

# European Exploration, Trade and Colonization

**Grade Level:** Fifth Grade (Geography and World History)  
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**Length of Unit:** Eight lessons at 50 minutes per lesson

## I. ABSTRACT

The focus of this unit is for students to develop a historical understanding of the explorations of early Europeans. This includes geographical mapping of explorer's routes and recognizing how European contact and colonization affected diverse groups of people. This unit provides activities for students to demonstrate acquired knowledge in a variety of exciting ways.

## II. OVERVIEW

- A. Concept Objectives
  - 1. Students will learn how to apply geography to understand the past. (Colorado Geography Standard 6.1)
  - 2. Students will learn how various societies were affected by contacts and exchanges among diverse people. (Colorado History Standard 3.1)
- B. Content from the *Core Knowledge Sequence* (pages 113-114)
  - 1. European Exploration - Portugal
    - a. Prince Henry and the exploration of the West African coast.
    - b. Bartolomeu Dias
    - c. Vasco de Gama: spice trade with India; exploration of East Africa
    - d. Portuguese conquer East African Swahili city-states
    - e. Cabral claims Brazil
  - 2. Spain
    - a. Christopher Columbus and the Tainos
    - b. Treaty of Tordesillas
    - c. Magellan
    - d. Balboa
  - 3. England and France
    - a. Search for Northwest passage
    - b. Colonies in North America and West Indies
    - c. Trading posts in India
  - 4. Holland (The Netherlands)
    - a. The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies
    - b. Dutch in South Africa
    - c. Dutch in North America
- C. Skill Objectives
  - a. Locate areas on a map.
  - b. Make predictions based upon prior knowledge.
  - c. Summarize important facts from explorers' expeditions.
  - d. Understanding the importance of navigational tools.
  - e. On a map, track the sea routes of explorers' voyages.
  - f. Understand the motives and results of exploration.
  - g. Closely read nonfiction text for detail.
  - h. Write in letter format.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. Fritz, Jean. *Around the World in a Hundred Years*. New York, New York: G.P. Putnam's Sons, 1994. ISBN 0-399-22527-7.
  - 2. Sansevere-Dreher, Diane. *Explorers Who Got Lost*. New York, New York: Tom Doherty Assoc., Inc., 1992. ISBN 0-812-52038-6.
- B. For Students
  - 1. Students should have an understanding of basic world geography – the seven continents and five oceans.
  - 2. Students should have background knowledge of early Spanish exploration and settlement, and the search for the Northwest Passage (3<sup>rd</sup> grade).
  - 3. Students should have background knowledge on people who explored beyond their own borders, including Islamic traders and Zheng He of China (4<sup>th</sup> grade).

### IV. RESOURCES

- A. *Around the World in a Hundred Years*, by Jean Fritz
- B. *Hands on History: Explorers*, by Michael Gravois
- C. *What Your Fifth Grader Needs to Know*, by E.D. Hirsch, Jr.
- D. *Explorers Who Got Lost*, by Diane Sansevere-Dreher

### V. LESSONS

#### Lesson One: Geography of European Exploration

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will learn how to apply geography to understand the past.
  - 2. Lesson Content
    - a. Portugal
    - b. Spain
    - c. England and France
    - d. Holland
  - 3. Skill Objective(s)
    - a. Locate areas on a map.
    - b. Make predictions based upon prior knowledge.
- B. *Materials*
  - 1. Copies of world map for each student
  - 2. Transparency of student map
  - 3. Overhead pens
  - 4. Overhead projector
  - 5. List of Directional Clues for Mapping Activity (Appendix A)
  - 6. Map representing the “old world” view of the world
  - 7. Paper and pencils
  - 8. Social Studies folders – students need a place to keep all items from this unit
- C. *Key Vocabulary*
  - 1. Holland: European country, also called The Netherlands
  - 2. Predict: what you think will happen at a future point in time
- D. *Procedures/Activities*
  - 1. Teachers: Students love to hear stories and history provides some of the best stories of all time! Instead of focusing on “names and dates,” present much of the background information as a story. Tell students about background information by bringing out the personal side of characters and trivial tidbits. Thoroughly read background information so you can “tell a story” instead of

reading the Appendices aloud. This will help students relate better to the information, help them remember what they heard and provide them with a greater interest in the content.

2. Pass out world maps. Students are to locate and label the seven continents and five oceans. After students finish, use the world map transparency to label as a class and to allow students to make necessary corrections on their copies.
3. Read aloud the directional clues for locating each place listed in the lesson content area (Appendix A). Students carefully listen to directional clues and label each new area.
4. After all clues are given, place “old world” map transparency on overhead. Advise that this was the world as known to 15<sup>th</sup> century explorers. Remind students that during the 15<sup>th</sup> century the general geographic belief was that the world was flat. Ask students why people believed this (Answer: no aerial views, not enough mapped exploration had taken place, etc.)
5. Place original map transparency on the overhead. As a class, correctly locate all areas from Appendix A and make necessary corrections. Emphasize neatness and accuracy in completing the maps.
6. Advise students that in this unit, they will learn about a huge wave of exploration, beginning in the 1400’s. Ask students to identify five reasons why someone would want to become an explorer. Also, list five qualities that the explorer would need to have.
7. Ask students to predict what type of events or occurrences sparked interest in exploration in the 1400’s.
8. Close the lesson by asking students to share their reasons and predictions. Students are to keep all papers in their Social Studies folder.

E. *Assessment/Evaluation*

1. Visually check for accuracy on maps
2. Verify completion of reasons and predictions

**Lesson Two: Prince Henry and Navigation**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will learn how to apply geography to understand the past.
2. Lesson Content
  - a. Prince Henry and the exploration of the West African coast.
3. Skill Objective(s)
  - a. Summarize important facts from explorers’ expeditions.
  - b. Understanding the importance of navigational tools.

B. *Materials*

1. Explorer’s Accordion Timeline (Appendix B)
2. Background information on Prince Henry (Appendix C)
3. One small bowl of water for each group of two to three students
4. One piece of foam packing material (e.g. foam peanuts) for each group of two to three students
5. A magnet and large sewing needle for each group of two to three students
6. Directions to create a compass and compass activity (Appendix D)
7. Social Studies folders

C. *Key Vocabulary*

1. Navigate: to sail or steer a ship
2. Monopoly: exclusive control or possession by one person or group

- D. *Procedures/Activities*
1. **Before starting the lesson**, the teacher needs to make copies of the Explorers' Accordion Timeline and tape them together so they are ready for immediate classroom use.
  2. Ask students to brainstorm ways that explorers could navigate the seas. (If needed, prompt students with: using the stars for a guide, staying close to the coast of a country, following maps, etc.)
  3. Ask: "What was a major item being traded in the 1400s?" (Answer: spices). Discuss the importance of spices for Europeans (flavored the rancid meats since there wasn't any refrigeration, helped to preserve meats, etc).
  4. Introduce background on Prince Henry (from Appendix C).
  5. Explain to students some of the misconceptions about the seas (e.g.: sailors believed the waters south of Cape Bojador contained boiling seas where man-eating serpents lay waiting. If the boiling seas didn't kill the sailors, they were sure that the burning sun would fry them to death). Advise that this was the view of an overwhelming percent of the population during the 1400's.
  6. Advise students that Prince Henry's school of navigation developed the compass to aid as a navigational tool.
  7. Hand out the Explorers' Accordion Timeline and have students write a short summary of Prince Henry's accomplishments.
  8. Students need to place the Explorers Accordion Timeline in their Social Studies folders.
  9. Pass out materials for a compass experiment: bowl of water, foam packing material, magnet and large sewing needle (see above in list for Materials #4, 5, and 6).
  10. Follow directions to create a compass and also complete activity (Appendix D).
- E. *Assessment/Evaluation*
1. Students hand in compass activity worksheet for assessment
  2. Ongoing verification of completion of daily entries in the Explorers' Accordion Timeline

### **Lesson Three: Early Explorations**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students know how to apply geography to understand the past.
    - b. Students will learn how various societies were affected by contacts and exchanges among diverse people.
  2. Lesson Content
    - a. Bartolomeu Dias
    - b. Christopher Columbus and the Tainos
  3. Skill Objective(s)
    - a. On a map, track the sea routes explorers' voyages.
    - b. Summarize important facts from explorers' expeditions.
    - c. Understand the motives and results of exploration.
- B. *Materials*
1. *What Your Fifth Grader Needs to Know*
  2. Explorers' Accordion Timeline (Appendix B)
  3. Students' copy of world map from previous lessons
  4. Transparency of world map
  5. Overhead pens
  6. Overhead projector

7. Social Studies folders
- C. *Key Vocabulary*
  1. Torment: (n) feeling pain or misery; (v) to disturb
- D. *Procedures/Activities*
  1. Review highlights from Prince Henry's legacy (e.g. school of knowledge, organized Portuguese explorations that reached Cape Bojador, etc.) Review reasons for Prince Henry's exploration (e.g. looking for a waterway to the East for trade purposes).
  2. On student's map, they are to draw a tracing line of the sea route Prince Henry promoted (started in Portugal, reached Cape Bojador and returned to Portugal – see example map on page 120 in *What Your Fifth Grader Needs to Know*). Use map transparency to show the correct route.
  3. Present background on Bartolomeu Dias (from *What Your Fifth Grader Needs to Know*, page 119).
  4. Students need to complete the second entry in the Explorers' Accordion Timeline, summarizing information about Dias' exploration. Be sure students include information on sailing route as well as the naming of The Cape of Torment, later renamed as the Cape of Good Hope.
  5. Students are to map Dias' journey on the world map (started in Portugal, reached the tip of South Africa, and returned to Portugal). Use world map transparency to show the correct route.
  6. Students need to return their Explorers' Accordion Timelines and world maps to their Social Studies folder.
  7. Ask students to name another European country who would challenge Portugal. This country was also determined to gain wealth and new trade routes. (Answer: Spain)
  8. Ask students to name the religion the King and Queen of Spain practiced and promoted. (Answer: Christianity)
  9. Ask for the name of an explorer who sailed under the Spanish flag. (Answer: Christopher Columbus).
  10. Homework: Students are to read pages 120-123 in *What Your Fifth Grader Needs to Know*, or teacher needs to provide a summary of the materials. This will provide students with a review of Columbus' achievements as well as introducing new information in preparation for tomorrow's lesson.
- E. *Assessment/Evaluation*
  1. Ongoing verification of completion of daily entries in the Explorers' Accordion Timeline and mapping of sea routes

#### **Lesson Four: The Effects of Christopher Columbus' Exploration**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will learn how to apply geography to understand the past.
    - b. Students will learn how various societies were affected by contacts and exchanges among diverse people.
  2. Lesson Content
    - a. Christopher Columbus and the Tainos
    - b. Treaty of Tordesillas
  3. Skill Objective(s)
    - a. On a map, track the sea routes of explorers' voyages.
    - b. Understand the motives and results of exploration.
    - c. Locate areas on a map.

- B. *Materials*
1. Background information on the Tainos (Appendix E)
  2. Paper and pencil
  3. Students' copy of world map from previous lessons
  4. Transparency of world map
  5. Overhead pens
  6. Overhead projector
  7. Explorers accordion timeline (Appendix B)
  8. Overhead of the Treaty of Tordesillas, taken from *What Your Fifth Grader Needs to Know*, page 124
  9. Social Studies folders
- C. *Key Vocabulary*
1. **Heathen:** a person who is not religious; when explorers used this term to describe native people, it was considered to be a negative characteristic
- D. *Procedures/Activities*
1. Ask selected students to present a brief overview of what they read last night as homework (Christopher Columbus selection). If no information is given about the Tainos, prompt students so this information can be discussed.
  2. Read aloud from *Around the World in a Hundred Years* (starting at the bottom of page 46 and ending at the start of paragraph 2 on page 48), or utilize information from Appendix E, adapted from the reading selection. This selection describes the inhumane treatment of the Tainos.
  3. Students are to work in small groups of two or three, with one paper for each group. Ask students to divide their paper in half, vertically. Students are to brainstorm with their group for this activity. On one side students are to list positive aspects of Columbus's journey. On the other side, students list any negative aspects of the journeys. Student must have at least three reasons on each side.
  4. Discuss with students some of the pros and cons of Columbus' journey. Listen closely to see if any aspects have been listed as both pros and cons. Ask class for a consensus on the issue. Collect these papers.
  5. Advise students that to this day, people disagree on Columbus' achievements. Some feel he should be credited with the discovery of America, others do not. Explain about the example of Columbus' Day parades, which elicit both support and protest, and why.
  6. Map Columbus' first sea journey (started in Portugal, next to Bahamas, then to Hispaniola and back to Portugal). Use overhead of world map to show the correct route.
  7. Add Columbus to the Explorers' Accordion Timeline and provide a brief summary of his achievements.
  8. Ask students to name the two countries we have been learning about and what was their "major" religion. (Answer: Spain and Portugal, Christian). Advise students that both countries competed to find and lay claims to new lands but both countries obeyed the leader of the Catholic Church, the Pope.
  9. Explain that the competition between countries was so intense that they almost went to war against each other. To keep peace between countries, in 1494, the Pope created the Treaty of Tordesillas.
  10. Show transparency of The Treaty of Tordesillas (from *What Your Fifth Grader Needs to Know*, page 124). Explain that this treaty drew an imaginary line from pole to pole, which allowed Portugal to claim all lands east of 46 degrees

longitude, 30 degrees latitude, including India and Africa. Spain would claim all lands to the west of this line.

11. Students are to locate and draw this line on their maps. Use transparency of world map to show where this imaginary line was drawn.
12. Students need to return their Explorers' Accordion Timelines and world maps to their Social Studies folders.
13. Homework: Imagine you live in Africa in 1494. Write one paragraph to describe how YOU would feel about the idea of having the world divided between Portugal and Spain, and your country now belongs to Portugal. Give reasons why you feel this way.

E. *Assessment/Evaluation*

1. Evaluations of pro/con paper- look for reasons to support opinions/feelings about living in a newly colonized country
2. Ongoing verification of completion of daily entries in the Explorers' Accordion Timeline and mapping of sea routes

**Lesson Five: Vasco de Gama, Cabral, The Spice Trade and Colonization**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will learn how to apply geography to understand the past.
  - b. Students will learn how various societies were affected by contacts and exchanges among diverse people.
2. Lesson Content
  - a. Vasco de Gama: spice trade with India; exploration of East Africa
  - b. Portuguese conquer East African Swahili city-states
  - c. Cabral claims Brazil
3. Skill Objective(s)
  - a. Closely read nonfiction text for detail.
  - b. Locate areas on a map.
  - c. Summarize important facts from explorers' expeditions.

B. *Materials*

1. Information for Station Work (Appendix F)
2. Worksheet for stations (Appendix G)
3. Pencils
4. Students' copy of world map from previous lessons
5. Transparency of world map
6. Overhead pens
7. Overhead projector
8. Explorers' Accordion Timeline (Appendix B)

C. *Key Vocabulary*

No new vocabulary for this lesson

D. *Procedures/Activities*

1. **Before the class starts**, place reading selections (Appendix F) at six different locations throughout the room. Today, students will be rotating through various stations in the class, reading selections and answering questions on a worksheet. Students are not to go to the station until you give the okay.
2. Collect last night's homework. Ask volunteers to share one thing they wrote about in the homework. Continue to review from previous lesson: Ask what were the major items being traded during the Age of Exploration (Answer: spices and slaves).

3. Explain that today students will learn about two new explorers who made new advances in exploration (Vasco de Gama and Pedro Cabral). Also let students know they will learn how the spice trade in India worked as well as how Portugal conquered parts of East Africa.
  4. Ask students to get into six equally numbered groups. Pass out the worksheet (Appendix G) and read over directions, found at the top of the page, with the class.
  5. Ask each group to find a station – only one group per station. When students answer their station’s questions, they are to move to the next station. When all questions have been completed, students are to return to their seats and proofread their answers. Students need to proofread for punctuation and clarity.
  6. Provide assistance to students who may be struggling so they can finish the lesson during class.
  7. As a class, grade the worksheets and answer any follow-up questions students may have after learning so much new information. Turn in worksheets to the teacher.
  8. Next, students are to map the voyages of Vasco de Gama and Pedro Cabral on their world map. Use transparency of world map to show the correct route.
  9. Also, complete brief summaries about important facts of de Gama and Cabral in the Explorers’ Accordion Timeline.
  10. Students need to return their Explorers’ Accordion Timelines and world maps to their Social Studies folder.
- E. *Assessment/Evaluation*
1. Completion of worksheet
  2. Ongoing verification of completion of daily entries in the Explorers’ Accordion Timeline and mapping of sea routes

### **Lesson Six: Around the World with Magellan**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will learn how to apply geography to understand the past.
  - b. Students will learn how various societies were affected by contacts and exchanges among diverse people.
2. Lesson Content
  - a. Magellan crosses the Pacific, making the first round-the-world voyage.
3. Skill Objective(s)
  - a. Locate areas on a map.
  - b. Summarize important facts from explorers’ expeditions.

#### B. *Materials*

1. Pop Quiz (Appendix H)
2. *What Your Fifth Grader Needs to Know*
3. World map from previous lessons
4. Transparency of world map
5. Overhead pens
6. Overhead projector
7. Explorers’ Accordion Timeline (Appendix B)
8. Sample postcard (use one you have received through the mail or buy at a store)
9. Pieces of white construction paper, pre-cut into 8 ½ ” by 5 ½” pieces (one per student)
10. Crayons or colored pencils, markers, etc., for each student
11. Social Studies folder

- C. *Key Vocabulary*
1. Perishable: goods that can easily spoil
  2. Contaminate: to pollute, make impure
- D. *Procedures/Activities*
1. Start the class with a Pop Quiz on past lessons (Appendix H).
  2. Review length of voyages (sometimes lasting 4-6 months). Ask students if they have any ideas on what types of food sailors would eat – something that could last for 4-6 months. Ask the class if it is a reasonable item (non-perishable, easy to carry on board a ship, etc). List these ideas on the board.
  3. Give the following account of Antonio Pigafetta (a sailor on Magellan’s voyage): The crew on Magellan’s voyage endured terrible hardships. They came close to starvation and only survived by drinking foul water, eating sawdust, leather and rotting biscuits (adapted from *The Children’s Atlas of Exploration*, page 61).
  4. Start telling students the story of Magellan’s voyage (from *What Your Fifth Grader Needs to Know*, pages 125-126).
  5. Students need to map Magellan’s voyage on their world map. Use transparency of world map to show the correct route.
  6. Students are to complete a brief summary of Magellan in their Explorers’ Accordion Timeline.
  7. The map and timeline are to be placed into student’s Social Studies folder.
  8. Pass out white construction paper to each student. Advise students that they will be creating a postcard from Magellan’s voyage. Show an example postcard that you have received through the mail so it is complete with an address, stamp, etc.
  9. Provide these directions: On one side of the postcard students are to draw one scene from Magellan’s explorations. On the reverse side, students are to pretend they are Magellan or one of the sailors on Magellan’s voyage and write a complete paragraph. The paragraph should be written on the left hand side of the postcard and should include pertinent information from the journey (e.g. tell about locations, food, weather, living conditions, etc.) On the right hand side of the paragraph, the students should address the card to an imaginary friend in Europe. Students can also create an imaginative stamp in the upper right hand corner of the postcard.
  10. Students pass in postcards. These would make an excellent display for a classroom bulletin board!
- E. *Assessment/Evaluation*
1. Accuracy on Pop Quiz
  2. Ongoing verification of completion of daily entries in the Explorers’ Accordion Timeline and mapping of sea routes
  3. Verify that details from Magellan’s voyage are listed in postcard paragraph

**Lesson Seven: England and France Join the Age of Exploration**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will learn how to apply geography to understand the past.
2. Lesson Content
  - a. Search for the Northwest Passage
  - b. Colonies in North America and West Indies
  - c. Trading posts in India
3. Skill Objective(s)
  - a. Write in letter format.
  - b. Understand the motives and results of exploration.

- B. *Materials*
1. *What Your Fifth Grader Needs to Know*
  2. Transparency of world map
  3. Overhead pens
  4. Overhead projector
  5. Paper
  6. Pencil
- C. *Key Vocabulary*
1. Indigo: a popular blue dye
- D. *Procedures/Activities*
1. Ask students what they can recall about the search for a Northwest Passage. If they have a hard time remembering, prompt them to look at their world maps. Students need to think about the geographical clue in the name of the passage (Northwest) and try to predict where this exploratory voyage might take place. (Answer: The search was for a route that would venture above North America to Asia).
  2. Tell students the story of how the English started searching for a northern route to India since Portugal controlled the southern trade routes in the Indian Ocean. The trade posts in India (and other parts of Asia) were highly sought for financial gain, as this is where spices, gold, indigo, etc. were traded. A quick route to these trade posts would equate high profits. Include information to advise that England was not able to find a quicker route to Asia, but they did find out a great deal about the Atlantic coast of North America (from *What Your Fifth Grader Needs to Know*, page 130).
  3. Also convey to students the information regarding new colonies in North America and the West Indies (from *What Your Fifth Grader Needs to Know*, page 130).
  4. Provide the following directions to students: pretend that you are an explorer who is looking for the Northwest Passage. Unfortunately, you don't have enough money to fund your exploration so you must ask the King and Queen for financial support. Write a letter to the King and Queen of England or France to request financial support for your journey. Be sure to include at least five great reasons why they should support your trip (include information regarding your route, how your country will profit from your journey, etc).
  5. If needed, complete the letter for homework.
- E. *Assessment/Evaluation*
1. Assess the letter for content and format

### **Lesson Eight: Holland Takes the Lead**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will learn how to apply geography to understand the past.
    - b. Students will learn how various societies were affected by contacts and exchanges among diverse people.
  2. Lesson Content
    - a. The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies
    - b. The Dutch in South Africa
    - c. The Dutch in North America
  3. Skill Objective(s)
    - a. Summarize important facts from explorers' expeditions.

- B. *Materials*
  1. *What Your Fifth Grader Needs to Know*
  2. Six panel comic strip outlines (Appendix I)
  3. Crayons, colored pens or markers
- C. *Key Vocabulary*
  1. Investors: people who provide money to help support a company
  2. Profit: financial gain; any money left over after all bills have been paid
- D. *Procedures/Activities*
  1. Review information learned in yesterday's lesson (English search for the Northwest Passage.
  2. Provide background information on the Dutch explorations (from *What Your Fifth Graders Needs to Know* pages 128-130). Be sure to include information regarding the Dutch takeover of Portuguese trade routes, colonies in Africa and the East Indies, and the establishment of the Dutch East India Company). Advise students to listen *very* carefully to your story.
  3. Ask students why they think the Dutch wanted to settle in parts of South Africa. (Prompt for answers concerning: it was a great halfway point for stopping during the journey to India, a supply station, the more land colonized meant the richer the country, etc.)
  4. Ask students to think back on the story they just heard about the Dutch explorers and list four facts/events from the information they just heard.
  5. Advise students that they will be taking these facts and turn them into a short comic strip. Pass out a blank comic strip outline to each student – Appendix I. Give the following directions: Review your five facts. Each fact will take up one panel of the comic strip. Please draw a picture to represent the action in the panel as well as providing narration or characters speaking of the event. Remember to use your own words, keep your work neat, and easy to read.
  6. When students complete their comic strips, they can share them with the class and will then need to turn in the finished product.
  7. Finish up class by asking each student to give one fact/event that was included in their comic.
- E. *Assessment/Evaluation*
  1. Assess comic strips to ensure all facts are relevant to the lesson and accurate

## VI. CULMINATING ACTIVITY

- A. Have students turn in their Explorers' Accordion Timeline and map with explorers' journeys mapped out.
- B. A great way to wrap up the lesson is to show an excellent video entitled *National Geographic: The Explorers: A Century of Discovery*. It is appropriate for 5<sup>th</sup> graders and will take them all over the world! I used this video at the end of my explorer unit and kids were captivated with the beautiful scenery, variety of cultures and tales of famous expeditions e.g. the jungles of Africa, the tribes of Papua New Guinea, Peary's trek to the North Pole, etc. This video runs for approximately 87 minutes.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Directional Clues for Mapping Activity
- B. Appendix B: Explorers' Accordion Timeline
- C. Appendix C: Prince Henry
- D. Appendix D: Compass Activity
- E. Appendix E: The Tainos
- F. Appendix F: Information for Station Work

- G. Appendix G: Worksheet for Station Work
- H. Appendix H: Pop Quiz
- I. Appendix I: Comic Strip Panel Outline

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## Appendix A-European Exploration

### Directional Clues for Mapping Activity

1. Locate and label **Portugal**. This country is located on the Southwest edge of Europe, to the North of Africa.
2. Locate and label **Spain**. To find Spain, travel east from Portugal. You will find that Spain is actually connected to Portugal and even touches the tip of Africa.
3. Locate and label **France**. Travel to the northeast corner of Spain. France is the country that shares a border with Spain.
4. Locate and label **England**. To do this, travel north from France and jump across the waterway (this area is called The English Channel). England is the first country you will land in.
5. Locate and label **Holland (The Netherlands)**. From England move directly east, jump over the waterway and put your finger down on the map. Keep you finger on the map and take a look back at France. There should be one country (Belgium) located between France and where your finger is placed. If your finger is on the wrong country, move it north and label this new country as Holland.
6. Locate and label **India**. Move all the way east across Europe and when you reach the middle of Russia, go directly south towards the country that looks like it is pointing south. This is India. (If you have trouble locating India, look for the halfway point between Africa and Australia and travel north. India is the country with a very small is land to the southeast).
7. Locate and label the **West Indies**. The first step is to move over to North America and find the “sunshine state” of Florida (it is on the southwest coast of the United States with a long “finger” pointing south). From the southern tip of Florida, continue moving south until you reach the first island. Look to the east of this island and you will see even more islands. All of the islands in this area are known as the West Indies (which includes Cuba, The Bahamas Jamaica, Haiti, Dominican Republic, Trinidad, etc.).
8. Good work! As a class, we will check over your answers on the overhead.

## Appendix B-European Exploration

### EXPLORERS' ACCORDIAN TIMELINE

Directions: Cut each sheet along the dotted lines at the top, bottom and middle of the page. Tape the two strips together so you have one long piece of paper. Fold the timeline in an accordion style so that when it is closed, the top panel is blank and the writing will be on the inside. Students can decorate the front cover.

Name of Explorer <u>Exploration Summary:</u>	Name of Explorer <u>Exploration Summary:</u>
Name of Explorer <u>Exploration Summary:</u>	Name of Explorer <u>Exploration Summary:</u>
Name of Explorer <u>Exploration Summary:</u>	Name of Explorer <u>Exploration Summary:</u>

*\*Adapted from Hands of History: Explorers.*

## **Appendix C-European Exploration**

### **Prince Henry**

Portugal was the first European country to sponsor voyages into the unknown and face exploration in a serious manner. This was in part due to Prince Henry (1394-1460), the son of King John I of Portugal. Portugal's motives for exploration were to gain wealth and spread Christianity.

When Prince Henry was in his early 20s, he fought in the Battle for Cueta (seaport on the NW coast of Africa) and later became the Governor of this area. While living in Africa, Henry heard many stories about great centers of trade in East Africa where many valuable spices were traded, e.g. nutmeg, cinnamon, cloves, etc. The spice trade was very profitable for the Arab merchants who ruled all of the overland trade pathways. European merchants wanted to find a shorter route to the source of the spices and wanted to break the Arab monopoly on trade.

Henry thought there must be a sea route to India so Portugal could directly trade with India and bypass the Arabs. In 1418 Henry returned to Portugal and sent out explorers to find this new sea route. Some historians believe that Henry also established a school of navigation, which brought together the skills of navigators, geographers, mapmakers, astronomers and boat builders. Beginning in 1421, Henry sent explorers down the coast of Africa. These explorers never ventured farther than Africa's Cape Bojador (BAJ-uh-door), but they were able to establish trading centers and set up outposts to trade for gold.

Henry wanted more than gold, so in 1441 he ordered his sailors to kidnap Africans to be sold in Europe as slaves. Slavery was a very profitable and a main source of finance for these expeditions of discovery. Henry later tried to end the slave trade but the trade would prosper for many hundreds of years.

In 1460 Henry died. He became known as Prince Henry "The Navigator" although he never actually went on any expeditions himself. He led the way for the new "Age of Discovery."

## **Appendix D-European Exploration**

### **Compass Activity**

1. Before making the compass, ask students to close their eyes and face north.
2. Explain that the compass was invented so that everyone would have the same idea of where North was located. The compass was very beneficial to navigators and helped to improve mapping techniques and sailing routes.
3. Read the directions to students, they are to follow your directions, one step at a time.
4. When the last step is completed, ask students to draw what their compass looks like, paying special attention to the direction the needle is facing.
5. Have students move to another part of the room and face a different direction. Ask them to draw another picture of what their compass looks like.
6. Ask students to write a one-paragraph conclusion about their compass findings.
7. Turn in papers when finished and take apart compass. Return materials to teacher.

### **How to Make a Compass**

1. Fill the bowl with water.
2. Rub the magnet over the needle, in the same direction, 30 times. This will magnetize the magnet.
3. Place the foam material in the center of the bowl.
4. Place the needle on top of the foam.

\*Adapted from *Hands on History: Explorers*

## Appendix E-European Exploration

### The Tainos

The first people Columbus encountered in the West Indies were the Tainos. They received Columbus in a friendly manner and didn't object when Columbus took possession of their land, in the name of Spain. Of course, this is what Columbus later reported but if the Tainos had understood Columbus and objected to his take over of the land, it would not have made any difference to Columbus. He would have still followed through with his possession.

Columbus had been told by the King and Queen of Spain to bring back gold when the boats returned to Spain. Since Columbus couldn't find much gold, he decided to include some of the Tainos on the boats returning to Spain.

In later years, Columbus sent a shipload of 500 Tainos and in a desperate effort to find gold, he forced all Taino men, over the age of 14, to fill small bowls of gold and give them to the Spaniards. If any man could not give the gold, he would be executed.

Columbus used the Tainos as slave labor and future explorers followed his example. These explorers would often be very cruel to the slaves and said it didn't matter if a heathen was treated cruelly.

By 1500 the population of 25,000 native Tainos were reduced to 5,000, and by 1520 the Tainos were virtually gone.

*\*Adapted from Around the World in a Hundred Years.*

## Appendix F-European Exploration

### Information for Station Work

**Teacher's directions:** Choose six different locations throughout your room to post the readings. Copy the various readings, paste them on colored construction paper (to help easily identify where each station is located) and post at each station.

1. **VASCO DE GAMA:** In 1497 Vasco de Gama was hired by his king to see if it was possible to reach India by using the route around the southern tip of Africa. De Gama left Portugal with four ships and 170 men and sailed for Africa. De Gama hired sailors who helped guide him to Mozambique on the east coast of Africa. The Sultan of Mozambique boarded de Gama's ship and was offered many small gifts from Portugal. The sultan was not impressed with the gifts. The people of Mozambique (who were Muslim) were not very happy about having a Christian European interfering with their trade.

DeGama continued up the East African coast and eventually crossed the Indian Ocean to India. After a journey of over 13,000 miles, the ships finally landed in Calicut, India. De Gama made quick friends with Calicut's king and was able to establish direct trade between India and Portugal. Many of De Gama's men died from scurvy (170 men started on the journey but only 55 survived to return to Portugal). De Gama brought back great wealth to Portugal and paved the way for many more explorers.

2. **SCURVY:** Explorers would take long sea trips, usually lasting from 4-6 months, one-way. During these trips, many men died due to a variety of diseases. A major disease was scurvy, which cost many lives.

Fresh food was very hard to come by after being at sea for many months. A lack of vitamin C was the cause of scurvy. Victims would suffer from terrible sores, lose their teeth and waste away to nothing. Horsemeat was a favorite type of meat but it could only be preserved by coating it with salt. Salt can make you very thirsty and it was very difficult to keep water fresh for long periods. Thus, the sailors often drank large quantities of beer. The sailor's diet was low in vitamins as a result, sailors suffered terribly from scurvy.

3. **SPICE TRADE WITH INDIA:** Spices originally grew only in southern Asia and Southeast Asia. Spices were excellent trade goods. They were easy to handle and look after, and large quantities can be broken into smaller portions for sale. Before Portugal started trading with India, the price of spices was very expensive. After Vasco de Gama opened trade with India, the price of spices slightly dropped, as there was more competition for the goods.

## Appendix F, page 2-European Exploration

- 4. EXPLORATION OF EAST AFRICA:** When Vasco de Gama set out to find a route to India, he sailed up the coast of East Africa. It was in 1498 that de Gama reached the country of Mozambique. De Gama expected to find cow herders and farmers on the East coast of Africa but instead found intelligent businessmen and ship captains who were highly advanced in using the compass and navigational charts. The people of Mozambique were even dressed in linen trimmed with gold and silk!

East Africa was a Muslim area and the people disliked Christians. These feelings often produced unfriendly relationships between the two groups but the posts along the east coast of Africa provided new ports of trade for explorers.

- 5. THE PORTUGUESE CONQUER EAST AFRICAN SWAHILI CITY-STATES:** When the Portuguese first arrived in Africa; they found a continent full of diverse kingdoms, languages and cultures. The people who lived on the East coast of Africa called themselves the SWAHILI, meaning “people of the coast.” Ports in East Africa were full of ships loaded with animal skins, gold, ivory, silk, etc.

Some of the Swahili lived in small towns while others lived in large and wealthy city-states. Trade in gold and other riches supported these wealthy city-states.

After Vasco de Gama returned to Portugal and told of the wealthy Swahili city-states, the Portuguese decided they would seize them for their own. They sailed heavily armed ships to the east African harbors, took control over the local governments and seized many valuable goods. Any town that resisted was destroyed. Portugal gained control of the Swahili city-states and remained in control for over 100 years.

- 6. CABRAL CLAIMS BRAZIL:** After Vasco de Gama successfully sailed to India; Pedro Cabral decided to lead another expedition to India. As he was sailing, his ships went far off course and he sailed across the Atlantic Ocean. He landed on the coast of South America where the country juts east into the Atlantic Ocean, pointing to the bulge of Africa. He called this new land Brazil. This land belonged to Portugal because it was to the east of the Treaty of Tordesillas’ line.

## **Appendix G-European Exploration**

### **WORKSHEET FOR STATIONS**

**Directions:** Start at any station. Look at the number on the reading and find the same number on this worksheet. Work with your group to carefully read the material and then answer the questions on this worksheet. When you finish with a station, move to another station, answer questions on this worksheet and keep going until you have answered all questions. When you finish, proofread your answers and check for punctuation. Closely read your responses to be sure they make sense. Let your teacher know when you have completely finished with this assignment. Please write your answers on a separate sheet of paper and clearly number each answer.

#### **Station #1 - VASCO DE GAMA:**

1. Why did the king hire Vasco de Gama?
2. What religion did people in East Africa practice?
3. Did Vasco de Gama reach India? How do you know?

#### **Station #2 – SCURVY:**

1. What causes scurvy?
2. What are some of the effects of scurvy?

#### **Station #3 – SPICE TRADE WITH INDIA:**

1. Why were spices easy to trade?
2. After Vasco de Gama reached India, why did spices become cheaper?

#### **Station #4 – EXPLORATION OF EAST AFRICA:**

1. Describe the people of Mozambique.

#### **Station #5 - THE PORTUGUESE CONQUER EAST AFRICAN SWAHILI CITY-STATES:**

1. Who were the Swahili people and where did they live?
2. Describe how Portugal took control of the Swahili city-states.

#### **Station #6 – CABRAL CLAIMS BRAZIL:**

1. To where was Cabral originally sailing?
2. Why did Brazil belong to Portugal?

## **Appendix H-European Exploration**

### **POP QUIZ**

Let's see how much you have learned!

1. Name the explorer who “accidentally” landed in Brazil.
2. What is the name of the line that divided land between Spain and Portugal?
3. Name the group of Indians who Columbus treated like slaves.
4. What was the new name for the Cape of Torment?
5. What was the major item of trade in the 1400's and 1500's?
6. Name three explorers you have learned about in this unit.

## Appendix I-European Exploration

### COMIC STRIP PANEL

