

Age of Exploration and Trade

ESSENTIAL QUESTION

Why do civilizations rise and fall?

Think about how this question might relate to early European explorers, trade, and the impact on the cultures these explorers encountered.



TALK ABOUT IT

Discuss with a partner what type of information you would need to know to answer this question. For example, one question might be: What factors contributed to the fall of the Taino civilization on the island of Hispaniola?

DIRECTIONS: Now write three additional questions that would help you explain some of the reasons why civilizations rise and fall.

MY RESEARCH QUESTIONS

Supporting Question 1:

Supporting Question 2:

Supporting Question 3:

ESSENTIAL QUESTION
 How does technology change a civilization?

THE STORY BEGINS...

LESSON 1
The Age of Exploration

Christopher Columbus and his men had sailed for weeks without sighting land. How do you think they felt? The moment when he scanned the sunny horizon, the sea glimmered off the blue water dotted with whitecaps. There, out of the corner of his eye, he spotted something in the distance. Was it a sailing ship or someone? A knot of people emerged on the deck as Columbus looked. The men began to cheer, and Columbus, in the place Columbus describes his first encounter with these native people.

“We knew that they were a people who could be won without blood and converted [changed] and to our holy faith by love. They have their own laws and their own religion, and although to put down their idols, and many other things of the same which have been made by their hands, and made them to reach to heaven, but it was a matter to see. They discovered some of the things which we have seen, and we were not thinking of them, which is a great thing to find, and many other things, and we exchanged them for other things that we gave them, such as glass beads and small bells. In fact, they took all, and gave what they had to give back.”



The Age of Exploration

DIRECTIONS: Search for evidence in Chapter 11, Lesson 1 to help you answer the following questions.

1 ECONOMICS What economic choices affected the Europeans’ decision to explore?

2 SEQUENCING Trace the interactions of the European nations, their explorers, and what they discovered. Use the graphic organizer to show the interactions among the three groups. When sent out, what did the explorers find, and what did they do with what they discovered?

Sending Country	Explorers	Discoveries
Spain		
Portugal		
France		

ESSENTIAL QUESTION

Why do civilizations rise and fall?

As you gather evidence to answer the Essential Question, think about:

- the effect of technology on European overseas exploration.
- the rise of kingdoms in Europe and its impact on overseas exploration.

My Notes

3 EXPLAINING CAUSE AND EFFECT What were some factors that caused Europeans to begin exploring? Use the chart to organize your information.

4 ANALYZING How did Vasco da Gama landing on India’s coast change the world?

ESSENTIAL QUESTION

Why do civilizations rise and fall?

Magellan's Voyage

DIRECTIONS: Study the excerpt below and answer the accompanying questions.

EXPLORE THE CONTEXT: *Magellan; The First Voyage Round the World*, by George M. Towle, was written as one in a series of history books. The story provides insights into what early explorers encountered in their quest to discover unknown lands and seas.

SECONDARY SOURCE: BOOK EXCERPT

“What made the heat still more unendurable, the supply of fresh water was now almost exhausted; what remained had become so filthy and nauseous that the wanderers could not drink it without shuddering, and it often made them ill. Then Magellan was grief-stricken to be forced to reduce the rations of his brave and suffering comrades. The only food left consisted of course biscuit and these were, as one who was on board says, “reduced to powder, and full of worms.” They had been gnawed and defiled by rats, and were scarcely eatable. But even such food was a rich and rare luxury compared to that to which the poor fellows were at last reduced. In no long time not a biscuit, not a crumb remained. Then they were obliged to do the very thing that Magellan had spoken of, when he said he would go forward, “even if they had to eat the leather off the yards.” This miserable apology for food was now, indeed, all that was left. The gaunt and famished sailors tore off the ox-hides under the main yard, which had been placed there to protect the rigging from the strain of the yard. The leather was so tough that the hungry teeth could make no impression upon it. They attached pieces of it to strong cords, and let them trail in the sea for four or five days. When they were thus soaked through, the sailors made a poor pretense of cooking the leather. They placed it over the fire, until it was singed, and then ate it greedily. ”

—from *Magellan; or The First Voyage Round the World*, 1879



VOCABULARY

unendurable: not able to tolerate

comrades: members of the same group

defiled: ruined, made filthy

obliged: felt the responsibility to do it

gaunt: bony, thin

famished: starving

rigging: the lines and wires that support the masts on sailing vessels

pretense: to act as if something were

true; pretending

singed: charred,

scorched, blackened

1 COMPARING AND CONTRASTING Reread the “Voyage of Magellan” in Lesson 1 and compare the information with this excerpt.

2 IDENTIFYING PERSPECTIVES What does this excerpt lead you to believe about Magellan’s character?

3 HISTORY What does this excerpt illustrate about the perils of sailing in the age of European exploration?

4 SUMMARIZING Write a brief summary of this excerpt. Analyze the details supporting the central idea before beginning to summarize.

ESSENTIAL QUESTION

Why do civilizations rise and fall?

Vasco da Gama Reaches India

DIRECTIONS: Study the excerpt below and answer the accompanying questions.

EXPLORE THE CONTEXT: This excerpt is a narrative of the voyages of Vasco da Gama. Some historians believe it is more accurate than other accounts. Gaspar Correa traveled to India only a few years after the land was discovered. Correa found the diary of a priest, Joam Figueira, who reportedly had accompanied da Gama on his voyages. To preserve everything he had learned about the events in India, Correa began writing. This passage has been translated from the Portuguese.

SECONDARY SOURCE: BOOK EXCERPT

“ . . . this was a great mountain which is on the coast of India, in the kingdom of Cananor, which the people of the country in their language call the mountain Delielly, and they call it “of the rat,” and they call it Mount Dely, because in this mountain there were so many rats that they never could make a village there. . . . and they went on approaching the land until they saw the beach, and they ran along it and passed within sight of a large town of thatched houses inside a bay, which the pilots said was named Cananor, where many skiffs were going about fishing; and several came near to see the ships and were much surprised, and went ashore to relate that these ships had so much rigging and so many sails and white men; which having been told to the King he sent some men of his own to see, but the ships had already gone far, and they did not go.”

—from *The Three Voyages of Vasco da Gama and His Viceroyalty*, 1525



VOCABULARY

Cananor: a monarchy-ruled region in old India

thatched: a roof covering of leaves, straw, etc.

skiffs: small boats to sail or row

rigging: the ropes that attached to sails on the masts and yards

1 ANALYZING From this description, how were the explorers greeted when they were first sighted? Explain.

2 COMPARING AND CONTRASTING How is the excerpt similar to or different from the lesson text describing Vasco da Gama's discovery? Explain which one helps you understand the human interaction best and why you think so.

3 ECONOMICS How would Vasco da Gama's discovery of India's coast have an economic impact on both countries?

4 INFERRING In Lesson 1, you read of the early European explorers and their discovery of new lands and cultures. What do you believe were the motivations that caused explorers and monarchies to risk lives and fortunes to accomplish these great explorations? What was often the impact to the cultures found? Explain your views, citing text evidence to support them.

ESSENTIAL QUESTION
Why do civilizations rise and fall?

THE STORY BEGINS...

LESSON 2
Spain's Conquests in the Americas

From the highest peak in the city, he gazed outward upon the gleaming Aztec capital of Tenochtitlan. The city was magnificent, with its palaces and temples, its canals and causeways. The people below him looked like tiny ants moving along the carefully planned roads. Such, the grand city and all of its riches would belong to him and to him. Cortés returned to Spain to tell the king of Spain, describing in detail everything he saw.

At the time, most people believed that the world was flat. It was not until the late 1400s that people began to understand that the Earth was round. This was a major shift in the way people thought about the world. It led to new discoveries and explorations. Cortés was one of the many explorers who were part of this new era of discovery.



Spain's Conquests in the Americas

DIRECTIONS: Search for evidence in Chapter 11, Lesson 2 to help you answer the following questions.

- 1 COMPARING AND CONTRASTING** Look closely at the interactions between Cortés and the Aztec rulers and Cortés and some of the Maya people. Use the Venn diagram below to show the similarities and differences.

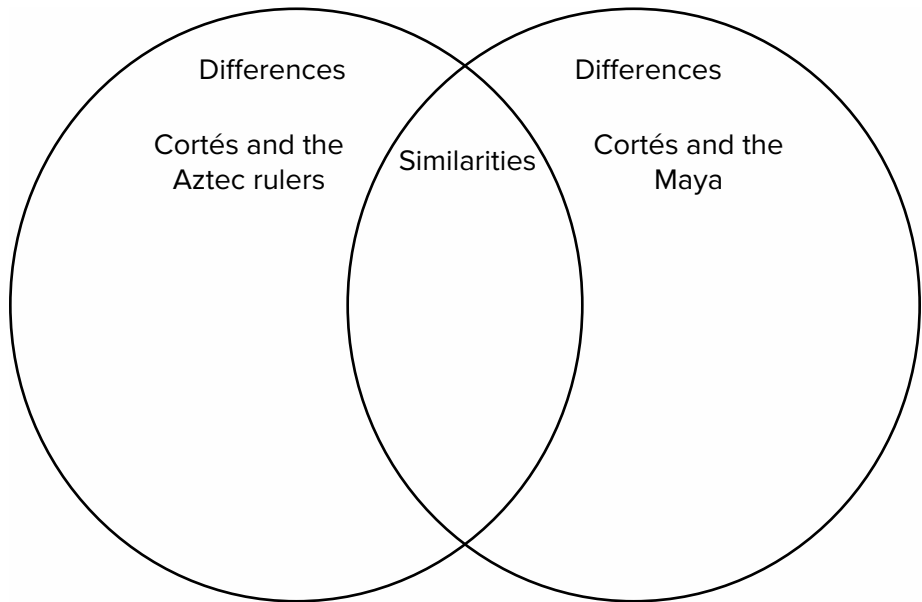
ESSENTIAL QUESTION

Why do civilizations rise and fall?

As you gather evidence to answer the Essential Question, think about:

- Spain's invasions of Cuba and Mexico in search of gold and power.
- the conquest of Peru, allowing Spain to have access to most of South America.

My Notes



2 RELATING EVENTS Create a 5Ws map to integrate the information in the lesson about how Spain conquered Peru.

3 ECONOMICS The Spanish monarchs decided to invest in exploration of the America's. What did their investment yield for Spain?

4 SUMMARIZING What is the central idea in Lesson 2? Cite the most relevant supporting details as you explain.

ESSENTIAL QUESTION

Why do civilizations rise and fall?

The Execution of Vasco Núñez de Balboa

DIRECTIONS: Study the excerpt below and answer the accompanying questions.

EXPLORE THE CONTEXT: Vasco Núñez de Balboa is well known as a Spanish explorer, but his life and journeys are not discussed as much as other Spanish explorers. In this excerpt from his biography, Balboa has been charged with treason, imprisoned, and brought out to his execution.



SECONDARY SOURCE: BIOGRAPHY

“But the day had arrived, Balboa’s last on earth. The hot afternoon wore away and the sun sank towards the mountains which the prisoner had been the first to explore, and touched with its rays the roofs of the dwellings he himself had erected. The dungeon door was thrown open, and forth came Balboa, preceded by his jailer and loaded with clanking chains. But the burden of the chains was as naught to the armor he had carried in the days of his great deeds, and he bore himself erect, dauntless in mien as of yore. . . .

Preceding the prisoner walked the public crier, who announced: “This is the punishment inflicted by command of the king and his lieutenant, Don Pedrarias de Avila, governor of this colony, upon this man, as a traitor, and usurper of lands belonging to the crown.” “Nay, nay,” exclaimed the still loyal Balboa when he heard this lie proclaimed; “It is false! You, my former comrades, know it is false. Never hath thought of such a crime entered my mind. I have ever served my king with truth and loyalty, and ever sought to augment his dominions!”

— from *Vasco Núñez de Balboa*, by Frederick A. Ober, 1906

VOCABULARY

naught: nothing

dauntless: fearless

mien: facial expression

yore: days in the past

public crier: someone from the court who announces

usurper: one who uses force to take what is not his

augment: to increase in size

dominions: government territory

1 COMPARING AND CONTRASTING How does the description of Balboa’s conviction of wrongdoing in Lesson 2 compare with the excerpt? Does one support the other, and if so, how?

2 DESCRIBING Balboa calls the charges against him false. Underline the words that are used to describe Balboa that appear to support his claim of innocence.

3 CIVICS What civic virtues, or dedication to the monarchy at his own expense, are found in Balboa’s statements?

4 HISTORY What were the effects of the charge of treason against Balboa? Cite evidence from Lesson 2.

ESSENTIAL QUESTION

Why do civilizations rise and fall?

A Chronicle of the Spanish Conqueror Cortés

DIRECTIONS: Study the excerpt below and answer the accompanying questions.

EXPLORE THE CONTEXT: The excerpt jumps into a description of the conflict between Spanish explorer Hernán Cortés and the Aztec ruler, Montezuma II. Based on an Aztec legend, a God who opposed human sacrifice said he would someday return. Because of this, Montezuma did not act aggressively toward Cortés when the Spanish landed.

SECONDARY SOURCE: BOOK

“In the mind of Montezuma, meanwhile, the grave question has been: Can these Spaniards, these strangers of the sunrise, be gods? When Grijalva’s expedition appeared off the coast in 1518, it had been reported to Tenochtitlan that in the ‘waters of heaven,’ as the open sea was called, ‘floating towers’ had appeared, from which had descended beings with white faces and hands, with beards and long hair, and wearing raiment of brilliant colors and ‘round headcoverings.’ Could these beings be priests or heralds of the Fair God Quetzalcoatl, come, according to the Maya-Nahua tradition, to resume sway over his people? Before proof could be adduced, Grijalva had departed; and then, shortly, had come swift messengers with news of Cortés and with pictures of his ‘floating towers’ and of his fair-visaged, yet bearded attendants, handling the thunder and bestriding fierce creatures . . .”

—from *The Spanish Conquerors, a Chronicle of the Dawn of Empire Overseas*, 1919

VOCABULARY

grave: serious or solemn

Grijalva: another explorer (from Cuba) who visited the coast of Mexico

expedition: journey

raiment: clothing

sway: to have power over something or someone

visage: the appearance or expression of a person’s face

bestriding: putting a leg on either side of something, such as a horse

1 HISTORY How is the reaction of Montezuma to the strangers in his land related to another event in recent history for the Aztec? Use details from the excerpt to support your response.

2 COMPARING AND CONTRASTING Examine the description of Montezuma’s reaction to Cortés in Lesson 2 and see whether the excerpt corresponds. Describe whether the ideas are in agreement, and support your claim with evidence from the text.

3 ANALYZING What words are used to describe a possible danger to the Aztec? Underline the vocabulary that applies and explain what you think the words represent. Cite evidence of something similar in Lesson 2.

4 DRAWING CONCLUSIONS How does Montezuma’s religious belief affect his strategies to defeat the Spanish? Cite evidence from the excerpt and the lesson.

ESSENTIAL QUESTION
Why do civilizations rise and fall?


LESSON 3
Exploration and Worldwide Trade

THE STORY BEGINS...

The first year in the Virginia colony of Jamestown had been a hard one. Many of the settlers died, while others came to the disease and starvation had taken their toll. The colonists had not done the work that would have helped them survive long term, such as digging freshwater wells or building their cottages. Captain John Smith had charge. He knew that for the colony to be successful, everyone needed to work together. Each settler would have to take care for the others of the work. Smith had set new rules for the first English settlers to make sure the colony would survive and prosper.

Context The long experience of our life teaches (although) there is nothing strong to persuade merely one to a present course of things (European translation). ... you may often find the same in the first and second world war and possibly to believe to be destined for the success of being at long hand and sometimes may find it to be considered as a reward and why this culture (European translation). There are many more examples to provide you, but you find my evidence of this. Therefore to that effect, let me be assuredly (European translation) to your attention. **PH**

—from *The First English Settlements and Discoveries of Virginia* (1607)



ESSENTIAL QUESTION

Why do civilizations rise and fall?

As you gather evidence to answer the Essential Question, think about:

- the establishment of European empires in the Americas.
- the global exchange of trade known as the Columbian Exchange.

My Notes

Exploration and Worldwide Trade

DIRECTIONS: Search for evidence in Chapter 11, Lesson 3 to help you answer the following questions.

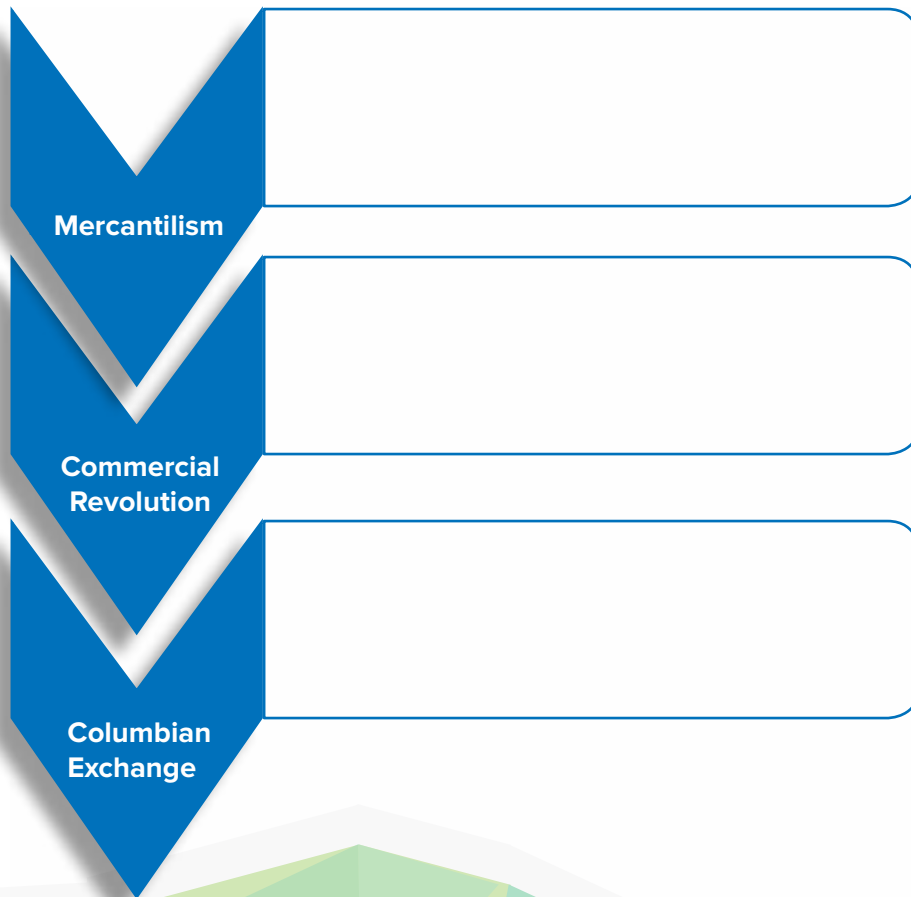
1 IDENTIFYING In the 1600s, what areas did Spain, Portugal, France, England, and the Netherlands control in the Americas? In the chart below, identify the areas where each country established settlements.

Country	Areas of Settlements in the Americas
Spain	
Portugal	
France	
England	
The Netherlands	

2 ECONOMICS What was the French goal for colonizing North America? Cite text evidence to explain your answer.

3 DESCRIBING What steps did England take to establish North American settlements?

4 EXPLAINING As Europeans established empires in the Americas, world trade changed in many ways. Three results of those changes in world trade were mercantilism, the Commercial Revolution, and the Columbian Exchange. In the chart below, explain what each of those was.



ESSENTIAL QUESTION

Why do civilizations rise and fall?

New Amsterdam

DIRECTIONS: Examine the image below and answer the accompanying questions.

EXPLORE THE CONTEXT: This image shows a harbor scene in New Amsterdam, now known as New York City, in 1667. The original illustration was created c. 1700s.

PRIMARY SOURCE: ILLUSTRATION



- 1 **GEOGRAPHY** What features of New Amsterdam's geography made it a promising site for Henry Hudson's North America settlement?

2 DESCRIBING Describe the modes of transportation shown. After referring to the text, what can you infer about the larger sailing vessels in the New Amsterdam harbor?

3 INFERRING What might the image reveal about the Dutch settlement on Manhattan Island that is *not* found in the text?

4 HISTORY What was happening globally that may have motivated the Dutch to begin overseas explorations? Cite details from the text that support your claim.

ESSENTIAL QUESTION

Why do civilizations rise and fall?

The Fur Trade

DIRECTIONS: Examine the image below and answer the accompanying questions.

EXPLORE THE CONTEXT: The French who explored and settled in North America established trade relationships with many Native American groups. The French were especially interested in trading or trapping for furs to send back to Europe. Deer hide, known as buckskin, was important in this trade. This engraving shows the Native Americans trapping deer. This piece was originally a wood engraving made c. 1600 by Samuel de Champlain, an explorer hired by the French. During his explorations he wrote journals and sketched images of what he saw and found.

PRIMARY SOURCE: ENGRAVING

1 ANALYZING How are the Iroquois depicted in this image? Describe their actions and what they are doing behind the deer.

2 DRAWING CONCLUSIONS Using the visual information in the image, explain why Native Americans might build fencing in the woods.

3 ECONOMICS How might the actions of the Iroquois impact them economically?

4 ANALYZING SOURCES Using the text from Lesson 3, how might this image relate to European colonies?

ESSENTIAL QUESTION

Why do civilizations rise and fall?

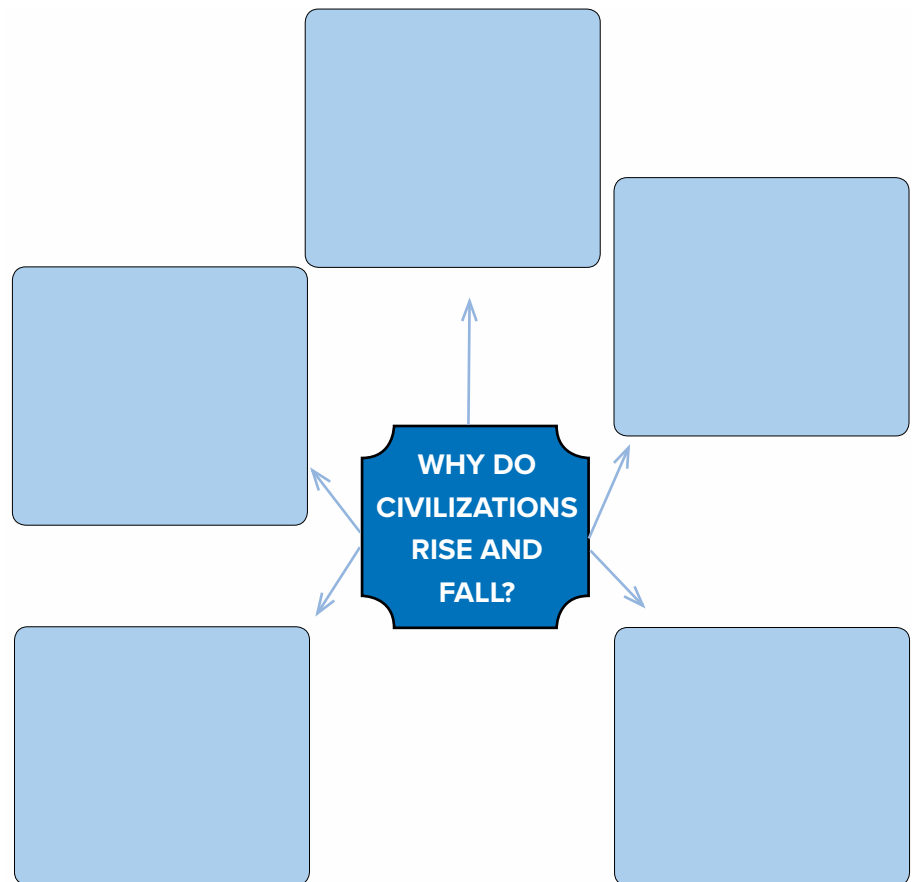
1 Think About It

Review the Supporting Questions that you developed at the beginning of the chapter. Review the evidence that you gathered in Chapter 11. Were you able to answer each Supporting Question?

If there was not enough evidence to answer your Supporting Questions, what additional evidence do you think you need?

2 Organize Your Evidence

Use the chart to organize the evidence you will use to support your position statement. Remember to cite the source of each piece of evidence.



3 Talk About It

Work with a partner or small group to discuss your position statement and the evidence you have gathered. Before you write your final conclusion, gather ideas from your classmates. Group members should take turns sharing their ideas, asking questions, and offering insights. Use your lesson readings to guide you as you support your ideas.

4 Write About It

Write your position statement for the ESSENTIAL QUESTION, using your gathered information: *Why do civilizations rise and fall?*

5 Connect to the Essential Question

With your partner or group, create a slide show presentation about why civilizations rise and fall, using what you've learned in this chapter about civilizations. In developing your presentation, use the evidence you gathered to answer the Supporting Questions. Find images on the Internet to enhance your presentation to make it more visually interesting.

CITIZENSHIP

TAKING ACTION



MAKE CONNECTIONS Think about civilization in North America and in the United States in particular and what you have learned from the text about making a nation strong. List some important elements you feel will keep America thriving.

DIRECTIONS: Choose one element you believe is essential for a nation or civilization to thrive. Then compose a speech that you might deliver to students your age about the future of the United States. In your speech, list the important elements that you think will help America thrive, and emphasize the one element that you think is most important. Use the space here to make an outline of your speech.
