates and paid them (pirates were never paid wages; they were paid in loot).   |                |                  |                      |
| When the British caught Bonnet, they hanged him.   |                |                  |                      |
| <b>5. Charles Vane</b>   | <b>British</b> | <b>1716-1720</b> | <b>Bahamas</b>       |
| Charles Vane was based in the pirates' den - Nassau, Bahamas.  |                |                  |                      |
| His crew hated him because he was cruel and violated the Pirate Code.  |                |                  |                      |
| When the British governor issued a royal pardon to all pirates, Charles Vane refused to accept it.   |                |                  |                      |
| Instead, he shot his way out of the harbor.  |                |                  |                      |
| The British hanged him because he captured and looted British ships.   |                |                  |                      |

1. He was knighted for being a pirate.
2. He was killed for being a pirate.
3. He began his life as owner of a big sugar plantation.
4. He ended his life as owner of a big sugar plantation.
5. He began his life as a 13-year-old on a slave ship bound for West Africa.
6. They were based in the pirates' den - Nassau, Bahamas.
7. His name was Edward Teach.
8. According to legend, he had 14 wives - and killed them all.
9. He was the most feared pirate.
10. He was the most successful pirate.
11. He was the least successful pirate.
12. He was the "gentleman pirate."
13. He followed the Pirate's Code.
14. He violated the Pirate's Code.
15. He knew nothing about sailing a ship.



Lesson #68:  
Game

From 1492 onward, the Europeans seized islands in the Caribbean.  
First they turned them into colonies.  
Then they introduced plantation slavery.  
Today, many people in the Caribbean are African American.

# Islands of the Caribbean

Break into pairs.

Examine each fact.  
Using the chart,  
categorize each fact.  
When you are finished,  
play The Bell Game:  
"Which island?"

The answers appear  
on the next exercise,  
"The Great Race."

**1. Spain                      speak Spanish                      Cuba, Puerto Rico, Dominican Republic**

Spain once owned all of the Caribbean

When Christopher Columbus landed in 1492, he claimed all of the Caribbean islands for Spain.

During the Spanish-American War of 1898, Spain lost all of its colonies in the Caribbean.

Cuba and Puerto Rico

Cuba is communist - so many people have moved to Florida.

Puerto Rico is a part of the U.S. - so many people have moved to New York City.

**2. France                      speak French                      Haiti**

The island of *Hispaniola* has two countries: Haiti and the Dominican Republic.

For years (1957-1971), a dictator named "Papa Doc" Duvalier ruled Haiti.

Haiti is the poorest country in the Western Hemisphere.

Which is why so many Haitians have moved to the U.S.

**3. England                      speak English                      Jamaica, Bahamas, Bermuda**

American tourists love the Bahamas and Jamaica.

The Bahamas and Bermuda

They lie in the Atlantic Ocean, not the Caribbean Sea.

But they are regarded as part of the West Indies.

**4. Holland                      speak Dutch                      Aruba**

It is a flat island with little rainfall and a lot of cactus.

In 2005 Natalie Holloway, an American high school student, disappeared on the island of Aruba. This is still a mystery.

1. Which country once owned all of the Caribbean?
2. Which islands speak English?
3. Which islands speak French?
4. Which islands speak Spanish?
5. Which islands speak Dutch?
6. Which country is communist?
7. Which island is part of the U.S.?
8. Which are *not* located in the Caribbean Sea?
9. Which lie on the island of Hispaniola?
10. The poorest country in the Western Hemisphere.
11. These immigrants speak French!
12. Folks from here have moved to Florida.
13. Folks from here have moved to New York City.
14. American tourists like these countries because they speak English.



## The Great Race

Break into pairs. Using your textbook answer the questions below. Choose a scorekeeper. On the far left of the chalkboard, write the 3 branches. Do the same on the far right side of the chalkboard.

**Spain**                      **France**                      **England**                      **The Netherlands**

1. Break into two teams: Team A and Team B. Try guys vs gals.
2. Line up, single file - at least 15 feet from the board.
3. The teacher reads the power.
4. Two students race to the board and put a check under the historical figure.
5. Teacher gives correct answer. Students erase their check marks and go to the back of the lines.

Do it over and over again, until every student has mastered the material.

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1. Which country once owned all of the Caribbean?</li><li>2. Which islands speak English?</li><li>3. Which islands speak French?</li><li>4. Which islands speak Spanish?</li><li>5. Which islands speak Dutch?</li><li>6. Which country is communist?</li><li>7. Which island is part of the U.S.?</li><li>8. Which island is <i>not</i> located in the Caribbean Sea?</li><li>9. Which countries lie on the island of Hispaniola?</li><li>10. The poorest country in the Western Hemisphere.</li><li>11. These immigrants speak French!</li><li>12. Folks from here have moved to Florida.</li><li>13. Folks from here have moved to New York City.</li><li>14. American tourists like these countries best - because they speak English.</li></ol> | <p><b>Answers</b></p> <ol style="list-style-type: none"><li>1. Spain</li><li>2. Bahamas, Jamaica, Bermuda</li><li>3. Haiti</li><li>4. Cuba, Puerto Rico, the Dominican Republic</li><li>5. Aruba</li><li>6. Cuba</li><li>7. Puerto Rico</li><li>8. The Bahamas and Bermuda</li><li>9. Haiti and the Dominican Republic</li><li>10. Haiti</li><li>11. Haiti</li><li>12. Cuba</li><li>13. Puerto Rico</li><li>14. Jamaica, Bahamas, Bermuda</li></ol> |
|--|---|

## **9. Mercantilism**

How did England end up with all of Spain's gold?  
(English merchants sold goods to Spain. At a high price.)



## What is mercantilism?

How England eclipsed Spain's power and wealth . . .

From the 1400s to the 1700s, Europe's economic system was *mercantilism*.

Mercantilism is an economic system where government controls the economy, especially foreign trade.

Mercantilism was for trading nations like England and Holland.

For the American colonies, mercantilism was made law in 1651 with the Navigation Acts.

### **A country measured its wealth by gold**

1. A country gets wealthy by stockpiling its gold.
2. The world has a limited supply of gold.
3. When one country gets rich (piles up its gold), another country grows poorer.

### **Finding gold**

### **In the short run, gold made Spain wealthy**

The Spanish discovered gold in Latin America.

Cortez in Mexico and Pizarro in Peru sent gobs of gold home to Spain.

### **Trade**

### **In the long run, British trade was more profitable**

England did not discover gold in North America.

They had to trade in order to get Spain's gold.

### Workshop of the World

England became the "workshop of the world."

That is, they manufactured goods like guns and textiles.

They sold these goods to Spain, ending up with all of Spain's gold.



## Bloom! Mercantilism

Take a little seed and make it bloom into a lovely flower (or poisonous plant).

Break into 6 groups.

### 1. Define

Using your textbook,  
define it in 25 words or less.

### 2. Interpret

Translate it into your own words.  
Make it memorable.

### 3. Apply

What if you applied this concept  
to your own life?

### 4. Analyze

List the parts.

### 5. Synthesize

The Industrial Revolution determined who  
got the most gold. Why?

### 6. Evaluate

In the long run, which country benefitted  
the most from the mercantile system?

### The Answers

#### 1. Mercantilism

The economic system in Europe before capitalism.

A country's wealth was based upon the amount of gold it owned.

When trading, each country wanted to end up with the most gold.

#### 2. Each country wanted the most gold it could get.

3. My government encourages me and my family to work in a workshop to make goods to sell overseas. My government does not allow foreign imports into our stores.

#### 4.

It is the opposite of free trade.

Trade existed for the good of the country.

The government encouraged exports.

The government did not allow imported goods.

It was protectionism.

More exports than imports

The government ran trade.

It wanted a favorable balance of trade.

Exports must be greater than imports.

When it trades, it wants to end up with more gold than its trading partner.

A country gets wealthy by stockpiling its gold

The world has a limited supply of gold.

When one country gets rich (piles up its gold), another country grows poorer.

#### 5.

Workshop of the World

The English had the first workshops of the world.

So English merchants sold expensive manufactured goods to Spain. (Guns, textiles, etc.)

Spain had no factories, so it had nothing to sell to England.

#### 6.

The English ended up with Spain's gold!



# Bloom!

## The Commercial Revolution

Take a little seed and make it bloom into a lovely flower (or poisonous plant).

Break into 6 groups.

### 1. Define

Using your textbook, define it in 25 words or less.

### 2. Interpret

Translate it into your own words. Make it memorable.

### 3. Apply

What if you applied this concept to your own life?

### 4. Analyze

List the parts.

### 5. Synthesize

The Commercial Revolution determined who got the most gold. Why?

### 6. Evaluate

In the long run, which country benefitted the most from the Commercial Revolution?

### The Answers

#### 1. The Commercial Revolution

A period of European economic expansion, colonialism, and mercantilism from the 1500s to early 1700s.

The Commercial Revolution is marked by an increase in general commerce, and in the growth banking, insurance, and investing in joint-stock companies.

2. People invested in overseas ventures.

3. I would invest in a joint-stock company to make a profit.

4.

a. The rise of banks.  
Like the Bank of London.

b. The rise of joint-stock companies.  
(So one investor does not take on 100% of the risk.)  
Like the Dutch East India Company, 1602.)

c. The rise of the stock exchange.  
(Like the London Stock Exchange, 1565.)

d. The rise of insurance companies.  
(Like Lloyd's of London, 1688.)

5. England!  
Also, the Netherlands.





# How Spain became the leading world power in the 1500s

## A Shift in Europe

The discovery of new trade routes created a power shift in Europe.

Before 1500, Europe's eyes were on the Mediterranean.

Italy was the richest country because it controlled the overland route to Asia.

The Italian city-states (Venice, Florence, and Genoa) controlled the Silk Road.

After 1500, Europe's eyes were on the Atlantic Ocean

Countries facing the Atlantic Ocean became incredibly rich by trade.

Those countries were Spain, Portugal, England, France, and the Netherlands.

During the 1500s, Spain and Portugal became the leading powers in Europe.

Back then, political power was based on territory - how many colonies in your empire.

Back then, economic power was based on gold - how much gold you had in the national treasury.

## **1. Spain became rich because it seized gold from the New World**

### Mines in Mexico and Peru

From the Aztec Empire in Mexico, they shipped gold and silver to Spain.

From the Inca Empire in Peru, they shipped gold and silver to Spain.

There, they used native labor.

## **2. Spain became rich because it had plantations in the New World**

### Plantations in the Caribbean

Spain owned plantations in the Caribbean islands - Cuba, Puerto Rico, Jamaica.

Portugal owned plantations in Brazil.

There, they set up plantations (sugar, coffee, tobacco) on the basis of African slave labor.

## **3. Spain became rich because of the slave trade**

If it had not been for the Americas (a need for labor on plantations),

there would have been no need for the slave trade.

### Portugal began the slave trade

In 1444, Portugal was the first country to enslave Africans.

From the 1500s onward, Portugal and Spain raided the coast of West Africa.

There, they

1. kidnapped people
2. sent them to their colonies in the New World (Caribbean islands, Brazil)
3. forced them to work as slaves on plantations - sugar, tobacco, coffee.

In the 1600s, the Netherlands, France, and England began to do the same.

Over 400 years (1500s-1800s), the slave trade kidnapped 10 to 20 million Africans.

Of those, 94% went to the Caribbean islands and Brazil.



## How England became the leading world power in the 1600s

### 1. England's "Seadogs" raided Spanish ships laden with gold

#### Pirates of the Caribbean

British pirates raided Spanish ships loaded with gold.

### 2. Mercantilism

The English were the first to have workshops.

They created EXPENSIVE manufactured goods - like guns and textiles.

And sold the EXPENSIVE manufactured goods to Spain.

In return, they received gold.

This was a one-way street, because Spain did not manufacture goods.

### 3. England owned colonies

During the 1600s, England, Netherlands, France were the leading powers in Europe

Each set up an empire of colonies in Africa, Asia and the Americas.

Merchants sold a spectacular amount of goods.

England and the Netherlands (seafaring powers) became incredibly rich and powerful.

#### England

1607 Jamestown

1620 Pilgrims at Plymouth

England controlled Virginia and Massachusetts.

In the Caribbean, they controlled the island of Jamaica.

#### The Netherlands

1626 Manhattan

The Dutch controlled New York.

In the Caribbean, they controlled the island of Curaçao.

#### France

1608 Montreal, Canada

1682 New Orleans

The French controlled Canada and Louisiana.

In the Caribbean, they controlled many islands, especially Haiti.

### 4. England led in the slave trade

In the 1600s, England, the Netherlands and France entered the slave trade.

By the end of the 1600s, the British had a monopoly of the Atlantic Slave Trade.

#### Slave labor

The Europeans did the same thing as the Spanish and Portuguese:

1. They set up plantations (Virginia tobacco, Caribbean sugar).
2. They needed labor to work them. (The Native Americans have died from smallpox.)
3. They used Africans as forced labor.

#### The Triangular Trade

Show this on your world map.

1. From Europe, ships carried manufactured goods (guns + gunpowder) to Africa.
2. From Africa, ships carried slaves to islands in the Caribbean. (This was the Middle Passage.)
3. From the Caribbean, ships carried plantation goods (sugar, coffee, tobacco) to Europe.



## Again: What is mercantilism?

Mercantilism was the economic system AFTER feudalism.  
Mercantilism was the economic system BEFORE capitalism.

From the 1400s to the 1700s, Europe's economic system was *mercantilism*.  
Mercantilism is an economic system where government controls the economy, especially foreign trade.  
Mercantilism was for trading nations like England, Holland, and France.

### The theory behind it

1. A country gets wealthy by stockpiling its gold.
2. The world has a limited supply of gold.
3. When one country gets rich (piles up its gold), another country grows poorer.

### Who had gold?

When Spain landed in the New World, it landed on a pile of gold.  
Cortez in Mexico and Pizarro in Peru sent gobs of gold home to Spain.

### If you have no gold

England, Holland, and France had no gold.  
They had to trade in order to get Spain's gold.

## HOW ENGLAND GOT SPAIN'S GOLD

### Cottage industries

England developed industry so that they could sell manufactured goods to Spain.

### Government monopolies

The English government created monopolies.  
Certain companies had a monopoly trade in a certain region.

### The government interfered in the economy

The government's goal was to keep money *inside* the country.  
To prevent money from flowing *out* of the country, the government . . .

1. Insisted that the country export more than it imported.
2. Encouraged cottage industries that exported goods.
3. Taxed imports. (A tax on imports is a **tariff**.)

### Protectionism

To protect exports, the government bailed out cottage industries.

### A favorable balance of trade

The idea was to have more exports than imports.  
When you did, you collected gold.

### The government built an empire of colonies

A colony did two things:

1. It provided raw materials - for industry in the Mother Country.
2. It provided a market for exports - colonial folks bought manufactured goods from the Mother Country.



Lesson #76: Lecture

Mercantilism meant government rule over exports and imports.

Capitalism meant no government rule over anything having to do with the economy.

## What is capitalism?

Born in the 1770s, capitalism was a brand-new economic system.

It is also known as free enterprise or a market economy.

### ***Laissez-faire***

Around 1750, French economists put forward a new idea.

No more government interference in the economy

Theory: Free trade!

The French economists demanded a policy of *laissez-faire*.

That's French for "Hands off!"

The government must stop meddling in foreign trade.

In particular, end *tariffs* - a tax on imports.

### **Adam Smith**

Adam Smith was an economist who lived in Scotland.

He was the first economist to advocate *laissez-faire* capitalism.

He is regarded as the "Father of Modern Economics."

### *The Wealth of Nations*

In 1776, he wrote his famous book, *The Wealth of Nations*.

In it, he condemned mercantilism. No more government control of the economy!

Instead, he advocated capitalism:

1. Let the market make economic decisions.
2. Let supply and demand (sellers and buyers) have freedom to "do their own thing."
3. Free trade! (It will make a country rich.)

### The Invisible Hand

Just as Newton discovered the Law of Gravity . . . Adam Smith tried to discover the Law of Economics:

The government should take its "hands off" the economy.

"The Invisible Hand" of the market would run the economy. (This bizarre idea makes a great cartoon.)

Translation: Buyers and sellers (not government) would make all economic decisions.

### England: The world's first capitalist country

England was influenced by Adam Smith's book: It abandoned mercantilism.

England was the world's first capitalist country. This is why it led the Industrial Revolution.

### **Capitalism**

Capitalism is an economic system controlled by individuals and private companies. (Not government.)

Free enterprise            Companies make their own decisions - without government interference.

Free competition        Companies compete with each other - without government interference.

Free trade                Companies export and import - without government interference.

A market economy      The *marketplace* decides what people make and sell. (Not government.)

### The Law of Supply & Demand

1. Supply: You make something and try to sell it in the marketplace.

2. Demand: People either buy it (profits) or they don't (bankruptcy).

### Profits & Risk

Capitalism is full of risk: The company's owner and investors take a big risk in the marketplace.

Government never bails you out.

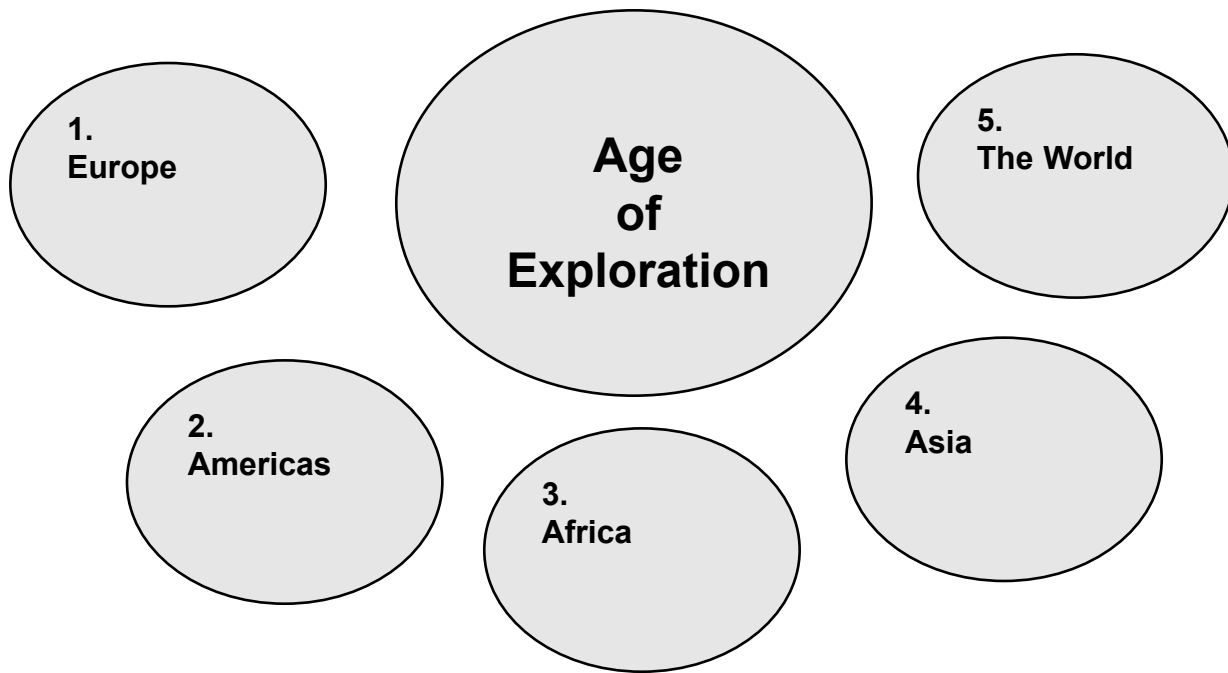
## **10. The Consequences**

The Age of Exploration had a different impact on each continent



## The Results

What were the results of the Age of Exploration?



**Europe**

The Atlantic trade  
From then on, Europe focused on trade across the Atlantic.

Atlantic Ocean  
Spain controlled this ocean.

Treaty of Tordesillas  
In 1494, the pope gave Latin America to Spain; Brazil, Africa and Asia to Portugal.

Cartography  
Mapmakers made new maps!

**Americas**

Columbian Exchange  
Trade between Europe and the Americas. The Caribbean became a major trading hub.

Epidemics  
Native peoples died of European diseases, like smallpox.

Cultural change  
Spain imposed its language, religion, culture, politics, (and forced labor) on its subjects.

**Africa**

The Atlantic Slave Trade  
The Europeans enslaved Africans to work in the Americas.

The Portuguese launched the slave trade.

The majority of slaves were sent to sugar plantations in Brazil and the Caribbean.

**Asia**

Trading posts  
The Portuguese set up trading posts in Africa and Asia.

Later, the Europeans set up colonies:  
British in India.  
French and Dutch in Southeast Asia.

**The World**

Imperialism  
The European powers carved up Asia, Africa, and the Americas.

Colonialism  
Each had an empire of colonies. Each adopted the culture of the mother country.

The Commercial Revolution  
Mercantilism.



Lesson #78: Group analysis  
*Students distinguish fact from opinion.*  
 Only the Factoids tell the facts.  
 All else is opinion.

## Life is like a rock group

If you gave a problem to 5 different rock groups, they'd each come up with a different song.

The teacher states the situation:

**The Age of Exploration:**

**What do you think of it?**

Break into 5 groups and take on a name.

Do research about the problem.

Then present your side of story.

Discuss the situation in class, giving each group time to present its views.

**Team #1: The Boomers**

Describe all the positive facts and consequences. These are the *sunniest* students in the class. These optimists are ready to tell you all the positive aspects.

**Team #2: The Busters**

Describe all the negative facts and consequences. These are the *gloomiest* students in the class. These pessimists are ready to tell you all the negative aspects.

**Team #3: The Factoids**

Present the facts and only the facts. No opinions whatsoever. These no-nonsense students excel in math and science. On paper, they boil it down to ten facts or less.

**Team #4: The Emotionals**

Present only your reactions (emotions and feelings) to the problem. These are the *social butterflies*. They care only about their emotional reactions. They are known for their compassion.

**Team #5: The Outrageous Ones**

Come up with a new way of looking at the situation that stuns everyone. Free spirits, they are *divergent thinkers*. They see it in a new light. They present a totally new way to look at it.



Lesson #79: Group analysis  
 How to persuade people  
 Great practices for a persuasive essay.

## Four corners

Ideal for any controversy!

It takes only 10 minutes.

Ahead of time

Label the four corners of your classroom:

- a. Agree
- b. Sort of agree
- c. Sort of disagree
- d. Disagree

Step #1

The teacher states the controversy.

**The Age of Exploration was great.**

Step #2

Students move to the four corners of the classroom.

Step #3

Students in each corner are given time to speak. They try to persuade the kids in other corners to move to their corner.

Step #4

Whichever group has the most people, wins.

It's all about *persuasion*.





## **Review**

Define terms.

Read the test aloud.



Lesson #80: Game  
Can you think of a term from A to Z?

## The ABCs of the Age of Exploration

Everybody stand up.

The first person tries to remember a term that begins with the letter A.

If you are correct, remain standing. If not, sit down.

Or, break into two teams. One point for a term; two points for defining the term.

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

## The ABCs of the Age of Exploration

**A**ge of Exploration, astrolabe, Admiral of the Ocean, Atlantic Ocean, Aztec, Atlantic Slave Trade

**B**alboa, Bartolomeo de las Casas

**C**aravel, Columbian Exchange, Cortez, Captain Cook, the Caribbean Sea, cartography, cultural diffusion, circumnavigation, conquistador, The Commercial Revolution, Cape of Good Hope, a colony, the continents, colonization, colonialism, colonial expansion

**D**a Gama, Sir Francis Drake, Dutch East India Company, depopulation

**E**ast Indies, empire, epidemic, the European powers

**F**erdinand & Isabella

**G**olden Hind, the globe, "Guns, Germs and Steel"

**H**emispheres: Eastern Hemisphere and Western Hemisphere, Prince Henry the Navigator

**I**nca, Indian Ocean, Imperialism

**J**oint stock companies

**K**

**L**atitude, longitude, Ponce de Leon

**M**agnetic compass, Magellan, The Middle Passage, monopoly, maritime supremacy

**N**ew World, navigation, navigational advances

**O**ld World

**P**izarro, Pacific Ocean, Pirates of the Caribbean, plantation colonies

**Q**ueen Elizabeth I of England

**R**eligious conversion, The Reformation (1519), The Royal African Company

**S**trait of Magellan, settler colonies, smallpox, "seadogs," The Spanish Main, The Spanish Armada

**T**riangular Trade, Treaty of Tordesillas, technology, trading post empires

**U** need to know who set up trading-post empires, plantation colonies, settler colonies

**V**asco da Gama, Vespucci, voyage

**W**est Indies

**X** marks the spot: The Caribbean was the home base of the Spanish in the New World.

**Y**

**Z**



Lesson #81: Game  
Learn terms.  
Become comfortable with a multiple-choice test.

## Can you talk like an explorer?

Break into teams of five.

Student A writes the correct definition from the dictionary.  
Student B dreams up the exact opposite of the real definition.  
Student C dreams up a plausible - sounds good, but it's the wrong answer.  
Student D dreams up another plausible - sounds good, but it's the wrong answer.  
Student E invents a truly stupid answer. (Hey, this is what makes the kids pay attention.)

### How to play

Back in class, place one table with 5 chairs and 5 stand-up cards that read A B C D or E.  
Each student stands up and reads his/her "definition" with a straight face.  
The class guesses: Write A B C D or E on a slip of paper, sign your name.  
Pass it to "the counter" who was absent yesterday.  
The teacher then asks: "Will the person with the real definition please stand up."  
The student with the most correct answers. His or her team goes next.

### Define these Terms

Age of Exploration, astrolabe, Admiral of the Ocean,  
Atlantic Ocean, Aztec, Atlantic Slave Trade  
Balboa, Bartolomeo de las Casas  
Cavel, Columbian Exchange, Cortez, Captain Cook, the  
Caribbean Sea, cartography, cultural diffusion, circumnav-  
igation, conquistador, The Commercial Revolution, Cape  
of Good Hope, a colony, the continents, colonization, colo-  
nialism, colonial expansion  
Da Gama, Sir Francis Drake, Dutch East India Company,  
depopulation  
East Indies, empire, epidemic, the European powers  
Ferdinand & Isabella  
Golden Hind, the globe, "Guns, Germs and Steel"  
Hemispheres: Eastern Hemisphere and Western  
Hemisphere, Prince Henry the Navigator  
Inca, Indian Ocean, Imperialism  
Joint stock companies  
Latitude, longitude, Ponce de Leon  
Magnetic compass, Magellan, The Middle Passage,  
monopoly, maritime supremacy  
New World, navigation, navigational advances  
Old World  
Pizarro, Pacific Ocean, Pirates of the Caribbean, planta-  
tion colonies  
Queen Elizabeth I of England  
Religious conversion, The Reformation (1519)  
Strait of Magellan, settler colonies, smallpox, "seadogs,"  
The Spanish Main, The Spanish Armada  
Triangular Trade, Treaty of Tordesillas, technology, trading  
post empires  
U need to know who set up trading-post empires, planta-  
tion colonies, settler colonies  
Vasco da Gama, Vespucci, voyage  
West Indies

#### a. Pizarro

sailed to Peru and conquered the Inca.  
(Bravo! That is the correct answer.)

#### b. Pizarro

sailed to Mexico and conquered the  
Aztecs.  
(Nope. That was the opposite, Cortez.)

#### c. Pizarro

sailed to Peru and conquered the  
Aztecs.  
(Close, but no cigar.)

#### d. Pizarro

sailed to Mexico and conquered the  
Inca.  
(Not quite. The Inca live in Peru.)

#### e. Pizarro

invented the pizza.  
(bizarro.)



## Honk if you hate history!

The honker is a bulb horn, invented by Harpo Marx.  
If you get the answers wrong, you are not dumb. You only sound dumb.

### Read the test aloud!

1. Put a table and two chairs at the front of the room.
2. Put two honkers\* on the table and put two guys in the chairs.
3. Read a test question. Silence in the room.
4. Read the question again. Honk when you hear the right answer.
5. Allow this pair ten questions. Move on to the next pair. Try Team A vs Team B.

***“All of the following statements are true, except . . .”*** is a typical question on the test.  
It is the type of question that makes students freeze up. Honk when you hear the wrong answer.

### Explain the game to the class

Just another zany way to review for a test? Nope . . .

#### **1. Reasoning skills**

Right or wrong, you can ask a student why he honked. “What were you thinking?”

#### **2. Listening skills**

All of the following statements are true, except . . .  
allows you to listen for an answer that DOES NOT FIT.

#### **3. Relaxed on test day**

Puts a student on the spot in class.  
Puts him at ease when taking the test.  
When he reads a test question,  
he actually hears the horn honk in his mind’s ear.

#### **Where to find a honker**

<http://www.bubbasikes.com/novelties.html>

#IN-21 Bulb horn cost: \$6.50

<http://www.magicmakers.com/retail/clown%20stuff/horn.html>

#03128 Bulb horn cost: \$7.95



Lesson #83: Game  
Read the test aloud.

## Stump the Teacher!

### The Goal

The state test is tough  
Some students hit one tough question and freeze up for the rest of the test!  
Show students how to make an error and bounce back.  
Demonstrate your human-ness by joining the gang . . .

### The set-up

Table in front of the class.  
Five chairs.  
Five signs: **a, b, c, d, e**  
Five bells, one for each student to ring.

### You are the 5th student!

Choose four students and become the fifth!  
(Become *a* or *b* because they answer are the only ones that answer the True/False questions.)

### The Reader

Give the test to one student to read aloud.  
If *a* is the answer, Student *a* must ring his/her bell.

### The Scorekeeper

Five students keeps score.  
(Each scorekeeper keeps track of one person at the table.) The number of questions you answered correctly. The number of questions you answered incorrectly.

### When you get an answer wrong

When get an answer wrong, grouch about it for the rest of the class. "Dang! Who would've thought that..." That is one answer they will never forget on the test!

### Accept the challenge

Nothing surprises students more than role reversal.

It says, "Yep, I am human too."  
It says, "What the heck, I'll give it my best shot."  
It says, "If you can do it, so can I."



Lesson #84: Game  
Read the test aloud.

## The Last Man Standing

Do you remember Bruce Willis in the film, "The Last Man Standing"?  
Great shoot-out.

### Read the test aloud!

1. All the guys stand up.
2. The teacher asks test questions of each guy.
3. When a guy is wrong (or silent), he must sit down.
4. The next guy tries it.
5. The winner is the last man standing.

Create a poster: "**The Bad Guys of History.**"

This week's winner: \_\_\_\_\_.

Run this game only once a week.

Get a polaroid camera.

(This is more important than you can imagine.)

Each week, take the winner's picture.

Put the photo on the poster.

Put the poster on your classroom door.

Now it's time for the gals . . .

Exactly the same.

Create a poster: "**Great Women in History.**"

**Test**

## Age of Exploration

If you answer them in order, you will score well. They are in logical order.

If you jumble them up, you will score less well. That's how it's done on the real test.

# Test Questions

## Timeline

1. The Age of Exploration reached its peak with Magellan during the
  - a. 1400s
  - b. 1500s
  - c. 1600s
  - d. 1700s
  - e. 1800s
2. The Age of Exploration reached its peak during the \_\_\_\_ century.
  - a. 15th
  - b. 16th
  - c. 17th
  - d. 18th
  - e. 19th
3. Which era changed cartography?
  - a. The Middle Ages
  - b. Renaissance
  - c. Scientific Revolution
  - d. Age of Exploration
  - e. The Enlightenment
4. Which era changed Europe's view of the world?
  - a. The Middle Ages
  - b. Renaissance
  - c. Scientific Revolution
  - d. Age of Exploration
  - e. The Enlightenment



Who came first?

5. Who came first?
  - a. Columbus
  - b. Vasco da Gama
  
6. Who came first?
  - a. Drake
  - b. Magellan
  
7. Which came first?
  - a. pre-Columbian art
  - b. Columbus
  
8. Which came first?
  - a. Columbus
  - b. The Columbian Exchange
  
9. Which came first?
  - a. the Silk Road
  - b. the Triangular Trade
  
10. Which came first?
  - a. sugar plantations
  - b. Atlantic slave trade
  
11. Which came first?
  - a. Capitalism
  - b. Mercantilism

## The Age of Exploration

### The Explorers

12. Who sailed east and found a sea route to India?
  - a. Columbus
  - b. Vasco da Gama
  - c. Magellan
  - d. Drake
  - e. Cortez
  - f. Pizarro
  - g. Cabot
  - h. Cartier
  - i. Ponce de Leon
  - j. Balboa
  
13. Who tried to reach Asia by sailing west?
  - a. Columbus
  - b. Vasco da Gama
  - c. Magellan
  - d. Drake
  - e. Cortez
  - f. Pizarro
  - g. Cabot
  - h. Cartier
  - i. Ponce de Leon
  - j. Balboa
  
14. Who discovered two continents that Europe did not know existed?
  - a. Columbus
  - b. Vasco da Gama
  - c. Magellan
  - d. Drake
  - e. Cortez
  - f. Pizarro
  - g. Cabot
  - h. Cartier
  - i. Ponce de Leon
  - j. Balboa
  
15. Who was the first person to establish a long-term relationship between Europe and the Americas?
  - a. Columbus
  - b. Vasco da Gama
  - c. Magellan
  - d. Drake
  - e. Cortez
  - f. Pizarro
  - g. Cabot
  - h. Cartier
  - i. Ponce de Leon
  - j. Balboa

16. Who was the first to circumnavigate the globe?
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa
17. Who was the first Englishman to sail around the world?
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa
18. Among these explorers, who was the first to cross the Atlantic Ocean?
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa
19. Among these explorers, who was the first to cross the Pacific Ocean?
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa

20. He was the first European to see the eastern shore of the Pacific Ocean. His discovery led to Pizarro's expedition and to Magellan's voyage.

- a. Columbus
- b. Vasco da Gama
- c. Magellan
- d. Drake
- e. Cortez
- f. Pizarro
- g. Cabot
- h. Cartier
- i. Ponce de Leon
- j. Balboa

21. He was the first to sail around Africa and across the Indian Ocean to India.

- a. Columbus
- b. Vasco da Gama
- c. Magellan
- d. Drake
- e. Cortez
- f. Pizarro
- g. Cabot
- h. Cartier
- i. Ponce de Leon
- j. Balboa

22. He proved Asia could be reached by sea.

- a. Columbus
- b. Vasco da Gama
- c. Magellan
- d. Drake
- e. Cortez
- f. Pizarro
- g. Cabot
- h. Cartier
- i. Ponce de Leon
- j. Balboa

23. He took the same route as Magellan.

- a. Columbus
- b. Vasco da Gama
- c. Magellan
- d. Drake
- e. Cortez
- f. Pizarro
- g. Cabot
- h. Cartier
- i. Ponce de Leon
- j. Balboa

24. He sailed around the Cape of Good Hope.
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa
25. They sailed around the Horn.
- Columbus and da Gama
  - Magellan and Drake
  - Ponce de Leon and Balboa
  - Cortez and Pizarro
  - Cabot and Cartier
26. Ferdinand and Isabella financed the Nina, the Pinta, and the Santa Maria.
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa
27. He was the first European to reach Asia by sea.
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa

28. He was named "Admiral of the Ocean," making him the governor of the Atlantic Ocean.
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa
29. Prince Henry the Navigator and Bernal Dias paved the way for this Portuguese explorer.
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa
30. They sailed to Canada.
- Columbus and da Gama
  - Magellan and Drake
  - Ponce de Leon and Balboa
  - Cortez and Pizarro
  - Cabot and Cartier
31. They circumnavigated the globe.
- Columbus and da Gama
  - Magellan and Drake
  - Ponce de Leon and Balboa
  - Cortez and Pizarro
  - Cabot and Cartier
32. He was an English "seadog."
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa

33. He lived during the Age of Pirates.
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa
34. He was financed by Elizabeth I, the Queen of England.
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa
35. He sailed on the ship known as the *Golden Hind*.
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa
36. He raided Spanish ships that carried gobs of gold from the Aztec Empire of Mexico and the Inca Empire of Peru.
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa

37. He helped England become a major sea power.
- a. Columbus
  - b. Vasco da Gama
  - c. Magellan
  - d. Drake
  - e. Cortez
  - f. Pizarro
  - g. Cabot
  - h. Cartier
  - i. Ponce de Leon
  - j. Balboa
38. He broke the Spanish control of the Atlantic Ocean.
- a. Columbus
  - b. Vasco da Gama
  - c. Magellan
  - d. Drake
  - e. Cortez
  - f. Pizarro
  - g. Cabot
  - h. Cartier
  - i. Ponce de Leon
  - j. Balboa
39. He broke the Spanish monopoly on trade in the New World.
- a. Columbus
  - b. Vasco da Gama
  - c. Magellan
  - d. Drake
  - e. Cortez
  - f. Pizarro
  - g. Cabot
  - h. Cartier
  - i. Ponce de Leon
  - j. Balboa



## Obstacles

40. In 1453, the Ottoman Turks captured Constantinople. From then on, the \_\_\_\_\_ route to Asia was closed.
- sea
  - overland
41. Before 1492, experts estimated that Asia was 11,000 miles to the west. Columbus estimated that it was only 3,000 miles. Who was correct?
- the experts
  - Columbus
42. What narrow strip of land separates the Atlantic and Pacific oceans?
- Strait of Magellan
  - The isthmus of Panama
  - The Northwest Passage
  - The Horn
  - Cape of Good Hope
43. The year is 1498. You are in Europe. You sail east to Asia. What continent must you go around?
- Asia
  - Africa
  - North America
  - South America
  - Europe
44. The year is 1492. You are in Europe. You sail west to Asia. What continent must you go around?
- Asia
  - Africa
  - North America
  - South America
  - Europe
45. What land separates the Atlantic and Indian Oceans?
- Strait of Magellan
  - The isthmus of Panama
  - The Northwest Passage
  - The Horn
  - Cape of Good Hope
46. What waterway separates the Atlantic and Pacific Oceans?
- Strait of Magellan
  - The isthmus of Panama
  - The Northwest Passage
  - The Horn
  - Cape of Good Hope
47. What non-existent waterway were explorers seeking in Canada?
- Strait of Magellan
  - The isthmus of Panama
  - The Northwest Passage
  - The Horn
  - Cape of Good Hope

48. What lies at the southern tip of Africa?
- a. Strait of Magellan
  - b. The isthmus of Panama
  - c. The Northwest Passage
  - d. Cape Horn
  - e. Cape of Good Hope

Trade Routes

49. He made possible the sea trade between Europe and Asia.
- a. Columbus
  - b. Vasco da Gama
  - c. Magellan
  - d. Drake
  - e. Cortez
  - f. Pizarro
  - g. Cabot
  - h. Cartier
  - i. Ponce de Leon
  - j. Balboa
50. He made possible the sea trade between Europe and the Americas.
- a. Columbus
  - b. Vasco da Gama
  - c. Magellan
  - d. Drake
  - e. Cortez
  - f. Pizarro
  - g. Cabot
  - h. Cartier
  - i. Ponce de Leon
  - j. Balboa
51. Who created the first trade route to the "East Indies"?
- a. Columbus
  - b. Vasco da Gama
  - c. Magellan
  - d. Drake
  - e. Cortez
  - f. Pizarro
  - g. Cabot
  - h. Cartier
  - i. Ponce de Leon
  - j. Balboa

52. Who created the first trade route to the "West Indies"?

- a. Columbus
- b. Vasco da Gama
- c. Magellan
- d. Drake
- e. Cortez
- f. Pizarro
- g. Cabot
- h. Cartier
- i. Ponce de Leon
- j. Balboa

53. He opened a new trade route between Europe and India.

- a. Columbus
- b. Vasco da Gama
- c. Magellan
- d. Drake
- e. Cortez
- f. Pizarro
- g. Cabot
- h. Cartier
- i. Ponce de Leon
- j. Balboa

54. His sea route replaced the Silk Road.

- a. Columbus
- b. Vasco da Gama
- c. Magellan
- d. Drake
- e. Cortez
- f. Pizarro
- g. Cabot
- h. Cartier
- i. Ponce de Leon
- j. Balboa

### The Columbian Exchange

55. The Columbian Exchange was a \_\_\_\_\_ exchange.
- a. cultural
  - b. political
  - c. scientific
  - d. mathematical
56. The Columbian Exchange involved
- a. plants
  - b. animals
  - c. technology
  - d. culture
  - e. all of the above
57. The Columbian Exchange involved Europe and
- a. Asia
  - b. Africa
  - c. the Americas
  - d. only a and b
  - e. all of the above
58. When people move, it is \_\_\_\_\_. When goods and ideas move, it is \_\_\_\_\_.
- a. diffusion; migration
  - b. migration; diffusion
59. The Columbian Exchange was an exchange between
- a. the Old World and the New World.
  - b. Europe and the Americas.
  - c. the Eastern and Western hemispheres.
  - d. all of the above
  - e. none of the above
60. The Columbian Exchange radically changed:
- a. the world's plants and animals.
  - b. the ethnic composition of the Americas.
  - c. the diet of people around the world.
  - d. all of the above
  - e. none of the above
61. Which contributed to slavery in the New World?
- a. maize
  - b. tomatoes
  - c. potatoes
  - d. sugarcane

62. Which caused a population explosion in Europe?
- maize
  - tomatoes
  - potatoes
  - sugarcane
  - tobacco
63. Which revolutionized transportation in the New World?
- The mule
  - The donkey
  - The horse
64. Which depopulated the Americas?
- warfare
  - disease
65. The greatest impact of the Americas on the rest of the world.
- plants
  - animals
  - technology
  - culture
  - ideas
66. Which can be grown in cold regions of Europe?
- maize
  - tomatoes
  - potatoes
  - sugarcane
  - peanuts
67. Which became the staple food in Europe?
- maize
  - tomatoes
  - potatoes
  - sugarcane
  - peanuts
68. Which became a staple food in Africa?
- maize
  - tomatoes
  - potatoes
  - sugarcane
  - rice
69. Which became popular in Italy?
- maize
  - tomatoes
  - potatoes
  - sugarcane
  - peanuts

70. What did Europe *not* give to the Americas?
- sugar
  - tea
  - coffee
  - grains
  - tobacco
71. Which crop launched the American slave trade?
- sugar
  - tea
  - coffee
  - grains
  - tobacco
72. Which crops played a big role in Triangular Trade?
- corn, wheat
  - sugar, coffee, tobacco
73. What was wrong with the African slave trade?  
For the first time in world history, slavery was based on race.
- True
  - False
74. Which ethnic group became the majority population in the West Indies?
- Asians
  - Africans
  - Europeans
  - Carib Indians
75. Which is *not* in the West Indies?
- Cuba
  - Haiti
  - Jamaica
  - Puerto Rico
  - India
76. What did Europe *not* give to the Americas?
- oxen
  - corn
  - dairy cows
  - beef cattle
  - sheep
77. Which improved farming in the Americas?
- the calendar
  - iron tools and draft animals
78. All of the following statements about the horse are true, *except*:
- The horse first began in the Americas.
  - Europeans re-introduced horses into the Americas.
  - For Native Americans, the horse revolutionized hunting.
  - For Mexico and California, the horse created the cowboy.

79. What did Europe give to the Americas?
- a. alphabet
  - b. writing system
  - c. languages
  - d. all of the above
  - e. none of the above
80. Today, the dominant language of North America is \_\_\_\_\_;  
the dominant language of South America is \_\_\_\_\_.
- a. French; Spanish
  - b. Spanish; English
  - c. English; Portuguese
  - d. English; Spanish
  - e. English; Quechua
81. During the Age of Exploration, the dominant culture of the Americas became
- a. European.
  - b. Amerindian.
82. Which epidemic did *not* hit the Americas during the Age of Exploration?
- a. smallpox
  - b. yellow fever
  - c. cholera
  - d. AIDs
  - e. measles
  - f. bubonic plague
83. What did Europe *not* first introduce to the Americas?
- a. its language
  - b. its religion
  - c. its political system
  - d. its economic system
  - e. slavery

### The Consequences

84. The Age of Exploration changed \_\_\_\_\_.
- geography
  - cartography
85. What were the long-range consequences of the Age of Exploration?
- gold
  - trade
86. During the Age of Exploration, Europe came to rule \_\_\_\_\_.
- Asia
  - Africa
  - the Americas
  - all of the above
  - none of the above
87. He landed in Canada and opened North America to English rule.
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa
88. He sailed to Florida, which led to the first European settlements in the U.S.
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa
89. He conquered the Aztecs and opened North America to Spanish rule.
- Columbus
  - Vasco da Gama
  - Magellan
  - Drake
  - Cortez
  - Pizarro
  - Cabot
  - Cartier
  - Ponce de Leon
  - Balboa



90. He conquered the Inca and opened South America to Spanish rule.
- a. Columbus
  - b. Vasco da Gama
  - c. Magellan
  - d. Drake
  - e. Cortez
  - f. Pizarro
  - g. Cabot
  - h. Cartier
  - i. Ponce de Leon
  - j. Balboa

Europe's location

91. Europe had an ideal location for trade with the
- a. Old World
  - b. New World
  - c. both
  - d. neither
92. Europe linked trade with
- a. Asia
  - b. Africa
  - c. the Americas
  - d. all of the above
  - e. only b and c
93. What lies directly south of Europe?
- a. Asia
  - b. Africa
  - c. the Americas
  - d. Australia
  - e. Antarctica
94. Europe shares the same landmass with what other continent?
- a. Asia
  - b. Africa
  - c. the Americas
  - d. Australia
  - e. Antarctica
95. What lies west of Europe?
- a. Asia
  - b. Africa
  - c. the Americas
  - d. Australia
  - e. Antarctica
96. Europe had an ideal location for trading with the New World because of the
- a. Atlantic Ocean
  - b. Pacific Ocean
  - c. Indian Ocean
  - d. Mediterranean Sea
97. You live in Europe. If you sail to Asia, you have to sail to Africa. On what ocean?
- a. Atlantic Ocean
  - b. Pacific Ocean
  - c. Indian Ocean
  - d. Mediterranean Sea
98. You live in Europe. If you sail to the Americas, you have to sail across what ocean?
- a. Atlantic Ocean
  - b. Pacific Ocean
  - c. Indian Ocean
  - d. Mediterranean Sea

## Trade Routes

99. What changed the trade routes during the 16th century?
- Age of Faith
  - Age of Reason
  - Age of Exploration
  - Scientific Revolution
  - The Enlightenment
100. From the 16th century onward, Europe's eyes were on the \_\_\_\_\_ Ocean.
- Atlantic
  - Pacific
  - Baltic Sea
  - Black Sea
  - Mediterranean Sea
101. During the 16th and 17th centuries, countries facing the \_\_\_\_\_ experienced a revolution in trade.
- Atlantic
  - Pacific
  - Baltic Sea
  - Black Sea
  - Mediterranean Sea
102. During the 16th and 17th century, which new trade routes enriched Europe?
- A sea route to Asia
  - A sea route to the Americas
  - both
  - neither
103. During the 17th century, new trade routes created a power shift in Europe. Which countries became powerful?
- Italy
  - Greece and Rome
  - Spain and Portugal
  - England, France, the Netherlands
  - China and India
104. As a result of the new trade routes, which cities went into decline?
- London, Paris, Amsterdam
  - Venice, Florence, Genoa
105. During the 16th and 17th centuries, which trade route was dominant?
- the Silk Road
  - the Triangular Trade
106. The Triangular Trade was carried on in the \_\_\_\_\_.
- Atlantic
  - Pacific
  - Baltic Sea
  - Black Sea
  - Mediterranean Sea
107. During the 16th century, \_\_\_\_\_ were the leading powers in Europe
- Italy
  - Greece and Rome
  - Spain and Portugal
  - England, France, the Netherlands
  - China and India

108. During the 17th century, \_\_\_\_\_ were the leading powers in Europe.
- a. Italy
  - b. Greece and Rome
  - c. Spain and Portugal
  - d. England, France, the Netherlands
  - e. China and India

Empire with colonies

109. The islands of the Caribbean were called the \_\_\_\_\_.
- a. West Indies
  - b. East Indies
110. From the 1500s onward, which European power controlled Cuba, Puerto Rico, and most of South America?
- a. Spain
  - b. Portugal
  - c. England
  - d. France
  - e. the Netherlands
111. From the 1500s onward, which European power controlled Jamaica, New England, and Virginia?
- a. Spain
  - b. Portugal
  - c. England
  - d. France
  - e. the Netherlands
112. Who controlled Brazil?
- a. Spain
  - b. Portugal
  - c. England
  - d. France
  - e. the Netherlands
113. Who controlled two islands - Curacao and Manhattan?
- a. Spain
  - b. Portugal
  - c. England
  - d. France
  - e. the Netherlands
114. Who controlled Canada, New Orleans, and Haiti?
- a. Spain
  - b. Portugal
  - c. England
  - d. France
  - e. the Netherlands

## The African Slave Trade

115. Who set up colonies in the Caribbean?
- Spain
  - England, France, the Netherlands
  - both
  - neither
116. The Europeans set up \_\_\_\_ plantations in the West Indies.
- sugar
  - coffee
  - tobacco
  - all of the above
  - none of the above
117. The first European plantations based on slave labor were \_\_\_\_\_ plantations.
- sugar
  - coffee
  - tobacco
  - pineapple
  - banana
118. Who began the African slave trade in the 1400s?
- Spain and Portugal
  - England, France, the Netherlands
119. Who entered the African slave trade in the 1600s?
- Spain and Portugal
  - England, France, the Netherlands
120. Over 400 years, the slave trade kidnapped up to \_\_\_\_\_ people from West Africa.
- 1 million
  - 5 million
  - 20 million
121. If it had not been for \_\_\_\_\_, there would have been no Triangular Trade.
- Asia
  - Africa
  - the Americas
122. Which involved the African slave trade?
- the Silk Road
  - Triangular Trade

123. The Europeans used African slave labor because
- Plantations were labor intensive.
  - The Europeans did not want to work on plantations.
  - The Native Americans died from disease.
  - People from West Africa were an available labor force.
  - all of the above
124. The Triangular Trade involved all of the continents, *except*:
- Asia
  - Africa
  - North America
  - South America
  - Europe
125. During the Triangular Trade, European merchants sold what to Africa?
- slaves
  - guns and gunpowder
  - sugar, coffee, tobacco
  - all of the above
  - none of the above
126. During the Triangular Trade, European merchants sold what to the West Indies?
- slaves
  - guns and gunpowder
  - sugar, coffee, tobacco
  - all of the above
  - none of the above
127. During the Triangular Trade, European merchants sold what to Europe?
- slaves
  - guns and gunpowder
  - sugar, coffee, tobacco
  - all of the above
  - none of the above
128. What was the Middle Passage?
- From Europe to Africa
  - From Africa to the West Indies
  - From the West Indies to Europe

## The Economic System

129. From the 1400s to the 1700s, Europe's economic system was
- a. capitalism
  - b. communism
  - c. fascism
  - d. mercantilism
  - e. socialism
130. Before the Enlightenment, the economic system where government controls the economy, especially foreign trade, was
- a. capitalism
  - b. communism
  - c. fascism
  - d. mercantilism
  - e. socialism
131. A country gets wealthy by stockpiling its gold. The world has a limited supply of gold. When one country piles up its gold, another country grows poorer. This economic theory is
- a. capitalism
  - b. communism
  - c. fascism
  - d. mercantilism
  - e. socialism
132. Which countries had piles of gold from the New World?
- a. Spain and Portugal.
  - b. England, France, and the Netherlands.
133. Which had no gold and became trading nations?
- a. Spain and Portugal.
  - b. England, France, and the Netherlands.
134. Under mercantilism, England established
- a. cottage industries to create goods for export
  - b. government monopolies in trade
  - c. both
  - d. neither
135. Under mercantilism, the English government did all of the following, *except*:
- a. interfered in the economy.
  - b. exported more than it imported.
  - c. encouraged cottage industries.
  - d. levied tariffs.
  - e. followed a policy of laissez-faire.
136. Under mercantilism, England wanted a favorable balance of trade, meaning more \_\_\_\_\_ than \_\_\_\_\_.
- a. imports; exports
  - b. exports; imports
137. A country that has \_\_\_\_\_ exports, ends up with \_\_\_\_\_ gold.
- a. more; less
  - b. less; more
  - c. more; more
  - d. less; less

138. The English government built an empire of colonies. The purpose of a colony was to provide
- raw materials for industry.
  - a market for exports .
  - both
  - neither
139. What events led up to capitalism?
- mercantilism
  - cottage industries
  - colonies
  - the Age of Exploration
  - all of the above
140. Capitalism is the same thing as
- laissez-faire economics
  - a market economy
  - both
  - neither
141. *Laissez-faire* economics is the same thing as
- communism
  - socialism
  - both
  - neither
142. *Laissez-faire* economics means the government \_\_\_\_\_ the economy.
- runs
  - does not run
143. *Laissez-faire* means the government puts its hands \_\_\_\_ the economy.
- on
  - off
144. Capitalism means \_\_\_\_\_ trade.
- free
  - government restrictions on
145. A *tariff* is a tax on
- imports
  - exports
146. Economic decisions are made in the marketplace, not by government. This economic system is
- capitalism
  - communism
  - fascism
  - mercantilism
  - socialism
147. Buyers and sellers, producers and consumers, make all economic decisions. This economic system is
- capitalism
  - communism
  - fascism
  - mercantilism
  - socialism

148. What was the world's first capitalist country?

- a. Spain
- b. Portugal
- c. England
- d. France
- e. the Netherlands

149. It is an economic system controlled by individuals and private companies.

This economic system is

- a. capitalism
- b. communism
- c. fascism
- d. mercantilism
- e. socialism

150. Free enterprise, private enterprise, free competition, free trade, a market economy.

This economic system is

- a. capitalism
- b. communism
- c. fascism
- d. mercantilism
- e. socialism

151. You make something and try to sell it in the marketplace. People either buy it or they don't.

This market economy is

- a. capitalism
- b. communism
- c. fascism
- d. mercantilism
- e. socialism

152. There are great profits, but there are big risks. This economic system is

- a. capitalism
- b. communism
- c. fascism
- d. mercantilism
- e. socialism

153. Which economic system was born in 1776?

- a. capitalism
- b. communism
- c. fascism
- d. mercantilism
- e. socialism



## **The Answer Key**

## Lesson #6

1. cause
2. result
3. cause
4. result
5. cause
6. result
7. result
8. result
9. cause
10. cause
11. cause
12. cause
13. result
14. result
15. cause
16. result
17. result
18. result
19. result
20. result
21. result
22. result
23. result
24. result

## Lesson #12

1. Trade. India and China were the world's oldest existing civilizations. They had foods and inventions that Europeans desired. Spices to liven up dull European cooking, silk and cotton cloth for Europeans to wear in the summertime, porcelain china.
2. In 1453, the Ottoman Turks (Muslims) captured Constantinople. From then on, the Silk Road (between Europe and China) was closed. Besides: Travelling overland to Asia took years, was dangerous, and tiring. Travelling by sea was faster and easier, but dangerous.
3. Africa
4. The Cape of Good Hope

5. The region from India to Indonesia.
6. North America and South America
7. Asia.
8. The islands of the Caribbean Sea.
9. The Pacific Ocean
10. Panama  
Today, the Panama Canal connects these two oceans.
11. A waterway across North America.
12. No. No river runs east-west across the continent.
13. Magellan sailed around South America.  
That is, at the southern tip of South America, he sailed through the Strait of Magellan.  
Magellan died in Asia, but 18 of his crew made it back home to Europe. This is why we credit him with being the first person to sail around the world.

14. The Horn
15. Yes. Drake travelled up the West Coast of North America, before heading for Asia.
16. Gold and silver
17. The Spaniards crushed their civilization and enslaved them to work in the gold and silver mines.

## Lesson #13

1. Columbus began in Europe. Sailed west across the Atlantic Ocean. Landed in North America.
2. Magellan circumnavigated the world - that is, he sailed around the world. He began in Europe. Sailed west across the Atlantic to South America. Sailed around South America to the Pacific Ocean. Sailed across the Pacific Ocean to Asia. Sailed west across the Indian Ocean. Sailed around Africa to the Atlantic Ocean. Sailed north to Europe.
3. Cortez began in the Caribbean Sea. Sailed to the Gulf of Mexico to Mexico.
4. Pizarro began in Central America. Sailed on the Pacific Ocean, south to Peru in South America.
5. Asia, Africa, and North America.
6. Vasco da Gama, Magellan, Vespucci, Cartier, Cabot
7. Copernicus
8. Leonardo da Vinci
9. The Atlantic Ocean
10. The Caribbean Sea
11. The Pacific Ocean
12. Food - wheat  
Animals - horse, cattle  
Technology - the wheel  
Disease
13. Crops!  
Maize, potato, tomato.

## Lesson #14

1. From Spain: South on the Atlantic Ocean. To the west coast of Africa. Across the Atlantic Ocean. West to the *Caribbean Sea*.
2. From Portugal. South on the Atlantic Ocean. Around the *Cape of Good Hope* (southern tip of Africa). Across the *Indian Ocean to India*.
3. Vespucci sailed south to Brazil.
4. From the Caribbean Sea. West to Panama.
5. From the Caribbean Sea, west to the Gulf of Mexico.
6. Began in the Pacific Ocean. South along the coast of South America.
7. From the Atlantic Ocean. Westward to Canada.
8. From the Atlantic Ocean. West to Canada. Up the St. Lawrence River.
9. From the Atlantic Ocean. Southwest to South America. *Around the Horn* (southern tip of South America) and through the *Strait of Magellan*. North along the west coast of South America. East *across the Pacific Ocean*.
10. Same route as Magellan. When he got to Asia, he sailed west across the Indian Ocean, around Africa, then north to England in the Atlantic Ocean.

### Lesson #15

1. Indian Ocean
2. Atlantic Ocean
3. The Northwest Passage
  
4. Atlantic Ocean
5. The Caribbean Sea
  
6. Indian Ocean
7. Pacific Ocean
  
8. Indian Ocean
9. Atlantic Ocean
10. The Caribbean Sea
11. Pacific Ocean
12. Strait of Magellan

13. Atlantic Ocean
- Strait of Magellan
- Pacific Ocean

### Lesson #18

1. Cuba and many more
  2. The Bahamas
  3. The Yucatan Peninsula in Mexico
  4. The Gulf of Mexico
  5. The Isthmus of Panama
- An isthmus is always a good spot to build a canal: Panama Canal, Suez Canal.
6. Cape Horn
- At the southernmost tip of South America.

Ships used to go "around the Horn" and then the Panama Canal was built.

Don't confuse this with . . . Cape of Good Hope at the southernmost tip of Africa.

7. The Strait of Magellan

### Lesson 20 and 21

1. Da Gama
2. Columbus
  
3. Da Gama
4. Columbus
  
5. Da Gama
6. Columbus
  
7. Columbus
8. Vespucci
  
9. Cortez
10. Pizarro
  
11. Balboa
12. Magellan
  
13. Balboa
14. Balboa
  
15. Cabot and Cartier
16. Cabot and Cartier
  
17. Da Gama
18. Columbus
  
19. Da Gama
20. Magellan
  
21. Magellan
22. Magellan
  
23. Drake
24. Drake
25. Drake
  
26. Columbus
27. Columbus

### Lesson #22

#### What Columbus actually did

1. He grabbed an oar and floated to shore. He decided to live in Portugal and kept on sailing ships.

2. To reach China, Columbus decided to sail west.

3. The experts were right. Columbus tried to convince the kings of England, France, and Spain. It took him ten years, but he finally convinced Ferdinand and Isabella (Spain) to finance the voyage.

4. Columbus remained calm and confident. He promised to turn around and head home if no land were sighted in 3 days. Luckily, they sighted land two days later - which is October 12, Columbus Day.

5. He built a fort on the beach and left 40 sailors behind. He urged them to explore for gold. He then sailed for home (Spain) in his remaining ships.

6. He took several Native Americans with him, as proof. They would be far more convincing than corn or tobacco.

7. He wrote down his discoveries, sealed them in a barrel, and threw it overboard. In case he died, he wanted everyone to know about the New World.

8. Columbus exploded with anger: He threatened to shoot up the town, so the governor released his crew.

9. He moved to another part of the island of Hispaniola, set up a settlement, and put a man in charge whom he trusted - his brother Diego. He sailed on and discovered the island of Jamaica. When he returned, however, the colonists and Indians were at war. He defeated the Indians, then sailed home to Spain, where his sailors complained to the king and queen that Columbus was too harsh to them. In reality, Columbus was too kind to his sailors. It was they who made war on the Indians.

10. He gave them land and the right to enslave the Native American Indians. It was a mistake, for his men were not grateful or satisfied. Many returned to Spain and insisted that Ferdinand and Isabella put Columbus to death.

11. He asked for one last chance to regain his reputation. The king and queen decided to give him four ships just to get rid of him. But he had had enough of ungrateful adults. This time he took his 13-year-old son Ferdinand. One-third of the "men" on this voyage were between the ages of 12 and 18.

12. Columbus told the Indians that if they did not feed his men, their gods would punish them with darkness. When the eclipse happened, the Indians fed Columbus and his men.

13. He asked that his ashes be sent to Santo Domingo, the largest settlement in Hispaniola (the Dominican Republic).

His ancestors live there today.

### Lesson #23

#### What Vasco da Gama actually did

1. He decided to sail around Africa . . . to get to Asia! To be more specific, he wanted to reach INDIA.
2. A magnetic compass (originally invented in China) and an astrolabe (originally invented by Muslim scientists).
3. This is a tough one: A Muslim navigator. If you remember, the Arabs were expert sailors in East Africa, the Arabian Sea, and the Indian Ocean. Indeed, Vasco da Gama's navigator was an Arab.
4. Overland - the Silk Road.
5. India

### Lesson #24

#### What Ponce de Leon actually did

1. He accompanied Christopher Columbus on his second voyage to America. As a soldier in the Spanish Army, he spent the next ten years putting down native uprisings on the island of Hispaniola.
2. Go exploring. When Columbus first landed in the Bahamas, Native Americans told of an island to the west that had the Fountain of Youth. The King of Spain sent him on an expedition to find that island.
3. Florida. He landed near St. Augustine. While searching for the Fountain of Youth, he explored Florida's east coast, Florida's west coast, and the Florida Keys. Not finding it, he sailed across the Caribbean to the Yucatan Peninsula of Mexico.

4. If you haven't guessed it by now, Ponce de Leon was an Indian fighter. He spent the next 6 years fighting the Carib Indians, who were cannibals.

5. Heck, no. After being in Florida for 5 months, his colony was attacked by Native Americans. He was mortally wounded by an arrow and died.

### Lesson #25

#### What Balboa actually did

1. Balboa joined a Spanish ship that sailed to Colombia in South America.
2. He became a stow-away on a ship and sailed away in secret.
3. Balboa did not go trekking through the rainforest. Instead, he climbed the highest mountain in Panama. In front of him was the great, wide Pacific Ocean!

Balboa was the first European to see the Pacific Ocean from its eastern shore.

4. The Inca Empire in Peru. Panama lies on the Pacific Ocean. Directly south is Peru.
5. He built ships so he could sail to the land that had gobs of gold.

6. It's time to get the heck out of there. But Balboa did not.

The Spanish governor put Balboa on trial and beheaded him!

### Lesson #26

#### What Cortez actually did

1. To Santo Domingo (Dominican Republic). It was Columbus' home base in the Americas. There, he joined up with Columbus and helped conquer the island of Cuba. When one of Columbus' crew was appointed Governor of Cuba, Cortez married his daughter.

2. Cortez ignored the order and sailed to Mexico anyhow.

3. Cortez persuaded thousands of Tlaxcalans to march with him to the Aztec capital city. They could protect him and then help him conquer the Aztecs by supplying him with troops, food, transport, and bases to retreat to in friendly territory.

4. Cortez pretended to be the god Quetzalcoatl. He rode a horse, an animal which the Aztecs had never seen. Montezuma, Emperor of the Aztecs, welcomed Cortez into his capital city of Tenochtitlan - today's Mexico City. Cortez was greeted with flowers, gifts of gold, and great ceremony. He studied the layout of the city and planned the best way to attack it. He imprisoned his host, Montezuma, and ruled the empire through his puppet.

5. Cortez went to the coast, talked to the Spanish guards, and gave them gifts of gold. He explained that Tenochtitlan was full of gold, just ripe for the taking. He convinced them to join him.

6. He sent word throughout the Caribbean region that Mexico was full of gold. 1,000 adventurers showed up. With these - and thousands of Tlaxcalans - Cortez laid siege to Tenochtitlan. After 3 months, the Aztecs surrendered. Cortez became the wealthiest man in the New World.

### Lesson #27

#### What Pizarro actually did

1. To Santo Domingo, the city in the Dominican Republic that was Columbus' home base in the Americas. There, he joined up with Columbus' crew.

2. There was nothing he could do, except wait for an opportunity to lead an expedition to Peru.

3. He sailed back to his home base in Panama.

4. He went to Spain to ask permission from the King, who agreed to finance his expedition, as long as Peru, its subjects, and its wealth belonged to him. Pizarro was made Governor of Peru. His business partners back home in Panama felt cheated.

5. The only large animal that the Inca had was the small llama, which could carry a pack, but not a man. They had never seen horses before. Atahualpa and his soldiers were impressed to see men riding such big and magnificent beasts.

6. Pizarro made a surprise attack: Using guns and swords, he kidnapped Atahualpa and demanded a \$30 million ransom in gold and silver in exchange for Atahualpa's life. Once the ransom was paid, Atahualpa was strangled.

With the emperor gone, the Inca could not make any decisions for themselves. Within a year, Pizarro's troops marched to and conquered Cuzco, the capital of the Inca Empire.

7. Pizarro made war on Almagro and his followers. Pizarro won. Almagro was captured and executed. Pizarro then created a new capital city at Lima. He rewarded his followers with land grants and Inca slaves to farm the land and work in the gold and silver mines. Almagro's followers, including his son, were left out in the cold. Three years later, they assassinated Pizarro.

### Lesson #28

#### What Cabot actually did

1. He was a merchant. Asia, full of silk and spices, was every merchant's dream.

2. He went to the King of Spain and was turned down. He went to the King of Portugal and was turned down. He went to the King of England and was accepted.

3. Private businessmen, not the government, financed his voyage. Businessmen from the seaport of Bristol, England financed Cabot's voyage.

4. From England, Cabot simply sailed west. He did not sail south at all.

5. In the 16th and 17th centuries, new industries arose around the sea: Shipbuilding, whaling, whale oil. The Pilgrims on the Mayflower ate codfish from Cape Cod. They were able to raise their first farming crop because ground-up fish made great fertilizer for the soil. In a place where people had no money, they exchanged fish. Future generations in New England made their living from the sea.

6. When John Sebastian Cabot was 17, Amerigo Vespucci announced that this was not Asia, but a new continent. Geographers named the new continent "America." When he was 24, John Sebastian Cabot tried to find the Northwest Passage - a waterway through America to get to Asia. From eastern Canada, he sailed through the Arctic Ocean to Hudson Bay. When his crew refused to sail further west, he returned to England.

Note: There is no waterway through North America. You had to go around South America. Magellan was the first explorer to get to Asia this way.

### Lesson #29

#### What Cartier actually did

1. He met the local people and claimed the whole region for France.

Cartier allowed France to claim Canada.

2. He took home corn and two Iroquois Indians!

3. He and his men went hunting for gold!

4. He sailed home and never returned to Canada.

### Lesson #30

#### What Magellan actually did

1. He went to work as a page for the Queen of Portugal. At the royal court, he heard all about the voyages of the royal explorers.

2. Magellan sailed from east Africa to Malaysia. When the Malaysians attacked his crew, he helped save his men.

3. Magellan sailed around the Horn - the southern tip of South America. He was the first European to cross the Pacific Ocean - to Asia. Specifically to the Spice Islands (Indonesia).

4. Magellan had the Spanish captain arrested and thrown in the brig.

5. Magellan executed a captain and marooned two sailors. The crew of the lost ship was put on the remaining four ships and they continued their search for the Pacific Ocean.

6. There was nothing he could do. He took his three remaining ships and sailed to the Pacific Ocean.

7. Magellan had no choice: They ate shoe leather, rats, and sawdust to keep alive. Luckily, they ran into Guam, an island in the middle of the Pacific Ocean. There, they loaded up on food and water and kept sailing west.

8. They sailed to Indonesia, loaded up on spices, and headed home to Spain. Their route: Indian Ocean, around Africa, and north through the Atlantic Ocean. The trip around the world had taken 3 years. Only 17 of the original 241 survived.

### Lesson #31

#### What Francis Drake actually did

1. He became a "seadog," too. During his career, he raided Spanish ships that carried gobs of gold from the Aztec Empire of Mexico and the Inca Empire of Peru. He was a bold attacker; the Spaniards called him "The Dragon."

2. We wish we could say that Drake made a sound moral decision. However, he, too, joined the slave trade.

3. In 1577, Drake sailed around the world.

4. You would, but Drake did not. If he had, the sailors would not have gone. This was 1577 and everybody knew what a hard time Magellan had in 1519.

5. He renamed the ship (*The Golden Hind*) and raided Spanish ports in Peru. He loaded up with Inca gold, which made his crew very happy.

6. Drake sailed west across the Pacific Ocean. From the Philippines he sailed west across the Indian Ocean. Then around Africa. And home to England.

7. He helped England become a major sea power.

a. The Queen of England gave him ships and \$ to become a "pirate."

b. He made war on Spanish ships.

c. He broke the Spanish control of the Atlantic Ocean.

d. He broke the Spanish monopoly on trade in the New World.

e. He was the first Englishman to sail around the world.

8. He was buried at sea.

### Lesson #32

#### What Vespucci actually did

1. Vespucci never travelled with Columbus. He joined up with other explorers and made two voyages to "Asia" in 1499 and 1501.

2. They returned to Spain.

Columbus knew this was a new continent. After landing in Venezuela, Columbus wrote: "I believe that this is a very great continent which until today has been unknown." He never called it the New World; he called it "The Other World."

3. They returned to Portugal. There, Vespucci became convinced that this was not Asia, but a new continent that Europeans did not know about.

4. He wrote a letter to the richest man he knew about his voyages to the New World. That man, Lorenzo de Medici, was Europe's richest banker. His nickname was Lorenzo the Magnificent because he sponsored Renaissance artists.

5. In his letter to de Medici, Vespucci exaggerated his role. He claimed that he had "discovered" South America, a new continent. He claimed that he had made four voyages, when he only made two. He claimed that he had been the captain of each voyage, when he was only the navigator.

Things snowballed: Lorenzo de Medici hired an author to turn Vespucci's letter into a book. Based on the book, a cartographer drew the first map of the New World. He labeled the new continents "America." After a few years, everyone realized that Vespucci's claims were a hoax. It was Columbus who deserved the credit. By then it was too late: Everyone referred to the New World as "America."

### Lesson #34

#### Possible answers

1. First European to establish a permanent relationship with the Americas. He changed maps and Europe's view of the world. He established the Columbian Exchange.

2. As a result of the Age of Exploration, the native population died of European diseases, especially smallpox.

3. Define the Columbian Exchange.

4. How would you feel if you were a Native American?

5. Columbus thought out of the box. When Europeans faced east, Columbus sailed west.

### Lesson #35

#### Possible answers

1. The world's greatest navigator. First to sail across the Pacific. First to circumnavigate the globe.

2. He lied to his crew to prevent a mutiny. That is, he never told his crew that they were going to sail across the Pacific Ocean. If he had, they would have mutinied.

3. Define and locate the Strait of Magellan.

4. If you were sailing across the Pacific in a small ship, you would be scared out of your wits.

5. Columbus crossed the Atlantic Ocean.

Magellan crossed the Atlantic and Pacific.

Today, nobody goes through the Strait of Magellan. We go through the Panama Canal.

### Lesson #38 and 39

1. sugar
2. the potato
3. the potato
4. the potato
5. corn
6. the tomato
7. tobacco
8. sugar
9. tobacco
10. sugar

### Lesson #40

The official answer on standardized tests: #1 is *The Columbian Exchange!*

### Lesson 43 and 44

1. Technology
2. Farming
3. Transportation
4. Farming
5. Farming
6. Technology
7. Technology
8. Disease
9. Culture
10. Politics
11. Culture
12. Economic system
13. Economic system
14. Economic system
15. Culture
16. Economic system

### Lesson #50

1. Cause
2. Cause
3. Cause
4. Result
5. Cause
6. Result
7. Result
8. Result
9. Result
10. Cause

### Lesson #57

#### Politics

1. No self-government.
2. One-party rule.
3. The military played a large role in politics.

#### Economics

4. Depend on single cash crop
5. Exploitation
6. Foreign ownership
7. Great inequality in land ownership.
8. Underdeveloped

#### Social structure

9. Rigid class system
10. Wide gap between the rich and poor

#### Culture

11. Spain imposed its culture on Latin America

### Lesson #63

#### Possible answers

1. He launched the Age of Exploration.
2. He launched the Atlantic Slave Trade.
3. Define the Atlantic Slave Trade.
4. How would you feel if you were an African American?
5. If Africans did not work the European plantations, then there would have been no plantations. Which is okay with me - I can live without sugar.

### Lesson #67

1. Morgan
2. All the rest - Blackbeard, Black Bart, Bonnet, Vane.
3. Bonnet
4. Morgan
5. Black Bart
6. Blackbeard and Vane.
7. Blackbeard
8. Blackbeard
9. Blackbeard
10. Black Bart
11. Bonnet
12. Bonnet
13. Black Bart
14. Vane
15. Bonnet

**Lesson #68 and 69**

1. Spain
2. Bahamas, Jamaica, Bermuda
3. Haiti
4. Cuba, Puerto Rico, the Dominican Republic
5. Aruba
6. Cuba
7. Puerto Rico
8. The Bahamas and Bermuda
9. Haiti and the Dominican Republic
10. Haiti
11. Haiti
12. Cuba
13. Puerto Rico
14. Jamaica, Bahamas, Bermuda

**Lesson #78**Possible answers

1. The Columbian Exchange.
2. The epidemics that decimated Native Americans. The Atlantic Slave Trade. Empires with colonies.
3. Define the Columbian Exchange.
4. How would you feel about the Age of Exploration if you were a Native American or an African American?
5. For the first time in history, there was a global economy.

**THE TEST**

1. b  
Magellan circumnavigated the globe in 1519.
2. b  
1500s = 16th century
3. d  
Mapmakers changed their maps after Columbus ran into two continents unknown to the Europeans. (The unknown continents were North America and South America.)
4. d
5. a  
Columbus 1492  
da Gama 1498
6. b  
Magellan 1519  
Drake 1577
7. a  
Native Americans made art in the Americas. Then Columbus landed in the Americas.
- Pre-Columbian means *before* Columbus.
8. a  
Columbus was from Europe. He sailed to the Americas. Then Europe traded with the Americas.
9. a  
The Silk Road was closed to the Europeans in 1453, so they sailed to the Americas. There, they set up sugar plantations and decided they needed African labor.
10. a  
If there had been no sugar plantations, there would have been no African slave labor in the New World.
11. b  
Mercantilism was the economic system before capitalism.
12. b
13. a
14. a
15. a
16. c
17. d
18. a
19. c
20. j
21. b
22. b
23. d
24. b
25. b
26. a
27. b
28. a
29. b  
They sailed around Africa and then on to Asia. He planned to do it in reverse. All three are from Portugal.
30. e
31. b
32. d  
It's all about Drake . . .
33. d
34. d
35. d
36. d
37. d
38. d
39. d

40. b		61. d	79. d	108. d
41. a		The first Africans were brought to the Americas to work on sugar plantations.	80. d	109. a
He did not know that two continents (the Americas) stood in the way.			81. a	110. a
42. b		Sugarcane is a labor intensive crop, the Europeans did not want to work, and the native people had died of disease.	82. d	111. c
Today, the Panama Canal is there.			AIDs is a 20th century phenomenon.	112. b
43. b		62. c	83. e	113. e
		The <i>incredible</i> potato.	Slavery already existed in the Americas. But it was not based on race.	Manhattan = New York City
44. d		This is why we call it that.		114. d
There is no Northwest Passage around North America.		63. c	84. b	115. c
45. b		64. b	85. b	116. d
Today, the Panama Canal is there.		65. a	86. d	117. a
46. a		66. c	87. g	118. a
Today, we have the Panama Canal.		67. c	88. i	119. b
47. c		68. a	89. e	120. c
48. e		69. b	90. f	121. c
Cape Horn is at the southernmost tip of South America.		70. e	91. c	122. b
49. b		The Americas gave it to Europe.	92. d	123. e
50. a		71. a	93. b	124. a
51. b		Strange, that something so sweet could be turned into something so sour.	94. a	125. b
52. a		72. b	95. c	126. a
53. b		The plantation crops.	96. a	127. c
54. b		73. a	97. a	128. b
55. a		This had never happened before the Europeans began plantations in the Americas.	98. a	129. d
56. e		Before then, slavery was based on war. Prisoners of war were often enslaved.	99. c	130. d
57. e		74. b	100. a	131. d
Example: The Chinese invented the magnetic compass. It was carried to the New World.		75. e	101. a	132. a
58. b		76. b	102. c	133. b
59. d		77. b	103. d	134. c
60. d		The Maya, Aztecs, and Inca already had a calendar for farming.	104. b	135. e
		78. e	105. b	136. b
		Yes, both a and b are true.	106. a	137. c
			107. d	The more you sell, the more \$ you make.



- 138. c
- 139. e
- 140. c
- 141. d
- 142. b
- 143. b
- 144. a
- 145. a
- 146. a
- 147. a
- 148. c
- 149. a
- 150. a
- 151. a
- 152. a
- 153. a