The Age of Exploration

Teacher Guide

Native American

Spice trade

Enslaved workers

John Cabot

Crossing the ocean
The Age of Exploration
Teacher Guide
# The Age of Exploration

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The Age of Exploration
Teacher Guide
Core Knowledge Sequence History and Geography 5
The Age of Exploration was an era in which European powers recognized that great resources and natural wealth existing in foreign lands of the world could be claimed. What began as a simple desire for exotic spices became a matter of national policy for powerful governments in Spain, Portugal, England, France, and the Netherlands.

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

Students in Core Knowledge schools should be familiar with:

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

Grade 1
- Columbus
- the conquistadors
  - the search for gold and silver
  - Hernán Cortés and the Aztec
  - Francisco Pizarro and the Inca
  - diseases devastate Native American population

Grade 3
- Early Spanish exploration and settlement
  - settlement of Florida
  - Ponce de León, legend of the Fountain of Youth
  - Hernando de Soto
  - founding of St. Augustine (oldest continuous European settlement in what is now the United States)
  - geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River
- Exploration and settlement of the American Southwest
  - early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California
  - Coronado and the legend of the “Seven Cities of Cíbola” (of Gold)
  - geography: Grand Canyon and Rio Grande
  - conflicts with Pueblo Indians (1680 revolt led by Popé)
- Search for the Northwest Passage
  - Many explorers undertook the perilous, sometimes fatal, voyage to find a shortcut across North America to Asia.
    - John Cabot: Newfoundland
    - Champlain: “New France” and Quebec
    - Henry Hudson: the Hudson River

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

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

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

Grade 5

- Map Skills
  - Using longitude and latitude, coordinates, degrees, time zones, prime meridian (0 degrees longitude, Greenwich, England), and the international date line (180° longitude) on maps or globes
  - Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature
  - Climate zones: Arctic, Tropical, and Temperate

- Maya, Aztec, and Inca Civilizations
  - Locating Central America and South America on maps and globes
    - Largest countries in South America: Brazil and Argentina
  - Amazon River
  - Andes Mountains
  - The Maya
    - Ancient Maya lived in what is now southern Mexico and parts of Central America; their descendants still live there today.
    - Accomplishments as architects and artisans: pyramids and temples
    - Development of a system of hieroglyphic writing
    - Knowledge of astronomy and mathematics; use of a 365-day calendar; early use of the concept of zero
  - The Aztec
    - At its height in the 1400s and early 1500s, the Aztec Empire covered much of what is now central Mexico.
    - The island city of Tenochtitlán: aqueducts, massive temples, etc.
    - Moctezuma (also spelled Montezuma)
    - Ruler-priests; practice of human sacrifice
  - The Inca
    - Ruled an empire stretching along the Pacific Coast of South America
    - Built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads
  - Conquistadors: Cortés and Pizarro
    - Advantages of Spanish weaponry (guns and cannons)
    - Devastation
What Students Need to Learn

• Beginning in the 1400s, Europeans set forth in a great wave of exploration and trade.

• European motivations
  - Arabs control many trade routes.
  - Profit through trade in goods such as gold, silver, silks, sugar, and spices
  - Spread of Christianity: missionaries, Bartolomé de las Casas speaks out against enslavement and mistreatment of native peoples

• Geography of the spice trade
  - The Maluku Islands, also known as the Moluccas or the “Spice Islands”: part of present-day Indonesia
  - Locate the region known as Indochina, the Malay Peninsula, the Philippines.
  - Definition of “archipelago”
  - “Ring of Fire”: earthquakes and volcanic activity

• European exploration, trade, and colonization
  - Portugal
    » Prince Henry the Navigator, exploration of the West African coast
    » Bartolomeu Dias rounds the Cape of Good Hope.
    » Vasco de Gama: the spice trade with India, exploration of East Africa
    » Portuguese conquest of East African Swahili city-states
    » Pedro Cabral’s claiming of Brazil
  - Spain
    » Two worlds meet: Christopher Columbus and the Tainos
    » Treaty of Tordesillas between Portugal and Spain
    » Magellan crosses the Pacific; one of his ships returns to Spain, completing the first round-the-world voyage.
    » Vasco Núñez de Balboa reaches the Pacific.
  - England and France
    » Search for the Northwest Passage
    » Colonies in North America and the West Indies
    » Trading posts in India
<table>
<thead>
<tr>
<th>What Students Need to Learn</th>
<th>CONTINUED</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Holland (the Netherlands)</td>
<td></td>
</tr>
<tr>
<td>» The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies.</td>
<td></td>
</tr>
<tr>
<td>» The Dutch in South Africa, Cape Town</td>
<td></td>
</tr>
<tr>
<td>» The Dutch in North America: New Netherland, later lost to England</td>
<td></td>
</tr>
<tr>
<td>• The sugar trade</td>
<td></td>
</tr>
<tr>
<td>- African slaves on Portuguese sugar plantations on islands such as São Tomé off West African coast</td>
<td></td>
</tr>
<tr>
<td>- Sugar plantations on Caribbean islands</td>
<td></td>
</tr>
<tr>
<td>- West Indies: Cuba, Puerto Rico, the Bahamas, Dominican Republic, Haiti, and Jamaica</td>
<td></td>
</tr>
<tr>
<td>• Transatlantic slave trade: the “triangular trade” from Europe to Africa to colonies in the Caribbean and the Americas</td>
<td></td>
</tr>
<tr>
<td>- The “Slave Coast” in West Africa</td>
<td></td>
</tr>
<tr>
<td>- The Middle Passage</td>
<td></td>
</tr>
</tbody>
</table>
The most important ideas in Unit 3 are:

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

**What Teachers Need to Know**

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

**Early Spanish Exploration and Settlement**

**Geography of Early Spanish Exploration**

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

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

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

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

Hernando de Soto

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

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

Founding of St. Augustine

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

Exploration and Settlement of the American Southwest

Background

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

Geography: Grand Canyon and Rio Grande

The Grand Canyon is a huge gorge that was cut through rock by the Colorado River over the span of two million years. It is one mile deep, eight to fourteen miles wide, and two hundred miles long. Francisco Vásquez de Coronado’s
expedition became the first European expedition to see the canyon. Some members of Coronado’s expedition also found the Rio Grande, which originates in the Rocky Mountains in southwest Colorado, forms the modern-day border between Texas and Mexico, and empties into the Gulf of Mexico.

### Early Spanish Explorers of the Southwest

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

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

### Spanish Interest in California

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

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

### Missions

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

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

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

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

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

The Search for the Northwest Passage

Background

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

Geography

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

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

Cabot and the Search for the Northwest Passage

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

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

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

Henry Hudson

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

America

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

European Motivations for Exploration

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

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

Some Europeans were also eager to spread Christianity to nonbelievers. Christian teachings had spread from Roman Palestine into parts of North Africa and north and west into Europe. However, Christianity had not yet gained a significant foothold in Africa, the Middle East, or the rest of Asia.
Why did European sailors venture out on the seas at this time and not earlier? The reason is that several nautical inventions—the magnetic compass, the astrolabe, the sextant, and caravels—all came to the Europeans’ attention about the same time.

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

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

**Geography of the Spice Trade**

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

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

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

The Malay Peninsula is the southernmost peninsula in Asia. West Malaysia and southwest Thailand share the area. The island of Singapore lies to its south. To the west are the Andaman Sea (part of the Indian Ocean) and the Strait of Malacca. To the east lie the Gulf of Thailand and the South China Sea. The Portuguese took control of part of the peninsula in 1511 but lost it to the Dutch in the mid-1600s. The British seized sections of the peninsula beginning in 1826.
The Philippines is an archipelago, a series of many islands. The country is made up of some 7,000 islands and lies in the Pacific Ocean off the Asian continent. Because the Philippines is located on the equatorial side of the Tropic of Cancer, its climate is tropical. The islands are mainly volcanic and mountainous. About 1,000 islands are inhabited, but most of the population lives on just eleven of them. The islands are part of the “Ring of Fire,” which is a series of volcanoes that ring the Pacific Ocean. Earthquakes are common in this area. The first European to visit the area was Ferdinand Magellan in 1521 on his voyage around the world. He was wounded and killed in a fight there. Because of his voyage, the Spanish later claimed the islands as a colony. They held the islands until Spain’s defeat in the Spanish-American War in 1898.

To learn more about specific topics in this unit, download the CKHG Online Resources “About The Age of Exploration”:

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

The Age of Exploration Student Reader—ten chapters

Teacher Components

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

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

The Age of Exploration Timeline Image Cards—twenty-three individual images depicting significant events and individuals related to European exploration. In addition to an image, each card contains a caption, a chapter number, and
the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this time period.

### Timeline

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>1200s</th>
<th>1300s</th>
<th>1400s</th>
<th>1500s</th>
<th>1600s</th>
<th>1700s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>1</td>
<td>34437</td>
<td>33 555655 77</td>
<td>10 879 9</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

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

You will notice that the Unit 3 Timeline includes events and explorers that students have encountered in previous Core Knowledge units. The Unit 3 Timeline begins with a card representing the Middle Ages, a unit students studied in Grade 4. This Timeline card will serve as an anchor point in contextualizing the chronology of the events students will learn about in this unit in relation to historical periods and events they have already studied.
Similarly, in Chapter 5, students will recognize and place cards on the Timeline for the Spanish explorers Cortés and Pizarro, whom they have just encountered in their study of the Maya, Aztec, and Inca, i.e. the unit they just completed. Another timeline card associated with Chapter 5 represents other Spanish explorers, such as Ponce de León, de Soto, and Coronado, whom students learned about in Grade 3.

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

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

- Bartolomeu Dias set sail in 1487.
- The Treaty of Tordesillas was signed in 1494.
- The English defeated the Spanish Armada in 1588.
- Robert Cavelier, Sieur de La Salle, sailed down the Mississippi in 1682.

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

**Time to Talk About Time**

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

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

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

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

Reading Aloud

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

Turn and Talk

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

Big Questions

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

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Big Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>According to the author, how did the search for the Spice Islands change history?</td>
</tr>
<tr>
<td>2</td>
<td>What developments enabled Europeans to travel farther?</td>
</tr>
<tr>
<td>3</td>
<td>Why do you think Portugal is described as a seagoing pioneer?</td>
</tr>
</tbody>
</table>
|   | Why do you think Columbus kept a secret log?  
|---|---
| 5 | How did European explorers and colonists treat the indigenous people of the Americas?  
| 6 | How important was it for explorers to have finally circumnavigated the globe?  
| 7 | How did European exploration of the Americas lead to settlement and colonization?  
| 8 | The French and the English had different approaches to settlement in North America. In what ways were they different?  
| 9 | How did the death of a king affect the Spice Trade?  
|10 | How did the Age of Exploration lead to the development of the slave trade?  

**Core Vocabulary**

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

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

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

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

Nonfiction Excerpts

Use this link to download the CKHG Online Resources, where specific links to the following nonfiction excerpts may be found:

www.coreknowledge.org/ckhg-online-resources

These excerpts may be used with the chapter specified, either for additional class work or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

Nonfiction Excerpts (Primary Source Documents)

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

Additional Activities and Website Links

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


Weiss, Jim. *The Queen’s Pirate: Elizabeth I and Sir Francis Drake*. Charles City, VA: The Well-Trained Mind Press. Audio Recording. Use this link to download the CKHG Online Resources for this unit, where the specific link to purchase the Jim Weiss audio recordings may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)
# The Age of Exploration Sample Pacing Guide

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

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

## Week 1

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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<tbody>
<tr>
<td><strong>The Age of Exploration</strong></td>
<td><strong>The Age of Exploration</strong></td>
<td><strong>The Age of Exploration</strong></td>
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<tr>
<td>Finishing Maya, Aztec, Inca, Unit 2</td>
<td>Finishing Maya, Aztec Inca, Unit 2</td>
<td>“The Spice Islands” Core Lesson (TG &amp; SR, Chapter 1; AP 1.1)</td>
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<td></td>
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<td>“Motives and Means” Core Lesson (TG &amp; SR, Chapter 2)</td>
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<td>“Portuguese Exploration” Core Lesson (TG &amp; SR, Chapter 3)</td>
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**CKLA**

<table>
<thead>
<tr>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
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<td>“Cool Facts About European Explorers” (TG, Additional Activities, SR, Chapter 3, AP 3.1)</td>
<td>“Christopher Columbus” Core Lesson (TG &amp; SR, Chapter 4; AP 1.1)</td>
<td>“A Spanish Empire and Its Critics” Core Lesson (TG &amp; SR, Chapter 5; AP 1.1)</td>
<td>“Magellan’s Voyage” Core Lesson (TG &amp; SR, Chapter 6: AP 1.1)</td>
<td>“England Explores and Colonizes” Core Lesson (TG &amp; SR, Chapter 7; AP 1.1)</td>
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<td><strong>The Age of Exploration</strong></td>
<td>Unit Assessment</td>
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<tr>
<td>“France and the Fur Trade” Core Lesson (TG &amp; SR, Chapter 8; AP 1.1)</td>
<td>“Dutch Trade” Core Lesson (TG &amp; SR, Chapter 9; AP 1.1)</td>
<td>“Slavery” Core Lesson (TG &amp; SR, Chapter 10; AP 10.1)</td>
<td>“The Slave Trade” (TG, Additional Activities, Chapter 10) and finish “Slavery” (TG &amp; SR, Chap. 10; AP 10.1)</td>
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<td>Unit Assessment</td>
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<tr>
<td>“Birth of the Inca Empire”</td>
<td>“All Roads Lead to Cuzco”</td>
<td>“Myths of the Aztec and the Inca”</td>
<td>“Myths of the Aztecs and the Inca”</td>
<td>Unit Assessment for Early American Civilizations</td>
</tr>
</tbody>
</table>
### THE AGE OF EXPLORATION PACING GUIDE

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

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

#### Week 1

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#### Week 2

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#### Week 3

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

Primary Focus Objectives

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

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Spice Trade”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

AP 1.1

Core Vocabulary (Student Reader page numbers listed below)

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

Example: Many medieval castles still stand in Europe.

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

Example: Pepper is a common spice.
Variation(s): spices
archipelago, n. a chain of islands (4)
  Example: The Malay Archipelago is the largest in the world.
  Variation(s): archipelagoes

rain shadow, n. an area that gets less rain because it is on the protected side of a mountain (5)
  Example: People living in a rain shadow become used to a dry climate.
  Variation(s): rain shadows

navigational, adj. related to controlling the movement of a ship (6)
  Example: Today’s navigational systems are often satellite-based.

trader, n. a person who buys and sells goods (6)
  Example: A good spice trader could become wealthy.
  Variation(s): traders

monopoly, n. a situation in which one person, country, or company has complete control of the supply of a good or service (6)
  Example: Any monopoly that exists today is tightly regulated.
  Variation(s): monopolies

trading center, n. a place where people buy and sell goods (6)
  Example: A flea market is really a small trading center.
  Variation(s): trading centers

merchant, n. a person who buys and sells goods to earn money (7)
  Example: Venetian spice merchants bought spices from Arab traders and sold them to Europeans for a profit.
  Variation(s): merchants

negotiate, v. to discuss the terms of an agreement (7)
  Example: She’s trying to negotiate a loan with her bank.
  Variation(s): negotiating, negotiated, negotiates

Mongol, n. a native of the Asian nation of Mongolia (8)
  Example: Today, many Mongols live in China and Russia.
  Variation(s): Mongols

porcelain, n. a type of fine pottery (8)
  Example: China’s Tang Dynasty is remembered for its beautiful porcelain.

“diplomatic mission,” (phrase) a group of people who serve as representatives of their government in another country (8)
  Example: She works in Japan as part of the U.S. diplomatic mission there.
  Variation(s): diplomatic missions
Display the Activity Page, “The World in 1500.” Ask students to locate areas they have already studied this year. (Students should identify Mexico, Central America, and South America from their study of the Maya, Aztec, and Inca.) Ask students to recall what happened to the Aztec and Inca empires when European explorers arrived. (The empires were conquered by Europeans.) Explain that in this unit, students will learn about other European explorers and how European exploration changed lives in Africa and the Americas during the 1400s–1700s, i.e., hundreds of years ago.

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

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

**Introduce “The Spice Islands”**

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

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

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

**Guided Reading Supports for “The Spice Islands”**

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

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

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

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

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

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

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

**LITERAL**—Why were spices so expensive in Europe?

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

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

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

Scaffold understanding as follows:

**CORE VOCABULARY**—Read the section “The Spice Islands” aloud.

Stop to explain the meaning of the vocabulary terms *archipelago* and *rain shadow* as they are encountered. If helpful, sketch simple images on the board to illustrate the meanings of the terms.

**Note:** Students who completed the Core Knowledge program in Grade 4 learned about rain shadows in their study of *World Mountains*. While students did not learn the term *rain shadow*, they did learn that mountains block the flow of moisture to cities such as Denver, Colorado.
SUPPORT—Direct students’ attention to the map of the Spice Islands on page 5. Compare the map to The World in 1500 (AP 1.1) to help students understand the location of the area in relation to Europe. Be sure students understand that the archipelago about which they are reading is located southeast of the continent of Asia.

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

After reading the text, ask the following questions:

LITERAL—Where are the Maluku Islands located?
» They are in the Malay Archipelago.

LITERAL—What is the “Ring of Fire”? What does it mean for the islands of the Malay Archipelago?
» The Ring of Fire is an arc of volcanoes along the rim of the Pacific Ocean. It means the Malay Archipelago experiences volcanic eruptions and earthquakes.

LITERAL—Why is the Malay Archipelago a good place to grow spices?
» It has rich soil, it is hot, and it gets a lot of rain.

“The Quest for Spices,” Pages 6–7

Scaffold understanding as follows:

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

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

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

**AP 1.1**

**THE AGE OF EXPLORATION**

During his travels, Marco Polo served the Emperor Kublai Khan. Khan ruled a vast Mongol empire that included the Arabian Peninsula, the Red Sea, and even in Egypt. There they sold the spices and other goods from the Middle East to the Chinese. The Venetian merchants made huge profits from this trade. The Venetians did not sell, as they negotiated with Arab traders to deliver goods throughout Europe. Europeans trading in spices and other goods had to use the overland trade routes. Many European goods traded as they left the Venetian marketplace. At the same time, they resented the high costs of doing business with Venetian merchants. Similarly, the Venetians resented the high costs of doing business with their other European customers. The exchange was not profitable for the Venetians.

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

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

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

After reading the section, ask the following questions:

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

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

**LITERAL**—Who dealt most directly with Arab spice traders?

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

**INFERENCEAL**—How did Venetian and other Italian merchants profit from buying the Arab traders’ expensive spices?

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

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

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

**Scaffold understanding as follows:**

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

Have students read the next three paragraphs of the section to themselves. Review the meaning of the phrase “diplomatic mission.”
Read aloud the last paragraph on page 9.

After reading the text, ask the following questions:

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

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

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

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

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

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

**Timeline**

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

**CHECK FOR UNDERSTANDING 10 MIN**

Ask students to:

- Write a short answer to the Big Question: According to the author, how did the search for the Spice Islands change history?
  » Key points students should cite include: the search for the Spice Islands encouraged explorers to travel the world; they encountered lands, oceans, and peoples they never knew existed; Europeans’ efforts to reach the Spice Islands led them to explore the planet.

  - Choose one of the Core Vocabulary words (medieval, spice, archipelago, rain shadow, navigational, trader, monopoly, trading center, merchant, negotiate, Mongol, porcelain) or the phrase “diplomatic mission” and write a sentence using the word.

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

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

Primary Focus Objectives

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

What Teachers Need to Know

For background information, download the CKHG Online Resource “About European Motivation”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

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

Core Vocabulary (Student Reader page numbers listed below)

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

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

*Variation(s):* motives

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

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

*Variation(s):* cures, cured, curing

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

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

*Variation(s):* navigate, navigational
uncharted, adj. never mapped (14)
Example: The continents of North and South America were uncharted before the Age of Exploration.

hull, n. the sides and bottom of a boat (14)
Example: The ship’s hull was damaged by its collision with the shore.
Variation(s): hulls

rig, v. to prepare for sailing (15)
Example: It took weeks to properly rig the ship.
Variation(s): rigs, rigged, rigging

astrolabe, n. a navigational tool used to determine the position of the sun, a star, or other object in the sky (15)
Example: Early astronomers used an astrolabe to make maps of what they observed in the sky.
Variation(s): astrolabes

sextant, n. a navigational instrument that uses a telescope and scale to determine latitude and longitude (15)
Example: European explorers often determined their location at sea with a sextant.
Variation(s): sextants

magnetic compass, n. a device that uses a magnetized pointer to show direction (16)
Example: The needle of a magnetic compass always points north.
Variation(s): magnetic compasses

hourglass, n. a glass device that measures time using the flow of sand (17)
Example: An hourglass begins tracking time when it is turned over.
Variation(s): hourglasses

The Core Lesson 35 min

Introduce “Motives and Means” 5 min

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

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

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

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

**Guided Reading Supports for “Motives and Means”**

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

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

Scaffold understanding as follows:

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

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

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

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

**SUPPORT**—Help students understand the importance of spices as a tool of preservation during this time period. Today, while we do still cure some foods, most food is preserved through refrigeration or freezing. That technology is relatively new, though. Refrigerators as we know them weren’t invented until the early 1900s. Europeans of the Middle Ages had to find other ways to preserve their food. (Ice, while an effective preservation agent, was not reliably obtainable.) Salt filled that need. Other spices added flavor, making meat that wasn’t fresh more palatable.
The Silk Road: For many centuries this was an overland trade route of nearly 4,000 miles that crossed mountains and deserts between Asia and the Arab and European cities near the Mediterranean Sea. It was not very tasty. At this time Europeans did not yet appreciate or understand the intense flavors of spices that come from plants grown on tiny uncharted islands in faraway places. As you have discovered, getting those spices wasn’t at all easy. Because of this, Arab traders and Venetian sailors were the middlemen who brought spices from the East, charging a premium. The Turks added to their profits even further by controlling the Silk Road. They also had a monopoly on cumin, pepper, cloves, or ginger could make bad tasting or not very appetizing. A pinch of pepper, salt, and baking soda were far more effective on the open ocean. Europeans were so enthusiastic about spices because their food was not very tasty, and it was not very appetizing. A pinch of pepper, salt, and baking soda were far more effective on the open ocean.

Scaffold understanding as follows.

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

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

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

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

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

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

» They shut down the Silk Road.

**LITERAL**—What effect did the Crusades have on Europeans?

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

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

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

**“New Ships,” Pages 13–15**

Scaffold understanding as follows.

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

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

**SUPPORT**—Examine the illustrations at the bottom of page 14. Point out that the sails are positioned differently in each drawing. Explain that it was necessary to arrange the lateen and square sails in different ways, depending on how the wind was blowing.
After students have read the text, ask the following questions:

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

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

**EVALUATIVE**—What prompted the Portuguese to develop caravels?

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

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

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

### “Finding Their Way,” Pages 15–17

**Scaffold understanding as follows.**

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

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

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

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

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

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

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

» Sailors used astrolabes and sextants to determine the ship’s location. They used magnetic compasses to determine the direction in which the ship was sailing.
LITERAL—What was one way that sailors kept track of their speed?
» They counted the knots on a rope as it slipped through their hands during a certain period of time.

LITERAL—What were two ways that sailors kept track of time?
» They used hourglasses, and they noted the movement and position of the sun.

EVALUATIVE—How do you know this section describes the means of European exploration?
» The section describes how Europeans were able to explore. It describes the technologies that allowed them to do so.

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

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

Additional Activities

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

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

Distribute AP 2.1, Domain Vocabulary: Chapters 1–2, found in the Teacher Resources section (page 105), and direct students to match words with definitions using what they learned in Chapters 1 and 2. This activity page may also be distributed for homework.
CHAPTER 3

Portuguese Exploration

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

Primary Focus Objectives

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

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Portuguese Explorers”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

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

Core Vocabulary (Student Reader page numbers listed below)

expedition, n. a special journey taken by a group that has a clear purpose or goal (20)
Example: As a child, she dreamed of leading an expedition to Mars.
Variation(s): expeditions

interpreter, n. a person who translates from one language to another (21)
Example: My uncle works as an interpreter for American tourists in France.
Variation(s): interprets, interpreted, interpreting
**Moor, n.** a North African follower of Islam during the Middle Ages (21)

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

*Variation(s):* Moors

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

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

*Variation(s):* fleets

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

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

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

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

*Variation(s):* trade winds

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

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

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

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

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**THE CORE LESSON 35 MIN**

**Introduce “Portuguese Exploration”**

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

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

**Guided Reading Supports for “Portuguese Exploration”**

When you or a student reads aloud, *always* prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
Read aloud the first two paragraphs of “Pioneers of the Sea” on page 18.

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

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

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

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

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

**LITERAL**—Why did the Portuguese launch voyages of exploration?

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

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

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

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

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

**“Bartolomeu Dias,” Pages 21–22**

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

**Note:** Students who completed the Core Knowledge program in Grade 4 may recall the phrase “*naval fleet*.”
As Portuguese ships continued to explore the coast of Africa, they met resistance from the Moors who had established trade centers along the coast for hundreds of years. These centers, such as Mombasa, Mozambique, and Malindi, had been thriving for centuries. When Portuguese ships arrived in these ports, they felt the Moors may be intruding on their established businesses. Consequently, at several ports, Arab traders tried to seize the Portuguese ships, often using violence to force their way into the port. This resistance continued as the Portuguese journeyed along the coast, encountering problems at the main trading centers along the way, including Mombasa, Mozambique, and Malindi.

In 1497, Vasco da Gama, the first European to find a route to the Indian Ocean, led a fleet of four ships from Lisbon. The fleet rounded the Cape of Good Hope, the southern tip of Africa, and headed northeast along the east coast of Africa. They stopped at various ports along the coast before stormy seas forced the fleet offshore. They did not see land for several days. When the seas calmed, the Portuguese sighted land from their ships. They arrived at the trading centers along the coast, which they named after a local African ruler. They exchanged goods such as spices, gold, and ivory for slaves, textiles, and other goods. The Portuguese quickly realized the potential for profit in this trade and set up trading posts and challenged Arab traders in setting up their own trading establishments along the coast.


dias was both excited by this discovery and concerned about the possible enemies they might face along the way. Knowledge gained on one expedition laid the groundwork for the next. Once Dias rounded the Cape of Good Hope, it was only a matter of time before other Portuguese extended the route. When it came to exploration, the Portuguese always pushed further, and Dias was no exception. Over the years, Prince Henry's explorers pushed farther south along the African coast. They brought back gold, ivory, spices, and people to be sold into slavery. The first Africans to be sold as slaves were also taken along on expeditions to serve as interpreters and translators. As a result, traders set up trading posts and challenged Arab traders in setting up their own trading establishments along the coast.


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Portugal’s Trade Empire

of the interior of Africa. However, despite their efforts, they were anxious to learn more about the inland areas. For once the Portuguese were established along the Swahili Coast, they could obtain goods from the African interior. Before 1497, the interior of Africa was known to the Europeans only through Arab traders who brought back bits of information. However, when Vasco da Gama arrived on the Swahili Coast in 1497, he was amazed at the wealth of the interior. He quickly realized that this region was a potential source of gold, ivory, and other valuable goods.

The Portuguese set up trading posts along the Swahili Coast in places like Beira and Maputo Bay. Today, both are found in the center of Mozambique. The Portuguese were able to obtain these goods from the interior by establishing trade relationships with the local African rulers. The Portuguese would trade European goods, such as metal tools, glass beads, and cloth, for African goods, such as gold, ivory, and slaves.

Most people in the region were Muslim. The African economy in general depended on farming and raising livestock. However, trade was well-established by the time the Portuguese arrived. The African copper, iron ore, and pottery were transported inland, and the goods were transported to the coast. The Swahili coast was a mixture of Africans, Arabs, and Persians. The Swahili language (/swah*hee*lee/) was spoken by many of the people in this area. The population of the Swahili coast was a mixture of Africans, Arabs, and Persians. The Swahili language (/swah*hee*lee/) was spoken by many of the people in this area. The population of the Swahili coast was a mixture of Africans, Arabs, and Persians. The Swahili language (/swah*hee*lee/) was spoken by many of the people in this area. The population of the Swahili coast was a mixture of Africans, Arabs, and Persians. The Swahili language (/swah*hee*lee/) was spoken by many of the people in this area. 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After reading the text, ask the following questions:

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

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

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

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

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

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

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

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

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

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

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

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

After reading the text, ask the following questions:

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

» Vasco da Gama

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

» Cabral’s attempt to avoid the windless Gulf of Guinea resulted in his arrival in present-day Brazil.
LITERAL—The Portuguese decided not to settle or set up trading centers at Vera Cruz. Where did they set up trading centers instead?

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

Timeline

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

CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why do you think Portugal is described as a sea-going pioneer?"
  
  » Key points students should cite include: the importance of Prince Henry the Navigator in supporting and developing Portuguese mapmaking, shipbuilding, and instrument making; Prince Henry’s influence over his father, the king, in paying for the expeditions Henry organized; the somewhat accidental discovery by Dias of a route around the southern tip of Africa and into the Indian Ocean, and da Gama’s further investigation of that route; Portuguese success at establishing settlements and trading posts along the Swahili Coast.

- Choose one of the Core Vocabulary words (expedition, interpreter, Moor, fleet, landfall, trade wind, scurvy, or iron ore), and write a sentence using the word.

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

Cool Facts About European Explorers (RI.5.7) 45 MIN

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

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

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

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

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

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

• What country did Bartolomeu Dias sail for?
  » Portugal

• Where did he sail?
  » He sailed along the western coast of Africa.

• What was he the first to do?
  » Possible responses: He was the first European to sail around the southern tip of Africa. He was the first European to find a sea route to the Indian Ocean.

• What did Dias call the land he saw? What do we call it today?
  » Dias called it the Cape of Storms. Today, we call it the Cape of Good Hope.

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

Be sure students save AP 3.1 for future reference. Tell students they will add more details to the chart as they learn more about explorers from other European nations.
**Round Africa to India** (RI.5.10)  45 MIN

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

**Background for Teachers:** Use this link to download the CKHG Online Resources, where the Nonfiction Excerpt for this activity may be found:

www.coreknowledge.org/ckhg-online-resources

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

Conduct a round-robin reading of the excerpt.

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

- Where was da Gama when he wrote the first entry in this excerpt?
  - Southern Africa

- Where was da Gama when he wrote the second entry?
  - Calicut, India

- How were the experiences in each location similar?
  - In both locations, da Gama’s crew sought trade.

- How were the experiences in each location different?
  - In Africa, da Gama’s crew angered the indigenous people and were attacked by them. In India, they were welcomed and discovered valuable gems to trade. They also met people who spoke Portuguese.
Christopher Columbus

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

Primary Focus Objectives

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

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Columbus and the Tainos”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

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

Core Vocabulary (Student Reader page numbers listed below)

league, n. a unit of distance equal to approximately three miles (33)
Example: The league was a standard unit of measure for much of Europe’s history.
Variation(s): leagues

log, n. a written record of a ship’s progress (33)
Example: The log revealed that the crew was unhappy for most of the voyage.
Variation(s): logs
mutiny, n. the rebellion of a ship’s crew against the captain (34)
Example: The sailors considered mutiny several times.
Variation(s): mutinies, mutinied

royal standard, n. a flag that represents a king or queen (35)
Example: The crew claimed the island for their country by planting the royal standard on the beach.
Variation(s): royal standards

diplomat, n. someone who represents the government of one country in another country (38)
Example: The diplomat returned home when his life was threatened.
Variation(s): diplomats

indigenous, adj. native to a particular region or environment (38)
Example: The explorers found that many of the indigenous plants were safe to eat.

THE CORE LESSON  35 MIN

Introduce “Christopher Columbus”  5 MIN

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

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

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

Guided Reading Supports for “Christopher Columbus”  30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
Read aloud the first three paragraphs in “Sailing West to the East Indies” on page 30.

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

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

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

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

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

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

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

» King Ferdinand and Queen Isabella of Spain

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

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

» They agreed to fund him provided he would claim any land he reached for Spain.
by January 1493, supplies were getting low. Columbus set sail for Spain.

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

» He lied about the distance they traveled each day.

**EVALUATIVE** — What did Columbus risk by taking this approach?

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

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

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

**“The First Encounter,” Pages 35–36**

Scaffold understanding as follows:

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

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

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

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

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

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

» The translator spoke Hebrew and Arabic, and the Tainos spoke neither. Therefore, the Spanish and Tainos couldn’t use speech to communicate.
**Inferential**—In light of the fact that Columbus thought he was in another part of the world, how did he manage to return safely to Spain? Use The World in 1500 map to trace his route.

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

*“The Triumphant Return,” Pages 36–37*

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

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

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

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

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

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

*“The Treaty of Tordesillas,” Pages 38–39*

Scaffold understanding as follows:

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

**Support**—Call students’ attention to The World in 1500 map (AP 1.1), and indicate the approximate location of the imaginary line described in the Treaty of Tordesillas. Guide students in identifying the areas to which Spain and Portugal laid claim.
Read aloud the last two paragraphs of the section “The Treaty of Tordesillas” on pages 38–39.

After reading the text, ask the following questions:

LITERAL—What countries signed the Treaty of Tordesillas?

» Spain and Portugal

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

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

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

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

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

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

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

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

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

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

After reading the text, ask the following questions:

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

» four

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

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

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

» Vespucci's voyage came nine years after Columbus's.
Tell students to take out AP 3.1 and use what they read in Chapter 4 to complete the rows about Christopher Columbus and Amerigo Vespucci.

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

**Timeline**

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

**CHECK FOR UNDERSTANDING 10 MIN**

Ask students to:

- Write a short answer to the Big Question: “Why do you think Columbus kept a secret log?”
  
  » Key points students should cite include: Columbus kept a false log to calm his crew, who feared sailing in unknown water for so long with no sign of land; he kept a secret log so that there would be an accurate record of the journey.

- Choose one of the Core Vocabulary words (*league*, *log*, *mutiny*, *royal standard*, *diplomat*, or *indigenous*), and write a sentence using the word.

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

**Early Portuguese and Spanish Exploration (RI.5.7)**

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

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

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

**The Voyage of Columbus (RI.5.10)**

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

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the Nonfiction Excerpt for this activity may be found:

www.coreknowledge.org/ckhg-online-resources

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

Have students read the excerpt with a partner.

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

- **What is Columbus’s general impression of the Tainos?**
  » Possible answers: They are friendly. They are innocent.

- **How does Columbus want to change the Tainos?**
  » He wants to make them Christian.

- **How does Columbus think the Spanish could make use of the Tainos?**
  » The Spanish could use the Tainos as servants.
A Spanish Empire and Its Critics

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

Primary Focus Objectives

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

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Spanish Explorers":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

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

Core Vocabulary (Student Reader page numbers listed below)

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

Example: Vaccinations can give people immunity to some diseases.
plantation, n. a large farm where one or more crops were grown by a large number of laborers; these crops were sold for a profit by the plantation owner (44)
  Example: The owner of a large plantation was likely to need many workers.
  Variation(s): plantations

cash crop, n. a crop that is grown to be sold (44)
  Example: Tobacco has been a major cash crop for Kentucky throughout much of its history.
  Variation(s): cash crops

conquistador, n. the Spanish word for conqueror (44)
  Example: The conquistador Francisco Pizarro invaded the Inca civilization.
  Variation(s): conquistadors

isthmus, n. a narrow piece of land that connects two larger land masses (44)
  Example: The Central American country of Panama is located on an isthmus.

empire, n. a group of countries or territories under the control of one government or ruler (45)
  Example: Some consider the Roman Empire to have been the greatest empire in history.
  Variation(s): empires

exploitation, n. the practice of taking unfair advantage of a person or group (47)
  Example: Slavery was a horrible form of exploitation.

THE CORE LESSON 35 MIN

Introduce “A Spanish Empire and Its Critics” 5 MIN

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

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

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

Guided Reading Supports for “A Spanish Empire and Its Critics” 30 MIN

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

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

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

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

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

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

**After reading the text, ask the following questions:**

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

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

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

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

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

» They imported enslaved persons from Africa.
Scaffold understanding as follows:

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

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

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

After reading the text, ask the following questions:

LITERAL—Which conquistadors conquered the Aztec and the Inca?

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

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

» He “discovered” the South Sea.

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

» Pizarro

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

» It is called the Pacific Ocean.

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

Scaffold understanding as follows:

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

CORE VOCABULARY—Then, read the section aloud and explain the meaning of the Core Vocabulary term empire. Explain that European nations built empires in the Americas and elsewhere when they took land and resources from indigenous people.
Note: Students who completed the Core Knowledge program in Grade 3 may recall the word empire from their study of Ancient Rome. Remind students that Rome controlled a vast empire centered on the Mediterranean. Beginning in the 1500s, the Spanish and Portuguese built vast global empires.

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

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

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

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

**LITERAL**—What was the encomienda system?

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

**LITERAL**—Who was Bartolomé de Las Casas?

» He was a Spanish priest who settled on Hispaniola.

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

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

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

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

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

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

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

CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

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

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

Additional Activities

Domain Vocabulary: Chapters 3–5 (RI.5.4, L.5.6) 45 MIN

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

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

Brief Account of the Devastation of the Indies (RI.5.10) 30 MIN

Materials Needed: Sufficient copies of NFE 3, “Brief Account of the Devastation of the Indies by Bartolomé de Las Casas, 1543”
Background for Teachers: Use this link to download the CKHG Online Resources, where the Nonfiction Excerpt for this activity may be found:

www.coreknowledge.org/ckhg-online-resources

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

Read aloud the excerpt.

After reading, ask the following questions to guide discussion:

• According to de Las Casas, what kind of people were the indigenous people of the Americas?
  » Possible answers: They were peaceful, simple, humble, forgiving, patient, innocent, obedient, and faithful.

• What does de Las Casas compare the Spaniards to? What does he mean by that comparison?
  » He compares them to wild animals—wolves, tigers, lions. These animals are predators, so he’s calling the Spaniards predators.

• How did the Spaniards destroy the families of the indigenous people?
  » They separated the women and children from the men.

• What other examples of exploitation does de Las Casas give?
  » De Las Casas says the Spanish committed “acts of force and violence and oppression.” He mentions wars and killing. He explains how the indigenous people were divided up and enslaved. He says workers in mines and on ranches died from exhaustion and hunger.
Magellan’s Voyage

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

Primary Focus Objectives

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

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Magellan”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

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

Core Vocabulary (Student Reader page numbers listed below)

strait, n. a narrow body of water that connects two larger bodies of water (50)
   Example: The Strait of Gibraltar connects the Mediterranean Sea to the Atlantic Ocean.
   Variation(s): straits

circumnavigate, v. to travel completely around something (such as Earth), especially by water (53)
   Example: Magellan’s crew were the first Europeans to circumnavigate the globe.
   Variation(s): circumnavigation
Chapter 6

Magellan’s Voyage

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

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

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

Guided Reading Supports for “Magellan’s Voyage”

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

“Ferdinand Magellan,” Pages 48–51

Scaffold understanding as follows:

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

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

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

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

**LITERAL**—What type of person was Magellan?

» Magellan was hot-tempered and often in trouble.

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

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

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

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

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

» The ships began leaking. Magellan faced a mutiny.

**LITERAL**—What happened when Magellan reached his destination?

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

**LITERAL**—Why did Magellan face a second mutiny?

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

**“Finding the Strait,” Pages 51–53**

Scaffold understanding as follows:

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

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

**SUPPORT**—Direct students’ attention to the map on page 53. Note the line that indicates the route Magellan’s expedition took when it circumnavigated the world. Support students in locating the Straits of Magellan on the map and in identifying where the voyage began, where Magellan was killed, and where the voyage ended.
Chapter 6
MAGELLAN’S VOYAGE

1520, Magellan and his crew discovered the South American strait that connected the Atlantic and Pacific Oceans.

Upon entering unknown waters, the men became excited to reach the Spice Islands. Magellan was determined to find the Spice Islands and return to Spain. He ordered his men to sail north. The ships followed the west coast of South America until they could pick up the currents that would carry them west, across the ocean. Magellan did not know the size of the Pacific Ocean. He hoped that his ships would reach Asia in a matter of days. The ships made landfall at some of the Pacific Islands, but the ocean was so large that supplies ran out quickly. Finally, on March 16, Magellan and the crew approached an island that the men believed was the easternmost island of the Philippine archipelago. The men were tired and hungry after their long journey. It was now up to the crew to decide their next move.

In 1521, Magellan and his crew made landfall in the Philippines. This decision proved to be Magellan’s final command to his weary men. Magellan was killed in a confrontation with island chieftains. The crew sailed homeward under the command of Juan Sebastián del Cano. They finally reached Spain in September 1522, nearly three years after they had begun the journey. Only one ship of the original five remained. Only eighteen of the original crew of 277 survived. But the men were able to gather their strength and make their way home. Amazingly, the one surviving ship carried home enough exotic spices to pay for the entire expedition. The survivors of Magellan’s expedition became the first to circumnavigate the globe.

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

After reading the text, ask the following questions:

LITERAL—Where did Magellan’s expedition come upon a strait?
» They found a strait at the southern tip of South America.

LITERAL—What is this strait called today?
» It is called the Straits of Magellan.

LITERAL—How did Magellan’s crew react to their discovery?
» One ship mutinied and returned home. Three others went through the strait at Magellan’s insistence.

LITERAL—What body of water did Magellan name after making it through the strait they had found?
» He came upon (and named) the Pacific Ocean.

EVALUATIVE—Why didn’t Magellan return to Spain?
» He was killed in the Philippines after getting involved in a local conflict.

INFERENTIAL—How might Magellan’s personality have contributed to his fate?
» Magellan was hot-tempered and frequently got in trouble. He was killed in a confrontation with a local chief. It’s possible his temper contributed to or caused the conflict.

LITERAL—What happened to Magellan’s expedition after his death?
» It returned to Spain under the command of Juan Sebastián del Cano, making the survivors the first Europeans to circumnavigate the globe.

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

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

Timeline

- Show students the Chapter 6 Timeline image card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How important was it for explorers to have finally circumnavigated the globe?”
- Post the image card beneath the date referencing the 1500s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.
CHECK FOR UNDERSTANDING 10 min

Ask students to:

• Write a short answer to the Big Question: “How important was it for explorers to have finally circumnavigated the globe?”
  
  » Answers will vary, but students may say that the eighteen men from Magellan’s crew who successfully circumnavigated the globe helped to encourage worldwide trade and exploration and also helped people gain a greater understanding of our planet.

• Choose one of the Core Vocabulary words (strait or circumnavigate), and write a sentence using the word.

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

Additional Activities

Magellan’s Voyage 45 min

Activity Page

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

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

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

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

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

**What Teachers Need to Know**
For background information, download the CKHG Online Resource “About English Explorers”:
www.coreknowledge.org/ckhg-online-resources

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

**Core Vocabulary** (Student Reader page numbers listed below)

- **Northwest Passage, n.** a sea route connecting the Atlantic Ocean and Pacific Ocean along the northern coast of North America (57)
  
  *Example:* Trading nations sought a Northwest Passage for centuries.
  
  *Variation(s):* colonize, colony
colonization, n. the practice of bringing people from a different country to control and settle an area that already has an indigenous population (57)

Example: Europe’s exploration of the Americas led to eventual colonization of the “New World.”

Variation(s): colonize, colony

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

Example: The robbers planned to loot the hardware store.

Variation(s): looted, looting

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

Example: The United States maintains an armada of battleships.

Variation(s): armadas

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

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

Variation(s): joint-stock companies

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

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

Variation(s): fishing, fisheries

THE CORE LESSON 35 MIN

Introduce “England Explores and Colonizes” 5 MIN

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

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

Call students’ attention to the Big Question. Encourage students to look for details about English exploration and colonization as they read.
Scaffold understanding as follows:

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

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

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

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

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

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

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

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

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

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

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

**LITERAL**—Why was his second voyage judged a success?

» He claimed to have found a new, rich fishing area.
LITERAL—How did his third and final voyage end?

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

“The Northwest Passage,” Page 57

Scaffold understanding as follows:

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

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

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

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

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

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

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

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

“Sir Francis Drake,” Pages 58–60

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first two paragraphs of the section on pages 58–59. Review the meaning of the vocabulary word loot. Explain that looting is associated with war or civil conflict, as opposed to simple theft.
Loosened with a rope and tied to the back of his ship, van Diemen started south along the coast of Africa. In 1588, the English defeated the mighty Spanish Armada, shifting the balance of naval power. The English had developed a fleet of warships that could move faster and be more maneuverable than the Spanish. Drake, who had once sailed with the Spanish fleet, knew how to use these tactics to his advantage. He took advantage of the Spanish's lack of speed, which allowed him to evade their ships and attack from behind. The Spanish had a large fleet, but Drake was able to outnumber them and force them to retreat. This allowed him to capture their ships and become one of the greatest sea captains in history.
After volunteers have finished reading the text, ask the following questions:

**LITERAL**—What did Spain insist that England do with Sir Francis Drake and the treasures he had taken?

» Spain demanded that the treasure Drake had stolen be returned to Spain and that Drake be hanged.

**LITERAL**—How did Queen Elizabeth respond to Spain’s demands?

» She refused.

**LITERAL**—What two factors contributed to the defeat of the Spanish Armada in 1588?

» Possible answer: The armada was taken down by the battle tactics of Drake and other English captains, and by a storm that sank several of the armada’s ships.

**Building Colonies**

In the 1500s, Spain conquered Mexico and Central and South America. The Spanish accumulated a great fortune in gold and silver that they brought back to Spain. They also wanted to set up colonies in the New World to mine for precious metals back in Spain. The English, on the other hand, were interested in acquiring valuable goods and resources in order to set up permanent settlements. They wanted colonies where people could live and farm, and to do so by setting up governments and economies. They wanted colonies to help pay for wars and to expand the resources of the region.

Building a colony was a complicated process. The first step was to persuade Parliament to form a joint-stock company. The government hoped that the new company would give land to well-to-do people, called colonists, to settle on the new land. They gave grants of land to well-to-do people, called colonists, to settle on the new land. They wanted colonies where people could live and farm, and to do so by setting up governments and economies. They wanted colonies to help pay for wars and to expand the resources of the region.

**Core Vocabulary**

Before students read the section, introduce the Core Vocabulary terms **joint-stock company** and **fishery**. Explain their meanings and encourage students to look for the terms as they read.

**Have students read the section “Building Colonies” to themselves.**

**Support**—Call attention to the image on page 63. Read the caption aloud. Explain that over time there have been many theories about what happened to the Roanoke Island colonists. One theory says that Native Americans attacked and killed the colonists. Another possibility is that the colonists joined one or more of the Native American groups indigenous to the area. A third possibility is that the colonists fled to an island off the coast of what is now North Carolina. The truth may never be known for certain.

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

**Evaluative**—How did the English approach to colonization differ from that of the Spanish?

» Possible answer: The Spanish wanted to dig gold and silver out of the ground and send it back to Spain. The English wanted to set up settlements where colonists could live their lives.

**Literal**—Describe England’s first attempts to establish a colony in North America.

**Scaffold understanding as follows:**

**Core Vocabulary**—Before students read the section, introduce the Core Vocabulary terms **joint-stock company** and **fishery**. Explain their meanings and encourage students to look for the terms as they read.
The first English colonists settled at Roanoke Island, but they got discouraged and returned to England. Another group settled at Roanoke Island, but they disappeared.

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

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

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

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

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

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

"Pursuing the Spice Trade,” Page 65

**Scaffold understanding as follows:**

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

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

**After reading the text, ask the following question:**

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

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

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

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

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

**CHECK FOR UNDERSTANDING 10 MIN**

Ask students to:

- Write a short answer to the Big Question: “How did European exploration of the Americas lead to settlement and colonization?”
  
  Key points students should cite include: Explorers found and explored the Americas while looking for new trade routes to the East Indies. The Americas had resources that could be traded for profit, such as gold, silver, fish, timber, and tobacco. It made sense that, over time, people would settle there to be close to those natural resources.

- Choose one of the Core Vocabulary words (*Northwest Passage, colonization, loot, armada, joint-stock company, or fishery*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.
CHAPTER 8

France and the Fur Trade

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

Primary Focus Objectives

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

What Teachers Need to Know

For background information, download the CKHG Online Resource “About French Explorers:”

www.coreknowledge.org/ckhg-online-resources

Materials Needed

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

AP 1.1

Core Vocabulary (Student Reader page numbers listed below)

- **cartographer, n.** a mapmaker (66)
  - Example: A good cartographer could find a lot of work during the Age of Exploration.
  - Variation(s): cartography, cartographers

- **growing season, n.** the days available in a year to plant and harvest crops (71)
  - Example: A region’s climate largely determines its growing season.
  - Variation(s): growing seasons

- **portage, v.** to carry boats and supplies overland from one waterway to another (72)
  - Example: Canals reduce the need for travelers to portage their belongings.
  - Variation(s): portaged
Introduce “France and the Fur Trade”  

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

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

Guided Reading Supports for “France and the Fur Trade”  

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

“France Joins In,” Pages 66–68

**Scaffold understanding as follows:**

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

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

After reading the text, ask the following questions:

**LITERAL**—For which country did Giovanni da Verrazano sail?

» France

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

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

**LITERAL**—What was Verrazano the first European to do?

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

**Jacques Cartier**, Pages 68–70

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

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

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

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

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

» Montreal

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

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

**EVALUATIVE**—Why did Cartier’s effort to establish a French colony fail?

» Possible answers: It was settled by prisoners who did not want to work in such a cold, distant place. The colony did not receive supplies on time.

“Champlain and New France” and “The Mississippi River,” Pages 70–73

Scaffold understanding as follows:

Have students read the first four paragraphs of the section on pages 70–71 with a partner.

**CORE VOCABULARY**—Review the meaning of the Core Vocabulary term *growing season*. Explain that the closer to the poles one gets, the shorter the growing seasons become.

**SUPPORT**—Draw students’ attention to the map on page 71. Point out the areas explored by Samuel de Champlain. Explain that the orange area on the map indicates the area that became New France. Note the green areas east of New France. Ask students which European nations colonized that area. (*England colonized most of it. The peninsula—which is now Florida—was colonized by Spain.*)
Have students read the last three paragraphs of the section on page 72 with their partners.

**CORE VOCABULARY**—Review the meaning of the Core Vocabulary term *portage*.

**Read aloud the section “The Mississippi River” on pages 72–73.**

**After reading the text, ask the following questions:**

**LITERAL**—What caused France’s renewed interest in colonizing North America?

» France’s renewed interest was a result of the growth of trade with Native Americans.

**LITERAL**—Which colonies did Samuel de Champlain establish?

» He established colonies in Nova Scotia and what is now Quebec City.

**EVALUATIVE**—Why was farming difficult in New France?

» Long, hard winters meant the growing season was short.

**EVALUATIVE**—How was French treatment of Native Americans different from that of the English?

» The French had a more peaceful, trade-based relationship with Native Americans. The English, by contrast, forceably pushed Native Americans off their land.

**LITERAL**—Which river was explored by Marquette, Jolliet, and de La Salle?

» the Mississippi River

**SUPPORT**—Ask students to refer to the map of New France on page 71 of their Reader while looking at the displayed map of *The World* in 1500 (AP 1.1) Note the approximate location of New France in North America on the map *The World* in 1500 (AP 1.1). Explain that, like Portugal, Spain, and England, France also acquired colonies elsewhere; point to the approximate location of islands such as Martinique, Guadeloupe, and Haiti in the Caribbean. France also tried to make inroads in India, setting up trading posts in Madras and Calcutta. Now call students’ attention to the country of India on the map. By 1700, the French and English East India Companies had driven out other Europeans from India. However, tensions in Europe between England and France spread to their respective colonial holdings in North America and India. The tensions led to war in Europe and North America. France’s defeat meant the loss of most of its territory in India and the end of French influence in the region.
Tell students to take out AP 3.1 and use what they read in Chapter 8 to complete the rows for Giovanni da Verrazano, Jacques Cartier, Samuel de Champlain, and René-Robert Cavelier, Sieur de La Salle.

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

**Timeline**

- Show students the two Chapter 8 Timeline image cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “The French and the English had different approaches to settlement in North America. In what ways were they different?”
- Post the image cards beneath the dates referencing the 1600s and 1700s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.

**Check for Understanding 10 min**

Ask students to:

- Write a short answer to the Big Question: “The French and the English had different approaches to settlement in North America. In what ways were they different?”
  - Key points students should cite include: English settlers wanted the Native American’s land and natural resources, and they took them forcefully. The French were more interested in cooperation and trade.
- Choose one of the Core Vocabulary words (cartographer, growing season, or portage), and write a sentence using the word.

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

The Big Question: How did the death of a king affect the Spice Trade?

Primary Focus Objectives

✓ Explain how the Netherlands came to control the global spice trade. (RI.5.2)
✓ Explain why the Dutch established a colony at Cape Town in southern Africa. (RI.5.2)
✓ Summarize the expeditions made by Henry Hudson. (RI.5.2)
✓ Identify the results of expeditions by Dirk Hartog and Abel Tasman. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: charter. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Dutch Explorers“:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

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

Core Vocabulary (Student Reader page numbers listed below)

charter, n. a document issued by an authority giving a group certain rights (76)

Example: The charter from the king allowed the colony to pass its own laws.

Variation(s): charters
**THE CORE LESSON 35 MIN**

**Introduce “Dutch Trade”**

Display the map The World in 1500 from AP 1.1. Point out that the chapter is called “Dutch Trade.” Explain that Dutch is an adjective that describes people who are from the Netherlands, much as English describes a person from England. Have students locate the Netherlands in Europe. Tell students that in this chapter, they will read about how this small country joined the Age of Exploration.

Draw students’ attention to the Big Question. Encourage students to look for details that answer the question as they read the chapter.

**Guided Reading Supports for “Dutch Trade”**

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

**“Control of the Spice Trade,” Pages 74–78**

Scaffold understanding as follows:

**Read aloud the first paragraph of the section on page 74.**

**SUPPORT**—Use the map The World in 1500 on AP 1.1 to illustrate the geography described in the first paragraph of the section.

**Invite volunteers to read aloud the next six paragraphs of the section on pages 74 and 76.**

**SUPPORT**—Use the map of the Spice Islands on page 5 of the Student Reader to point out the location of Java in Indonesia. Remind students that what we call Indonesia today was called the East Indies during the Age of Exploration.

**Read aloud the last three paragraphs of the section on pages 76–78,** stopping to explain the Core Vocabulary word charter when it is encountered in the text.

**Note:** Students who completed the Core Knowledge program in Grade 4 may recall the word charter from their study of the American Revolution.
After reading the text, ask the following questions:

**LITERAL**—Who wound up ruling both Portugal and Spain after the death of Portugal’s King Henry in 1580?

» Spain’s King Philip II

**EVALUATIVE**—How did the Dutch react to the defeat of the Spanish Armada in 1588?

» Possible answer: They worked to take control of the world spice trade.

**EVALUATIVE**—How did Jan van Linschoten help the Netherlands enter the spice trade?

» He provided the Dutch with information he had gathered during his years of working with Eastern traders.

**LITERAL**—Where did the Dutch establish their trade center in the late 1500s?

» They set up their trade center on the island of Java in what is now Indonesia.

**LITERAL**—Which joint-stock company was granted a charter by the Dutch government in the early 1600s? What rights did the charter grant?

» That charter was granted to the Dutch East India Company. It gave the company a monopoly on all trade stretching east from the Cape of Good Hope to the Straits of Magellan. They were also given permission to set up their own government in Java.

**INFLUENTIAL**—Why did the Dutch work hard to control the amount of spices available in Europe?

» Possible answer: They controlled the amount of spices so they could ensure their products would always be in demand and they could make as much money as possible in selling those spices.

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**“A Stopover Colony,” Page 78**

Scaffold understanding as follows:

**Have students read the section “A Stopover Colony” on page 78 with a partner.**

**SUPPORT**—Use The World in 1500 (AP 1.1) to point out the approximate locations of Java, the Netherlands, and Table Bay/Cape Town. Explain that in addition to having a good harbor and a fair climate, Cape Town was also a strategic location for a supply station because of its location on the tip of southern Africa.
SUPPORT—Note that the text says that Abel Tasman discovered that Australia was an island. Today, we know Australia is a continent. Definitions of a continent vary, but Australia is generally considered to qualify because it rests on its own tectonic plate and because there is much about its environment, plants, and animal life that is unique.

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

LITERAL—What settlement did the Dutch build at Africa’s Table Bay?
  » Cape Town

LITERAL—What did Dirk Hartog and Abel Tasman accomplish?
  » Hartog found Australia, and Tasman proved Australia was an island.

INFERENTIAL—How was Abel Tasman honored for his trip around Australia?
  » Australia’s neighboring island, Tasmania, was named for him.

“Henry Hudson” and “New Netherland,” Pages 78–81

Scaffold understanding as follows:

Invite volunteers to take turns reading aloud the section “Henry Hudson,” pages 78–80.

SUPPORT—Use the map The World in 1500 on AP 1.1 to show the approximate location of Hudson Bay in Canada.

SUPPORT—Point out that even though Henry Hudson was English, he sailed for the Netherlands. Remind students that this was not unusual during the Age of Exploration. John Cabot, for example, was Italian, but he sailed for England. Giovanni da Verrazano was also Italian, but he sailed for France.

Read aloud the section “New Netherland” on pages 80–81.

After reading the text, ask the following questions:

LITERAL—What country was Henry Hudson from? For what country did he explore?
  » He was from England, but he explored for the Netherlands.

LITERAL—What body of water did Hudson at first mistake for the Northwest Passage?
  » the Hudson River
Tell students to take out AP 3.1 and use what they read in Chapter 9 to complete the chart by filling in details about Dirk Hartog, Abel Tasman, and Henry Hudson.

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

**Timeline**

- Show students the two Chapter 9 Timeline image cards. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did the death of a king affect the spice trade?”
- Post the image cards beneath the date referencing the 1600s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.
Ask students to:

- Write a short answer to the Big Question: “How did the death of a king affect the spice trade?”
  
  Key points students should cite include: Portugal’s King Henry died in 1580. Spain’s King Philip II took Henry’s place. Spain had the most powerful navy in the world and defended Portugal’s control of the spice trade. But when the Spanish Armada was defeated in 1588, that all changed. The Dutch used the Spanish defeat as a chance to seize control of much of the world’s spice trade.

- Write a sentence using the Core Vocabulary word charter.

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

Domain Vocabulary: Chapters 6–9 (RI.5.4, L.5.6)

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 6–9 activity page (AP 9.1)

Distribute AP 9.1, Domain Vocabulary: Chapters 6–9, found in the Teacher Resources section (pages 111–112). Direct students to complete the crossword puzzle using the vocabulary terms they learned in Chapters 6 through 9. This activity page may also be distributed for homework.
Slavery

The Big Question: How did the Age of Exploration lead to the development of the slave trade?

Primary Focus Objectives

✓ Explain how the development of sugar plantations in the Americas led to the development of the slave trade. (RI.5.2)
✓ Identify the “Slave Coast” in West Africa. (RI.5.2)
✓ Explain how the transatlantic slave trade worked. (RI.5.2)
✓ Describe the Middle Passage. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: cost-effective, inhumane, cargo, export, indentured servant, cultivation, and overseer. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Trade and Slavery”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

AP 10.1

• Enlarged copy of The West Indies activity page (AP 10.1), found in Teacher Resources on page 113, or sufficient copies for each student.

Core Vocabulary (Student Reader page numbers listed below)

cost-effective, adj. providing benefits without costing a great deal of money (85)
Example: Leaving water-filled ice trays outside on freezing nights is a cost-effective way of making ice cubes.

inhumane, adj. cruel, unacceptable (85)
Example: Purposely hurting animals is considered inhumane.
cargo, n. goods transported by a ship, plane, or truck (89)

Example: Millions of tons of cargo are transported by truck every day.

export, v. to send goods to sell in another country (90)

Example: Colonists exported the cash crops that they grew, including tobacco and sugar.

Variation(s): exports, exported, exporting

indentured servant, n. a person who owes an employer a certain amount of work for a certain amount of time in exchange for some benefit (90)

Example: Employers would pay for the passage of an indentured servant to travel from Europe to the Americas.

Variation(s): indentured servants

cultivation, n. the planting, growing, and harvesting of crops (91)

Example: The cultivation of crops such as sugar and tobacco required hard manual labor by many workers.

 overseer, n. someone who supervises workers to make sure a job is done properly (93)

Example: An overseer on a plantation often had total authority over the enslaved workers he supervised.

Variation(s): overseers

THE CORE LESSON  35 MIN

Introduce “Slavery”  5 MIN

Note: Students may find the content of this chapter disturbing. Ask students to define the word slavery. Help students recognize that slavery, by definition, means a lack of choice and a lack of freedom because it means treating people as property. Point out that we now recognize the practice of enslaving people as cruel, unacceptable treatment. During the historical time period students are reading about, while there were some individuals who were opposed to this practice, the majority of those in powerful positions accepted slavery as a means to an end, i.e., the practice of slavery met the much-needed demand for labor in areas newly settled by Europeans, without regard for the effect upon those who were enslaved.

Remind students that they learned about slavery in the American colonies when they studied The Thirteen Colonies in Grade 3 and The American Revolution in Grade 4. Ask volunteers to share what they remember about slavery in the American colonies. (Possible answers: It was practiced mostly in the Southern colonies, where the plantations were. Enslaved children started working at seven or eight years old. Enslaved children started doing adult field work at age ten. In some states, it was illegal to teach enslaved people to read or write.)
Tell students that in this chapter, they will read about how slavery began in the American colonies and what it was like for those who were enslaved.

Introduce the Big Question. Encourage students to look for connections between exploration and the slave trade as they read.

**Guided Reading Supports for “Slavery”**

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

**Note:** It is especially important to provide students with an opportunity for discussion, given the disturbing content of this chapter. You may find that you want to divide reading and discussing this chapter over two class periods. During the first class period, you may want to have students read to page 89, stopping after reading the section about the “Middle Passage.” On the second day, you may want to start by incorporating one of the Additional Activities described at the end of this lesson. Then have students finish reading the remainder of the chapter, pages 89–95.

**“Age-Old Practice,” Pages 82–84**

Invite volunteers to read aloud the section “Age-Old Practice,” pages 82–84.

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

**LITERAL**—Which European countries were the first to become involved in the African slave trade?

» Portugal and then Spain

**LITERAL**—Why did the Spanish and Portuguese decide they needed enslaved workers for their colonies?

» The colonies had sugar plantations. To make a profit, the plantations needed to grow large amounts of sugarcane, and that required a large number of workers.

**LITERAL**—What effect did European involvement during the Age of Exploration have on the existence of slavery?

» European power and wealth spread slavery on a large scale, ultimately affecting and changing the lives of millions of people.
Peru, the Spanish gathered vast amounts of gold and silver. They established colonies throughout the Americas in order to benefit Spain. In Mexico and Spain, they quickly colonized the region. After Columbus came upon the islands of the Caribbean Sea, the Spanish colonies throughout the Americas were established to benefit Spain. In order for growing sugar to be a profitable business, huge fields of sugarcane would have to be planted and harvested. This required lots of workers. As sugar plantations needed an inexpensive labor force, enslaved people provided the needed labor. As had been the case in the Azores and St. Thomas, enslaved people from Africa were automatically enslaved. The Spanish were the first Europeans involved in the Atlantic slave trade. Their explorations of the African coast had opened a business that could make people rich—trading human beings across the Atlantic.

**Vocabulary**

- **cost-effective**
- **inhumane**
- **providing benefits without costing a great deal of money**
- **slavery as practiced during the Age of Exploration**
- **slave trade**

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Read aloud the section “Slavery in the Americas” on pages 84–85. Stop to explain the vocabulary terms cost-effective and inhumane as you encounter them in the text. Emphasize that while, over time, more and more people came to believe that slavery’s cost-effectiveness did not justify or excuse its inhumanity, those who benefited from enslaved labor on the sugar plantations, i.e., the landowners and traders who became rich, ignored the cruel consequences of slavery upon the lives of those enslaved.

**SUPPORT**—Point out the words *England* and *British* in the last paragraph of the section on page 85. Remind students that the adjective British refers to people from Britain, of which England is a part. During the 1700s, England joined with Scotland and Wales to become the country of Great Britain.

**SUPPORT**—Display the map of the West Indies from AP 10.1 (or distribute AP 10.1 to students). Have them find the islands mentioned in this section: Hispaniola, Jamaica, and St. Kitts. (Students may need help locating St. Kitts. Explain that St. Kitts is one of the Leeward Islands in the Lesser Antilles.) Have students practice their map reading skills by answering the following questions: What two nations occupy the island of Hispaniola? (Haiti and Dominican Republic) What archipelago do Jamaica and Hispaniola belong to? (the Greater Antilles) What direction is St. Kitts from Hispaniola? (southeast) At their closest point, what is the distance between Jamaica and Hispaniola? (about 1240 miles, or 2000 km) Which is closer to Jamaica: Cuba or the Dominican Republic? (Cuba)

**After reading the text, ask the following questions:**

**LITERAL**—Who did Spanish colonists use at first to mine silver and gold in the Americas?

> They used indigenous people.
**EVALUATIVE**—Why was it difficult for plantation owners in places like the Caribbean to use indigenous people for cheap labor?

» Disease and war had killed too many of them.

**LITERAL**—How did the British become involved in slavery?

» England colonized Caribbean islands, such as Jamaica and St. Kitts, and established sugar plantations there. Like the plantations in Spanish and Portuguese colonies, British sugar plantations also needed large numbers of workers, so the British followed the example of the Spanish and Portuguese and also used enslaved workers.

**LITERAL**—What other form of trade did many European sugar growers engage in as they became more established?

» They began trafficking in the sale of human beings.

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**“The Slave Trade,” Pages 85–88**

Read aloud the section “The Slave Trade” on pages 85–88.

**SUPPORT**—Draw students’ attention to the map on page 87. Note the arrows leaving Africa’s western coast. Explain that this region of West Africa was called the “Slave Coast” because of its role in the transatlantic slave trade. The trade center of Elmina was located on the Slave Coast. Direct students to the photograph on page 86. Explain that this photograph was taken in Ghana’s Elmina Castle, where captured Africans were imprisoned before being transported to Europe or the Americas. The door by which they exited the castle to board the ships is known as the “Door of No Return.” Today, Elmina Castle is a designated United Nations World Heritage Monument.

**SUPPORT**—Reread the last paragraph of the section. As you read, have students trace the trade paths on the map on page 87.

After reading the section, ask the following questions:

**LITERAL**—Who took over both Portugal’s slave trade and its spice trade when that nation’s power collapsed?

» The Netherlands (the Dutch)

**LITERAL**—Describe the sides of the trading triangle that existed among Europe, Africa, and North America beginning in the mid-1600s.

» Possible answer: The first side carried goods such as iron, guns, gunpowder, knives, cloth, and beads from Europe to Africa. The second side transported enslaved people from Africa to North America. The third side carried crops and goods from North America to Europe.
**“Middle Passage,” Pages 88–89**

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Read aloud the section “The Middle Passage” on pages 88–89. Stop to explain the meaning of the Core Vocabulary word *cargo* when it is encountered in the text. Explain that treating people as cargo is one of the ways slavery was an inhumane practice.

**SUPPORT**—Draw students’ attention to the illustration on page 88. Ask students to explain what it illustrates about the Middle Passage. *It shows how people were packed in close quarters and chained together.*

**After reading the text, ask the following questions:**

**EVALUATIVE**—What were the two main ways that Africans were taken into slavery?

» They were captured by either Europeans or during wars between African tribes.

**LITERAL**—What was the Middle Passage?

» It was the name for the side of the trading triangle that carried enslaved people from Africa to the Americas.

**EVALUATIVE**—What adjectives describe the experience of the Middle Passage?

» Possible answers: crowded, inhumane, dangerous, cruel, difficult

**EVALUATIVE**—What awaited enslaved persons on the other side of the Middle Passage?

» Possible answer: If they survived the journey to the Americas, they would be sold at a slave market and transported to plantations.

**LITERAL**—About what percentage of enslaved Africans did not survive the Middle Passage?

» About fifteen percent of the enslaved Africans did not survive the voyage.

*Note:* You may want to have students stop reading here. Continue the next day, starting with one of the Additional Activities, and then have students finish reading the chapter.

**“The Growth of Slavery in the Colonies,” Pages 89–91**

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Invite a volunteer to read aloud the first two paragraphs of the section on pages 89–90. Explain the meanings of the Core Vocabulary terms *export* and *indentured servant.* Ask students
Slaveholders sometimes separated children from their parents. They would often take children and husbands from wives. Families were frequently broken up; children were separated from their parents, and husbands from wives. Slaveholders bought the people they thought would work best for them. They would often buy an enslaved workforce from Africa. Before long, buying enslaved people from Africa became cheaper than buying enslaved people. More and more enslaved persons were brought from Africa. Demand for enslaved labor increased. In the late 1700s and 1800s, cotton became the leading crop grown in the southern colonies. Tobacco was replaced by a new crop, rice. Slavery spread in the 1700s. Millions of acres were planted with rice. Demand for enslaved persons increased. Slaves were brought in from the Americas, Africa, and Asia. At the end of a certain period of time, the indentured servant was given land and was owed freedom. Freedom dues were what a servant received for completing his or her contract. Land, money, and other rewards were given to an indentured servant who completed his or her contract. According to the contract, an indentured servant was to work for an employer a certain number of years. A steady supply of workers could be brought from the home country. It didn’t work out very well. It was hard to keep the workers alive. The hot weather, high humidity, and swampy water were perfect conditions for breeding disease. Many servants did not survive the trip across the ocean. The work was very hard, and the conditions were very bad. Many servants deserted or ran away. It was necessary to keep servants. To find workers to run these plantations, plantation owners began paying for indentured servants to come to America in exchange for their voyage and the possibility of freedom after a certain period of time. This was more efficient than the use of indentured servants. Planters also introduced a new cash crop, rice, which needed lots of labor to plant and harvest. The life of an enslaved person was very hard. People were sold as slaves at a market where owners bid against each other. Many colonies also had laws that made it illegal to teach enslaved persons to read or write. An owner could mistreat an enslaved person and get away with it. They were living longer. They ate better and could avoid bad drinking habits. Servants were living longer and costing more; they completed their contracts and then were owed freedom from the plantation owners.

**Vocabulary**

- **indentured servant**: a person who owes a certain amount of work for an employer, but indenture is only for a certain amount of time, of being a slave for a lifetime.
- **indenter**: a person who agrees to work for a certain amount of years. A steady supply of workers could be brought from the home country. It didn’t work out very well.
- **indenture**: the act of hiring an enslaved workforce from Africa to come to America in exchange for their voyage and the possibility of freedom after a certain period of time.
- **freedom dues**: what a servant received for completing his or her contract.

**EVALUATIVE**—Why did demand for enslaved labor come later from American plantations than from elsewhere?

» Possible answers: At first it was more efficient for plantation owners to employ indentured servants by encouraging individuals from Europe to come to America in exchange for their voyage and the possibility of freedom after a certain period of time.

**LITERAL**—What were “freedom dues”?

» Land, money, and other rewards given to an indentured servant who completed his or her contract.

**EVALUATIVE**—What changed that made enslaved labor more profitable and efficient than the use of indentured servants?

» Possible answer: Indentured servants began living longer and costing more; they completed their contracts and then were owed freedom dues from the plantation owners.

**“Plantation Life,” Pages 91–93**

Scaffold understanding as follows:

**Have students read the section “Plantation Life” on pages 91–93 to themselves.**

**CORE VOCABULARY**—Point out the Core Vocabulary word *overseer* and the two parts of the compound word—*over* + *seer*. Have students generate their own definitions of *overseer* using these word parts before checking their definitions against the one in the vocabulary box on page 93. Explain that an overseer on a plantation was like a boss or supervisor, but often with absolute authority over the enslaved persons he watched over.
When students have finished reading, ask the following question:

**EVALUATIVE**—The first sentence of the section says, “The life of an enslaved person was very hard.” Which details in the section support this statement?

» Possible answers: Families were broken up; enslaved workers had no freedom; enslaved workers worked from sunrise to nightfall; enslaved workers performed hard labor in the fields.

### Summing Up the Age of Exploration,” Pages 93–95

Read aloud the section “Summing Up the Age of Exploration” on pages 93–94.

**SUPPORT**—Call attention to the world map entitled “Exploration and Empires” on page 95. Review the nations and the explorers named there. Point out that the map demonstrates that the Age of Exploration was a time of connection for different cultures throughout the world. Some of these cultures were enriched; others were harmed or even destroyed. Nearly all were changed. By the end of the Age of Exploration, the world itself had changed forever.

After reading the text, ask the following questions:

**EVALUATIVE**—The text says, “The Age of Exploration was better for some people than for others.” For whom was the age better?

» Possible answers: Europeans, plantation owners, spice merchants, slave traders

**EVALUATIVE**—For whom was the Age of Exploration a time of hardship?

» Possible answers: indigenous people of the Americas, Africans who were enslaved

### Timeline

- Show students the Chapter 10 Timeline image card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did the Age of Exploration lead to the development of the slave trade?”
- Post the image card beneath the date referencing the 1600s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.
Ask students to:

• Write a short answer to the Big Question: “How did the Age of Exploration lead to the development of the slave trade?”
  
  Key points students should cite include: Much of the wealth of the newly colonized lands revolved around the raising and sale of cash crops. Over time the use of enslaved persons proved to be the most cost-effective way for the Europeans to run the large plantations in the Caribbean and the American South. Europeans found it was profitable to transport Africans from Africa to Europe and the Americas and sell them in slave markets.

• Choose one of the Core Vocabulary words (cost-effective, inhumane, cargo, export, indentured servant, cultivation, or overseer), and write a sentence using the word.

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

Additional Activities

The Slave Trade (RI.5.9) 45 min

Materials Needed: Sufficient copies of “Aboard a Slave Ship, an account by the Rev. Robert Walsh” (NFE 4); primary sources from the Understanding Slavery website

Background for Teacher: Prepare for this activity by previewing the primary source links for this activity. Select one or both of the slave ship images and have it ready to display. Select one or more of the Firsthand Accounts to accompany NFE 4, “Aboard a Slave Ship.”

Use this link to download the CKHG Online Resources for this unit, where specific links to the Nonfiction Excerpt and the Understanding Slavery primary sources for this activity may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute NFE 4, “Aboard a Slave Ship.” Explain that this account describes a visit by a religious leader to a slave ship, such as the one students just saw. Invite volunteers to read all or part of the account.
Display or distribute one of the Firsthand Accounts from the Understanding Slavery website. Note the author(s) of the account(s) (an enslaved African, a slave ship crew member, and a surgeon on a slave ship). Read aloud the account(s). Then guide students in a discussion that compares and contrasts the account(s) with the account they read in NFE 4.

Virtual Field Trip: Gorée Island, Senegal (SL.5.2) 45 MIN

Background for Teachers: Prepare for the virtual field trip by previewing the Virtual Visit of Gorée Island: Guided Visit in photos and texts, and familiarizing yourself with the images and their captions. (Note: There is a link to a Guided Visit video, but that link is broken.)

Use this link to download the CKHG Online Resources, where the specific link to the UNESCO Virtual Visit of Gorée Island may be found:

www.coreknowledge.org/ckhg-online-resources

Preparing for the Visit

Remind students of Elmina Castle, which they read about in Chapter 10. Remind students that Elmina was one of many embarkation points for enslaved Africans in the transatlantic slave trade. There were other centers along the Slave Coast. One of those centers was Gorée Island in Dakar, Senegal. Like Elmina Castle, Gorée Island is a United Nations World Heritage site. Explain that the United Nations identifies and helps to preserve places of historical significance around the world.

Tell students they are going to “visit” Gorée Island. They will see not only where enslaved Africans were held but also where the traders lived.

Visiting Gorée Island

Guide students through the Guided Visit of Gorée Island, explaining each photo and giving students time to absorb the image and information.

Note that the signs are in French. Explain that while Elmina Castle was built by the Portuguese and then taken over by the Dutch, Gorée Island—like the rest of Senegal—was controlled by the French.

After the Visit

Debrief by asking students why Gorée Island was likely identified as a UNESCO World Heritage site. Discuss why the United Nations may have determined that it was important to remember this site and what occurred here.
Teacher Resources

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- Cool Facts About European Explorers (AP 3.1) 106
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Answer Key: The Age of Exploration 114

The following nonfiction excerpts (Primary Source Documents) can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

- Round Africa to India (NFE 1)
- The Voyage of Columbus (NFE 2)
- Brief Account of the Devastation of the Indies (NFE 3)
- Aboard a Slave Ship (NFE 4)
Unit Assessment: The Age of Exploration

Circle the letter of the best answer.

1. Which Venetian explorer’s accounts of his travels to Asia encouraged exploration?
   a) Marco Polo
   b) Giovanni de Verrazano
   c) Giovanni Caboto
   d) Christopher Columbus

2. What tools did navigators use to know where they were and where they were going?
   a) hull and caravel
   b) astrolabe and magnetic compass
   c) hourglass and sextant
   d) lateen and knots

3. Who provided leadership for Portuguese exploration in the 1400s?
   a) Vasco da Gama
   b) Prince Henry the Navigator
   c) Bartolomeu Dias
   d) Pedro Alvares Cabral

4. What landmark was Bartolomeu Dias the first European to reach?
   a) Straits of Magellan
   b) Northwest Passage
   c) Tasmania
   d) Cape of Good Hope

5. What important route did Dias’s discovery lead to?
   a) a westward route to the Spice Islands
   b) a polar route to the Americas
   c) a route to the Indian Ocean
   d) a path around South America

6. Where did Vasco da Gama explore?
   a) Newfoundland
   b) the eastern coast of North America
   c) the eastern coast of Africa
   d) Caribbean islands
7. Although Pedro Alvares Cabral set sail for India, where did he accidentally end up reaching first?
   a) Brazil
   b) the Canary Islands
   c) North America
   d) Java

8. Where did Christopher Columbus make landfall on his first voyage?
   a) the East Indies
   b) the Bahamas
   c) Cape of Good Hope
   d) Virginia

9. Why did Columbus call the people he encountered “Indians”?
   a) It was the Spanish word for strangers.
   b) They looked like people he had seen in India.
   c) That is the name they called themselves.
   d) He thought he had reached the East Indies.

10. What did the Treaty of Tordesillas do?
    a) divided the western hemisphere into North and South America
    b) legalized the slave trade
    c) divided the land in the western hemisphere between Spain and Portugal
    d) permitted slavery in the Americas

11. What name was given to the system of land and labor grants that the Spaniards set up to encourage settlers in their newly conquered lands?
    a) encomiendas
    b) haciendas
    c) Tordesillas
    d) conquistadores

12. Who was the Spanish missionary who tried to end the enslavement of Indians?
    a) Hispaniola
    b) Las Casas
    c) Pizarro
    d) Balboa

13. Where are the Straits of Magellan?
    a) where the Panama Canal is now
    b) at the opening of the Mediterranean Sea
    c) near the southern tip of South America
    d) between the Great Lakes and the St. Lawrence Seaway
14. What was the first English colony in North America?
   a) Plymouth  
   b) Jamestown  
   c) Roanoke Island  
   d) Massachusetts Bay

15. What was the first permanent English settlement in North America?
   a) Jamestown, Virginia  
   b) Elizabeth, New Jersey  
   c) Victoria, Canada  
   d) New Amsterdam, New York

16. Which explorer did not visit North America?
   a) Ferdinand Magellan  
   b) Giovanni da Verrazano  
   c) Jacques Cartier  
   d) Henry Hudson

17. What body of water did Vasco Núñez de Balboa reach with Francisco Pizarro?
   a) the Indian Ocean  
   b) the Pacific Ocean  
   c) the Straits of Magellan  
   d) the Panama Canal

18. Which trade got France interested in building colonies in the land called New France?
   a) slave trade  
   b) sugar plantations  
   c) fur trade  
   d) tobacco industry

19. Who was the first European to sail up the Atlantic coast of the present-day United States?
   a) Christopher Columbus  
   b) Sir Francis Drake  
   c) Henry Hudson  
   d) Giovanni da Verrazano

20. Which North American area did Jacques Cartier claim for France?
   a) Louisiana  
   b) Canada around Montreal  
   c) the Great Lakes  
   d) the Mississippi River
21. Who were the first Europeans to reach the Mississippi River?
   a) Verrazano and Hudson
   b) Sieur and La Salle
   c) Marquette and Jolliet
   d) Champlain and Cartier

22. What did Henry Hudson accomplish?
   a) He sailed up a river into what is now New York State and also found a huge inland sea in Canada.
   b) He sailed up the Mississippi River to the Pacific Ocean.
   c) He bought Manhattan Island from Native Americans.
   d) He found a Northwest Passage across northern Canada.

23. What was the Middle Passage?
   a) the journey of enslaved Africans from the market to the plantations where they worked
   b) the journey around the Cape of Good Hope on the way to the Indian Ocean
   c) the journey through the Straits of Magellan on the way to the Pacific Ocean
   d) the journey of enslaved Africans from Africa to the Americas

24. Which country took over the Spice Trade after Portugal weakened?
   a) England
   b) France
   c) Spain
   d) the Netherlands
Match each term to its definition.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. __________ sextant</td>
<td>a) a group of ships sailing together with the same purpose and under the control of the same leader</td>
</tr>
<tr>
<td>26. __________ cartographer</td>
<td>b) a mapmaker</td>
</tr>
<tr>
<td>27. __________ circumnavigate</td>
<td>c) a sea route connecting the Atlantic Ocean and Pacific Ocean along the northern coast of North America</td>
</tr>
<tr>
<td>28. __________ colonization</td>
<td>d) the rebellion of a ship’s crew against the captain</td>
</tr>
<tr>
<td>29. __________ indigenous</td>
<td>e) the practice of controlling and settling an area with people from another country</td>
</tr>
<tr>
<td>30. __________ fleet</td>
<td>f) a navigational instrument that uses a telescope and scale to determine latitude and longitude</td>
</tr>
<tr>
<td>31. __________ monopoly</td>
<td>g) a plant used to add flavor to food</td>
</tr>
<tr>
<td>32. __________ mutiny</td>
<td>h) to travel completely around something (such as Earth), especially by water</td>
</tr>
<tr>
<td>33. __________ Northwest Passage</td>
<td>i) a situation in which one person, country, or company has complete control of the supply of a good or service</td>
</tr>
<tr>
<td>34. __________ spice</td>
<td>j) native to a particular region or environment</td>
</tr>
</tbody>
</table>
**Performance Task: The Age of Exploration**

**Teacher Directions:** In this activity, students will demonstrate their understanding of the Age of Exploration by giving an oral presentation in which they portray an explorer or other figure from that era.

Students may choose a person they read about in the unit, including but not limited to a famous explorer, a famous political leader, a crew member on a voyage of exploration, a spice trader, an indigenous person in the Americas, or a participant in the transatlantic slave trade. Students may either choose on their own or draw from slips that you create.

Students will compile and present a biography of their chosen person in a brief, three-to-five minute first-person autobiographical presentation. (For a more interactive alternative, you may wish to interview each historical character.)

Have students compile their biography using the Performance Task Notes Table and their Student Readers. You may also choose to allow students to do additional research about their historical character.

A sample table, completed with possible notes for one historical character, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students will add different information to their charts. Their goal is to provide enough detail to complete their oral presentation.

<table>
<thead>
<tr>
<th>Who am I?</th>
<th>Prince Henry the Navigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where am I from?</td>
<td>Portugal</td>
</tr>
<tr>
<td>Where did I go?</td>
<td>Nowhere. I never went on any expeditions myself.</td>
</tr>
<tr>
<td>Why did I go there?</td>
<td></td>
</tr>
<tr>
<td>What am I known for?</td>
<td>I supported and encouraged Portugal’s expeditions of exploration. I supported developments in ship design, mapmaking, shipbuilding, and instrument making. I encouraged the sharing of information. I persuaded my father to finance Portuguese expeditions.</td>
</tr>
<tr>
<td>What else about me is interesting?</td>
<td>There is a statue of me in Lisbon, Portugal, honoring my work. I am shown holding a map and a ship, and staring out at the sea.</td>
</tr>
</tbody>
</table>
Performance Task Scoring Rubric

**Note:** Students should be evaluated on the basis of their oral presentation, using the rubric. Students should not be evaluated on the completion of the notes table, which is intended to be a support for students as they organize their presentations.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Average</td>
<td>Presentation is accurate and detailed. Student inhabits the historical character and demonstrates strong understanding of the context of the character’s life and achievements. The presentation is clearly articulated and focused, and demonstrates strong understanding of the subject.</td>
</tr>
<tr>
<td>Average</td>
<td>Presentation is mostly accurate and somewhat detailed. Student portrays the historical character and demonstrates some understanding of the context of the character’s life and achievements. The presentation is organized and focused, and demonstrates understanding of the subject.</td>
</tr>
<tr>
<td>Adequate</td>
<td>Presentation is mostly accurate but lacks details. Student demonstrates basic understanding of the context of the character’s life and achievements. The presentation is somewhat organized and demonstrates a basic or superficial understanding of the subject.</td>
</tr>
<tr>
<td>Inadequate</td>
<td>Presentation is incomplete and demonstrates minimal understanding of the subject. Presentation may be unfocused or disorganized.</td>
</tr>
</tbody>
</table>
Performance Task Activity: The Age of Exploration

History is the story of people. The history of the Age of Exploration is the story of explorers, monarchs, crew sailing with specific explorers, indigenous people, spice traders, etc. Choose one person from this era and put yourself in his or her shoes. What story would that person tell about his or her life?

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in The Age of Exploration. Use your notes to give an oral presentation as your historical character. Use the space below to sketch ideas for a costume: perhaps a hat? Or a tunic? Use the illustrations in The Age of Exploration as your guide.
**The Age of Exploration Performance Task Notes Table**

Use the table to help organize your thoughts as you refer to *The Age of Exploration*. You may not be able to complete the entire table, but you should try to have enough information to give a full, detailed, interesting presentation.

<table>
<thead>
<tr>
<th>Who am I?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where am I from?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where did I go?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why did I go there?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What am I known for?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What else about me is interesting?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Write each word on the line next to its definition.

<table>
<thead>
<tr>
<th>word</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>archipelago</td>
<td>a chain of islands</td>
</tr>
<tr>
<td>cure</td>
<td>a person who sells or trades goods</td>
</tr>
<tr>
<td>diplomatic mission</td>
<td>the act of planning and directing the movement of a ship, plane, or other vehicle</td>
</tr>
<tr>
<td>magnetic compass</td>
<td>a device that uses a magnetized pointer to show direction</td>
</tr>
<tr>
<td>medieval</td>
<td>related to the Middle Ages in Europe</td>
</tr>
<tr>
<td>merchant</td>
<td>a person who buys and sells goods</td>
</tr>
<tr>
<td>monopoly</td>
<td>a situation in which one person, country, or company has complete control of the supply of a good or service</td>
</tr>
<tr>
<td>motive</td>
<td>to discuss the terms of an agreement</td>
</tr>
<tr>
<td>navigation</td>
<td>a navigational instrument that uses a telescope and scale to determine latitude and longitude</td>
</tr>
<tr>
<td>negotiate</td>
<td>the reason for taking a specific action</td>
</tr>
<tr>
<td>porcelain</td>
<td>a type of fine pottery</td>
</tr>
<tr>
<td>sextant</td>
<td>a plant used to add flavor to food</td>
</tr>
<tr>
<td>spice trader</td>
<td>to preserve meat, fish, or other food by smoking, drying, or salting it</td>
</tr>
<tr>
<td>uncharted</td>
<td>never mapped</td>
</tr>
<tr>
<td>trader</td>
<td>a group of people who serve as representatives of their government in another country</td>
</tr>
</tbody>
</table>
# Cool Facts About European Explorers

<table>
<thead>
<tr>
<th>Explorer's Name</th>
<th>Country for Which He Sailed</th>
<th>Places Explored</th>
<th>Why He's Famous</th>
<th>Other Interesting Fact(s)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartolomeu Dias</td>
<td></td>
<td></td>
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<tr>
<td>Vasco da Gama</td>
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<tr>
<td>Pedro Alvares Cabral</td>
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</tr>
<tr>
<td>Christopher Columbus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amerigo Vespucci</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hernán Cortés</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Francisco Pizarro</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Vasco Nuñez de Balboa</td>
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<td></td>
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</tr>
<tr>
<td>Bartolomé de Las Casas</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Ferdinand Magellan</td>
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<td>Country for Which He Sailed</td>
<td>Places Explored</td>
<td>Why He’s Famous</td>
<td>Other Interesting Fact(s)</td>
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<td>-----------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>John Cabot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sir Walter Raleigh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giovanni da Verrazano</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jacques Cartier</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Samuel de Champlain</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>René-Robert Cavelier, Sieur de La Salle</td>
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<td></td>
</tr>
<tr>
<td>Dirk Hartog</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Abel Tasman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henry Hudson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Early Portuguese and Spanish Exploration

Study the map. Use it to answer the questions below.

1. Which explorers sailed to or around the Cape of Good Hope?

2. Which explorers reached the Americas?

3. Which explorer sailed farthest west?

4. Which explorer made the longest journey?
Domain Vocabulary: Chapters 3–5

Write the correct word from the word bank in each blank.

expedition | log | conquistador | scurvy
league | cash crop | landfall | immunity
plantation | fleet | indigenous | empire
Moor | mutiny | isthmus | exploitation

1. A(n) ___________ was a North African follower of Islam during the Middle Ages.
2. A(n) ___________ sails together with the same purpose and under the control of the same leader, such as the Spanish ships *Niña, Pinta,* and *Santa Maria.*
3. A(n) ___________ is a group of countries or territories under the control of one government or ruler.
4. A crop that is grown to be sold is called a(n) ___________.
5. A(n) ___________ is a Spanish conqueror, such as Francisco Pizarro and Hernán Cortés.
6. When a ship’s crew rebels against their captain, it is called a(n) ___________.
7. A(n) ___________ is a special journey taken by a group that has a clear purpose or goal.
8. ___________ is a disease caused by a lack of vitamin C.
9. A(n) ___________ is equal to approximately three miles.
10. A written record of a ship’s progress is called a(n) ___________.
11. Something or someone native to a particular region or environment is ___________ to that region or environment.
12. The reaching of land, after a trip by sea, is called ___________.
13. The practice of taking unfair advantage of a person or group is ___________.
14. ___________ is a body’s ability to remain free of illness even after being exposed to the cause of the illness.
15. A(n) ___________ is a large farm where crops are grown by a large number of workers and then sold by the land owner.
16. A narrow piece of land that connects two larger land masses is called a(n) ___________.

Name ___________________________ Date ___________________________
Study the map. Use it to answer the questions below.

Magellan’s Voyage

1. Which letter on the map represents the Straits of Magellan?

2. Which letter on the map shows where Sebastian del Cano took control of the expedition?

3. What is the approximate distance that Magellan traveled between the Cape of Good Hope and the Straits of Magellan?

4. After Magellan’s fleet passed through the Straits of Magellan, which direction did they travel?

5. Which letter on the map represents the final destination of the voyage?
Use the words in the word bank to complete the crossword puzzle. Leave out hyphens and spaces between words when filling in the puzzle.

<table>
<thead>
<tr>
<th>armada</th>
<th>cartographer</th>
<th>charter</th>
<th>circumnavigate</th>
<th>colonization</th>
</tr>
</thead>
<tbody>
<tr>
<td>fishery</td>
<td>growing season</td>
<td>joint-stock company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>loot</td>
<td>Northwest Passage</td>
<td>portage</td>
<td>strait</td>
<td></td>
</tr>
</tbody>
</table>

**Across**

3. a company that raises money by selling shares, or interest in the company, in the form of stock
6. a document issued by an authority giving a group certain rights
7. to steal or take something by force
9. a mapmaker
10. to carry boats and supplies overland from one waterway to another
12. a large fleet of ships

**Down**

1. to travel completely around something (such as Earth), especially by water
2. the days available in a year to plant and harvest crops
4. a sea route connecting the Atlantic Ocean and Pacific Ocean along the northern coast of North America
5. the practice of bringing people from a different country to control and settle an area that already has an indigenous population
8. an area of water where fish or other sea creatures are raised and caught
11. a narrow body of water that connects two larger bodies of water
The West Indies

Cuba
Haiti
Jamaica
Honduras
Nicaragua
Costa Rica
Panama
Colombia
Venezuela
Florida
Bahamas
Dominican Republic
Saint Kitts
Trinidad & Tobago
Barbados

Gulf of Mexico
Caribbean Sea
PACIFIC OCEAN
ATLANTIC OCEAN

HISPANIOLA
GREATER ANTILLES
LESHER ANTILLES
LEeward Islands
Windward Islands

Answer Key: *The Age of Exploration*

### Unit Assessment


### Activity Pages

**Domain Vocabulary: Chapters 1–2 (AP 2.1) (page 105)**

1. merchant  
2. negotiate  
3. motive  
4. porcelain

**Cool Facts About European Explorers (AP 3.1) (pages 106–107)**

<table>
<thead>
<tr>
<th>Explorer's Name</th>
<th>Country for Which He Sailed</th>
<th>Places Explored</th>
<th>Why He's Famous</th>
<th>Other Interesting Fact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartolomeu Dias Dias</td>
<td>Portugal</td>
<td>Africa</td>
<td>first European to find sea route to Indian Ocean</td>
<td>saw the Cape of Storms, which we now call the Cape of Good Hope</td>
</tr>
<tr>
<td>Vasco da Gama</td>
<td>Portugal</td>
<td>Africa, India</td>
<td>extended the route sailed by Dias; set up trading centers on the Swahili Coast; traded in India</td>
<td>called a hero even though he lost many men and ships on the journey</td>
</tr>
<tr>
<td>Pedro Alvares Cabral</td>
<td>Portugal</td>
<td>Africa, Brazil</td>
<td>first to claim land for Portugal in South America</td>
<td>reached Brazil by accident; called it Vera Cruz</td>
</tr>
<tr>
<td>Christopher Columbus</td>
<td>Spain (Castile and Aragon)</td>
<td>Caribbean islands, South America</td>
<td>first explorer to claim land in the Americas for Spain</td>
<td>was trying to reach the East Indies by sailing west; made four voyages to the Americas</td>
</tr>
<tr>
<td>Amerigo Vespucci</td>
<td>Portugal</td>
<td>South America</td>
<td>published letters about his voyage; called the Americas the “New World”</td>
<td>The Americas are named for him.</td>
</tr>
<tr>
<td>Hernán Cortés</td>
<td>Spain</td>
<td>Mexico</td>
<td>conquered the Aztec</td>
<td></td>
</tr>
<tr>
<td>Francisco Pizarro</td>
<td>Spain</td>
<td>South America, Panama</td>
<td>conquered the Inca</td>
<td>explored Panama with Balboa</td>
</tr>
<tr>
<td>Explorer’s Name</td>
<td>Country for Which He Sailed</td>
<td>Places Explored</td>
<td>Why He’s Famous</td>
<td>Other Interesting Fact(s)</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Vasco Núñez de Balboa</td>
<td>Spain</td>
<td>Panama</td>
<td>reached the Pacific Ocean, which he called “the South Sea”</td>
<td>explored Panama with Pizarro</td>
</tr>
<tr>
<td>Bartolomé de Las Casas</td>
<td>Spain</td>
<td>the Americas</td>
<td>wrote a book about the exploitation of indigenous people</td>
<td></td>
</tr>
<tr>
<td>Ferdinand Magellan</td>
<td>Spain</td>
<td>South America, Pacific Ocean</td>
<td>“discovered” the strait that now bears his name; named the Pacific Ocean; his crew was the first to circumnavigate the globe</td>
<td>did not survive the voyage</td>
</tr>
<tr>
<td>John Cabot</td>
<td>England</td>
<td>North America (Canada)</td>
<td>sought Northwest Passage; claimed “new found land” for England</td>
<td>reached the same area of Canada as the Vikings</td>
</tr>
<tr>
<td>Sir Walter Raleigh</td>
<td>England</td>
<td>North America (United States)</td>
<td>established first English colony in North America</td>
<td>Roanoke disappeared</td>
</tr>
<tr>
<td>Giovanni da Verrazano</td>
<td>France</td>
<td>North America (United States)</td>
<td>sought Northwest Passage; the first European to sail up the U.S. Atlantic coast</td>
<td>New York’s Verrazano-Narrows Bridge named for him; never made it back to Europe</td>
</tr>
<tr>
<td>Jacques Cartier</td>
<td>France</td>
<td>North America (Canada)</td>
<td>exploring the coast of Labrador, the Gulf of St. Lawrence, and the St. Lawrence River</td>
<td>set up failed colony in Canada</td>
</tr>
<tr>
<td>Samuel de Champlain</td>
<td>France</td>
<td>North America (United States and Canada)</td>
<td>explored the coast of Maine and Nova Scotia; established colony in Nova Scotia; established Quebec City</td>
<td></td>
</tr>
<tr>
<td>René-Robert Cavelier, Sieur de La Salle</td>
<td>France</td>
<td>North America (United States)</td>
<td>sailed down the Mississippi River to the Gulf of Mexico</td>
<td></td>
</tr>
<tr>
<td>Dirk Hartog</td>
<td>Netherlands</td>
<td>Australia</td>
<td>“found” Australia</td>
<td></td>
</tr>
<tr>
<td>Abel Tasman</td>
<td>Netherlands</td>
<td>Australia</td>
<td>proved Australia was an island</td>
<td></td>
</tr>
<tr>
<td>Henry Hudson</td>
<td>Netherlands; England</td>
<td>North America (United States and Canada)</td>
<td>sailed up the river to the site of present-day Albany, New York; discovered a huge inland sea in Canada</td>
<td>Both the river and the “sea” are named for him (Hudson River, Hudson Bay)</td>
</tr>
</tbody>
</table>
Early Portuguese and Spanish Exploration
(AP 4.1)
(page 108)
1. Dias, da Gama, Cabral
2. Cabral, Columbus
3. Columbus
4. Cabral

Domain Vocabulary: Chapters 3–5 (AP 5.1)
(page 109)
1. Moor
2. fleet
3. empire
4. cash crop
5. conquistador
6. mutiny
7. expedition
8. scurvy
9. league
10. log
11. indigenous
12. landfall
13. exploitation
14. immunity
15. plantation
16. isthmus

Magellan’s Voyage (AP 6.1)
(page 110)
1. B
2. C
3. about 6,000 miles (3,218 km)
4. northwest
5. A

Domain Vocabulary: Chapters 6–9 (AP 9.1)
(pages 111–112)

Across
3. joint-stock company
6. charter
7. loot
9. cartographer
10. portage
12. armada

Down
1. circumnavigate
2. growing season
4. Northwest Passage
5. colonization
8. fishery
11. strait
Map tracing Magellan’s world voyage, once owned by Charles V, 1545 (vellum) by Battista Agnese (1514–64)/John Carter Brown Library, Brown University, RI, USA/Bridgeman Images: 15i, 63
Marco Polo at the court of Kublai Khan by Angus McBride (1931–2007)/Private Collection/© Look and Learn/Bridgeman Images: 28
Marti Major: 14e, 37, 67
Martin Hargreaves: 14f
Mutiny on board the fleet of Magellan by Tancredi Scarpetti (1866–1937)/Private Collection/© Look and Learn/Bridgeman Images: 62
Pepper harvest and offering the fruits to a king, from the ‘Livre des Merveilles du Monde’, c.1410–12 (tempera on vellum) Ms Fr 2810 f.186, by the workshop of The Boucicaut Master, (fl.1390–1430)/Bibliothèque Nationale, Paris, France/Archives Charmet/Bridgeman Images: 32
Photononstop/SuperStock: 33
Portuguese caravels, illustration from Memory of Armadas that from Portugal passed to India, Ms 1551, 16th century/Academia das Ciencias de Lisboa, Lisbon, Portugal/De Agostini Picture Library/G. Dagli Orti/Bridgeman Images: 33
Scott Hammond: 15j, 82
Sharae Peterson: 70, 82
Shari Darling Griffiths: 14g, 56
Signing of Treaty of Tordesillas between Spain and Portugal, June 7, 1494/De Agostini Picture Library/G. Dagli Orti/Bridgeman Images: 14h, 50
Sir Francis Drake (1540–96) (gouache on paper) by Peter Jackson (1922–2003)/Private Collection/© Look and Learn/Bridgeman Images: 69
Sir Francis Drake’s The Golden Hind/Private Collection/© Look and Learn/Bridgeman Images: 69
The Discovery of the Strait of Magellan (coloured engraving) by Oswald Walters Breyfley (1817–94)/Private Collection/Index/Bridgeman Images: 63
The Voyage of Columbus, illustration after Arthur Michael (d. 1945) from ‘This Country of Ours, The Story of the United States’ by H.E. Marshall, 1917/Private Collection/The Stapleton Collection/Bridgeman Images: 48
Tyler Pack: 14
Vasco da Gama lands at Kozhikode (Calicut, India), May 20, 1498/Pictures from History/Bridgeman Images: 14j, 40
Wolfgang Kaehler/SuperStock: 88
Yadid Levy/Robertharding/SuperStock: Cover A, 26

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CKHG™
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The Age of Exploration
Core Knowledge History and Geography 5

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  - The Civil War
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