

# THE GREAT AGE OF EXPLORATION (1400–1550)

*Produced By...*  
**Chariot Productions**

*Written and Directed By...*  
**Joe Sitko, Ph.D.**

*Study Guide Written By...*  
**Joe Sitko, Ph.D.**

*Published & Distributed by...*



**AGC/UNITED LEARNING**

1560 Sherman Avenue

Suite 100

Evanston, IL 60201

**1-800-323-9084**

24-Hour Fax No. 847-328-6706

Website: <http://www.agcunitedlearning.com>

E-Mail: [bistern@interaccess.com](mailto:bistern@interaccess.com)

This video is the exclusive property of the copyright holder. Copying, transmitting, or reproducing in any form, or by any means, without prior written permission from the copyright holder is prohibited (Title 17, U.S. Code Sections 501 and 506).

©MCMXCVIII United Learning, Inc.

# THE GREAT AGE OF EXPLORATION (1400–1550)

## Teacher's Guide Table of Contents

Introduction and Summary.....	1
Links to Curriculum Standards .....	1
Unique Goals of This Program .....	2
Teacher Preparation/Instructional Notes .....	2
Student Preparation.....	2
Student Objectives .....	3
Introduce the Video .....	3
View the Video .....	4
Discussion Questions .....	4
Blackline Masters .....	7
Extended Learning Activities.....	8
Answer Key .....	9
Internet Resources .....	16
United Learning World History Titles .....	16
Script of Narration .....	18



**This video is closed captioned**

The purchase of this video program entitles the user to the right to reproduce or duplicate, in whole or in part, this teacher's guide and the blackline master handouts that accompany it for the purpose of teaching in conjunction with this video, **Heroin: Losing Everything**. This right is restricted only for use with this video program. Any reproduction or duplication in whole or in part of this guide and the blackline master handouts for any purpose other than for use with this video program is prohibited.

## **CLASSROOM/LIBRARY VIEWING CLEARANCE**

This program is for instructional use. The cost of each program includes public performance rights as long as no admission charge is made. Public performance rights are defined as viewing of a video in the course of face-to-face teaching activities in a classroom, library, or similar setting devoted to instruction.

*Closed Circuit Rights* are included as a part of the public performance rights as long as closed-circuit transmission is restricted to a single campus. For multiple locations, call your United Learning representative.

*Television/Cable/Satellite Rights* are available. Call your United Learning representative for details.

*Duplication Rights* are available if requested in large quantities. Call your United Learning representative for details.

*Quantity Discounts* are available for large purchases. Call your United Learning representative for information and pricing. Discounts, and some special services, are not applicable outside the United States.

Your suggestions and recommendations are welcome. Feel free at any time to call United Learning at 1-800-424-0362.

## **THE GREAT AGE OF EXPLORATION (1400–1550)**

**Grades 9-12**

**Running Time: 30 minutes**

### **INTRODUCTION AND SUMMARY**

This very useful two-part program for grades nine through twelve takes students through the history of the Great Age of Exploration, focusing on the period from 1400 to the mid-1500's.

Using animated maps, historic art work, and live-action on-location video, students learn about the shift from the Medieval to the Renaissance era, the trade in Asian luxury goods, Prince Henry the Navigator, the early slave trade, the voyages of Christopher Columbus, Vasco Da Gama, Bartholomeu Dias, Amerigo Vespucci, John Cabot, Ferdinand Magellan, the conquests of Cortez and Pizarro, and the impact European discovery had on Native Americans.

### **LINKS TO CURRICULUM STANDARDS**

The design of this program was guided by the curriculum standards defined by the National Center for History in Schools (U.C.L.A) and various state-level requirements. In accordance with these guidelines in this program we have:

- a) Focused on the voyages early Spanish and Portuguese explorers.
- b) Used animated maps to portray the voyages of exploration.
- c) Taken a brief look at the heights of the Mexican pre-Columbian Civilizations.
- d) Examined the effects European colonization on native cultures.

## UNIQUE GOALS OF THIS PROGRAM

- a) To provide an understanding of the cultural environment of fifteenth century Europe; the shift from feudal to Renaissance ways of life.
- b) To provide an understanding of the events that led to a search for alternative routes to Asia.

## TEACHER PREPARATION/INSTRUCTIONAL NOTES

Before presenting this lesson to your students, we suggest that you preview the video and review the guide and accompanying blackline master activities in order to familiarize yourself with their content.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so, for only by tailoring this program to your class will they obtain the maximum instructional benefits afforded by the materials.

It is also suggested that the video presentation take place before the entire group under your supervision. The lesson activities grow out of the context of the video; therefore, the presentation should be a common experience for all students.

You should also duplicate selected Blackline Master materials from the materials included in this guide.

## STUDENT PREPARATION

Students should read textbook materials on the Great Age of Discovery. Students should also be given the vocabulary list (**Blackline Master #3**) and timeline (**Blackline Master #4**) sheets and be encouraged to learn as much as possible from them by doing the associated activities.

## **PRETEST**

An optional pretest is provided (**Blackline Master #1**). This test will help you determine the level of student comprehension prior to participating in this lesson. An Answer Key appears on pages 9-16 of this Teachers Guide.

## **STUDENT OBJECTIVES**

After viewing the video and participating in the follow-up activities students will be able to:

1. Explain the restrictions on European trade with Asia that existed in the 1400's and describe how these restrictions contributed to the Age of Exploration.
2. Explain some ways in which changes brought by the Renaissance helped foster the Age of Exploration.
3. Discuss the ways in which the labors of Prince Henry the Navigator, Christopher Columbus, and Ferdinand Magellan, Amerigo Vespucci, Vasco Da Gama, and other leaders of the Age of Exploration increased the knowledge of navigation and geography in the fifteenth and sixteenth centuries.
4. List some of the major changes, both positive and negative, that European colonization of the New World brought about.
5. Trace on a map the routes of some of the most important voyages of discovery of the fifteenth and sixteenth centuries.
6. Identify the attitudes that gave rise to the European trade in African slaves.

## **INTRODUCING THE VIDEO**

Introduce the video with a discussion of the fifteenth century world. Ask what students know about this era.

An important machine invented during the Great Age of Exploration was a printing press that used movable type, a machine used very effectively by Amerigo Vespucci to present his views about a “New World.” Discuss the impact of the movable–type printing press and compare its world changing impact to the impact of modern day information distribution tools such as TV and computers.

Discuss, and give examples of, the cultural isolationism that existed before the Age of Exploration.

Hand out the Video Quiz sheet (**Blackline Master #9**) and the list of discussion questions (**Blackline Master #2**) that will be used after viewing the video.

### VIEW THE VIDEO

Running time: 30 minutes. This video is divided into two parts with a short break in the middle. You may wish to stop after viewing Part One, have a discussion and then view Part Two the following day.

### DISCUSSION QUESTIONS

The questions appear on **Blackline Master #1** and may be distributed to students prior to discussion.

1. What are some reasons why Native Americans resent the fact that Columbus was glorified for so long?

*Native customs and languages were lost, native people were treated badly and sometimes even enslaved, native people lost their traditional lands, diseases brought by Europeans are estimated to have killed nearly 80% of the native population of the New World.*

2. Why do so many people feel that Columbus shouldn't be credited with the discovery of the Americas?



*The Vikings explored and settled along what is today the Eastern coast of Canada around the year 1000. Columbus thought he was exploring Asia and had no idea that he had discovered continents previously unknown to Europeans. Columbus should be remembered mostly for having discovered the first reliable sea routes across the Atlantic.*

3. In the 1400's, there was little communication and trade over long distances and yet today it is hard to imagine a world without these things. How do countries benefit from these exchanges? How are these exchanges damaging?

*Countries benefit from international trade by being able to obtain goods or services that are unavailable (or that are extremely expensive) in their own countries. Increased communication allows people to benefit from the insights, traditions, literature, science, etc., of other cultural traditions. Increased communication can also help prevent wars and help break down the barriers which create a sense of cultural superiority. On the negative side, world trade has often brought exploitation of laborers and environmental destruction. Opening up new avenues of communication (such as TV and movies) seems to bring about a decline of traditional cultural expressions and values.*

4. In the fifteenth and sixteenth centuries, what were some of the greatest differences between European and New World civilizations?

*Europeans were Christians; New World people were a variety of religions. Most Europeans had written languages. In the New World, only the Maya had a true written language, and by the fifteenth to sixteenth centuries, Maya culture had been in decline for centuries. Europeans had advanced technology and had produced such things as clocks, guns, glass lenses, chemicals, printing presses, etc. In the New World, technology was very limited, although metal working in gold, silver, and copper was very sophisticated. Europeans had many types of domesticated animals: horses, pigs, sheep, goats, chickens, cows, etc. In the New World, only dogs and turkeys had been domesticated.*

5. What cultural attitudes existed on the part of fifteenth century Europeans that made them feel it was all right to buy and sell Africans or enslave native Americans?

*Attitudes of European racial superiority often came from possessing technological superiority, and from possessing greater material wealth. This made the Europeans view many other races as inferior or "savage." Also, the European notion that they were bringing Christianity to heathens provided additional justification for their activities. It should be pointed out that many of the extremely sophisticated Asian civilizations viewed the Europeans as smelly, uncouth savages.*

6. One of the biggest changes that resulted from the Great Age of Exploration was an unprecedented shift of world population across the Atlantic Ocean. Discuss the results of these population shifts.

*With European colonization of the New World, millions of people fled Europe with ideas of having better lives. As a result, the population of Europe in some areas declined. Colonies produced fabulous wealth for most of the European mother countries. Millions of Africans were forced to cross the Atlantic as slaves. The native population of the New World drastically declined as native people succumbed to European diseases (estimates are that up to 80% died).*

7. How did restrictions on trade with the Far east help initiate the Great Age of Exploration?

*In Europe, among the upper classes, a great demand existed for Asian luxury items, such as spices, jewels, silks, and porcelains. These items were available in Europe primarily from the Genoese and Venetians who had long-standing trading arrangements with the Moslem nations that controlled the land and sea routes to the Far east. Both Genoa and Venice had gotten rich from the Asian trade. Trading agreements between the Italians and Moslems were very restrictive and prevented all other European nations from participating in this lucrative trade. It was the desire to gain wealth by trading with the Far East that led Portugal, Spain,*

*England, and other European nations to search for a way to the Far East which bypassed Moslem lands; as a result, the Great Age of Exploration was inaugurated.*

8. What were some of the factors unique to the Renaissance that helped propel the Great Age of Exploration?

*A growing interest in the “external” physical world, as compared to the “inward” spiritual focus of the Medieval era led to a desire to learn more about the world, its people, and its creatures. New inventions, such as the quadrant and the ships called caravels, made it possible to sail far from shore and carry large amounts of food and other supplies. The invention of a movable-type printing press allowed news of discoveries to reach people across Europe rapidly. The shift from the old, self-sufficient, manorial system of the Medieval era to the Renaissance era saw a growth of cities, and with that came a growth in trade. The desire for new trade goods and new markets for finished products helped fuel the Great Age of Exploration.*

## FOLLOW-UP ACTIVITIES

### BLACKLINE MASTERS

The following Blackline Master activities are designed to reinforce comprehension of the Student Objectives. An Answer Key appears on pages 9-16 of this Guide.

(1.) **BLACKLINE MASTER #1** is a **PRETEST** that, when compared to the **Blackline Master #7: Quiz**, results will help you gauge comprehension of the Student Objectives.

(2.) **BLACKLINE MASTER #2** is **DISCUSSION QUESTIONS** that will help enliven the learning process and reinforce the Student Objectives.

(3.) **BLACKLINE MASTER #3** is a **VOCABULARY LIST** that will introduce students to unfamiliar words used

in the program, or words pertaining to the subject of the program they may encounter in outside reading.

(4.) **BLACKLINE MASTER #4** is a **TIMELINE** to provide a convenient tool for seeing how historical events occur in relation to one another over time.

(5.) **BLACKLINE MASTER #5** is a **CROSSWORD PUZZLE** that challenges students to use some of the words from the vocabulary list presented in this program.

(6.) **BLACKLINE MASTER #6: MAP ACTIVITIES** asks students to trace the voyage routes of Magellan, Vasco de Gama, Bartholomeu Dias, Christopher Columbus, Amerigo Vespucci, and John Cabot. Students should be provided with copies of the world map contained herein. Voyage routes may be traced on individual maps, or on the same map using a different colored pen or pencil for each voyage.

(7.) **BLACKLINE MASTER #7** is a **NEW WORLD FACT SHEET** which is intended simply to provide fascinating bits of information.

(8.) **BLACKLINE MASTER #8** is a **QUIZ** that covers material presented in this program. Students will need copies of the world map provided herein.

(9.) **BLACKLINE MASTER #9** is a printed version of the **VIDEO QUIZ** that appears at the end of this program.

### **EXTENDED LEARNING ACTIVITIES**

Term papers could be researched and prepared on the following subjects.

1. How trade was carried out between Europe and Asia in 1400. (Emphasis on what things were traded, where trade goods came from, who bought them, how they were used)
2. Changes in ship design and navigation from 1300 to 1550.
3. The history of the trade in African slaves from 1400 up to 1600.
4. Detailed exploration of the voyages made by the following explorers: the Vikings in the North Atlantic, Bartholomeu Dias, Christopher Columbus, Vasco Da Gama, Amerigo Vespucci, John and Sebastian Cabot, Ferdinand Magellan. Emphasis should be placed on how the world was changed as a result of their discoveries.
5. The life of Prince Henry the Navigator.
6. An analysis of the changes, both positive and negative, that occurred as a result of European colonization.

### **BLACKLINE MASTER ANSWER KEY**

#### **Blackline Master #1: Pre-Test**

1. True
2. True
3. True
4. False, Magellan led that expedition
5. True
6. False, the Aztecs had no gunpowder
7. False, they were named after the explorer Amerigo Vespucci
8. True
9. False, The Europeans didn't discover Australia until the 1600's; it was Magellan's voyage that proved the world is round.
10. True

**Blackline master #3: Vocabulary List Exercise**

- a. Sebastian Cabot
- b. Esteban Dorantez
- c. DeSoto
- d. Moluccas
- e. Ptolemy

**Blackline Master #4: Timeline Exercise**

- a. Before: DeLeon 1513, Mexican Conquest 1521
- b. Before: Reformation 1517, Conquest of Peru 1533
- c. Before: Tobacco in England 1586, Australia 1606
- d. Before: Chaucer's book 1390, Navigation School 1418
- e. After: Last Voyage 1502-04, Vasco da Gama 1497-98

**Blackline Master #5: Crossword Puzzle**

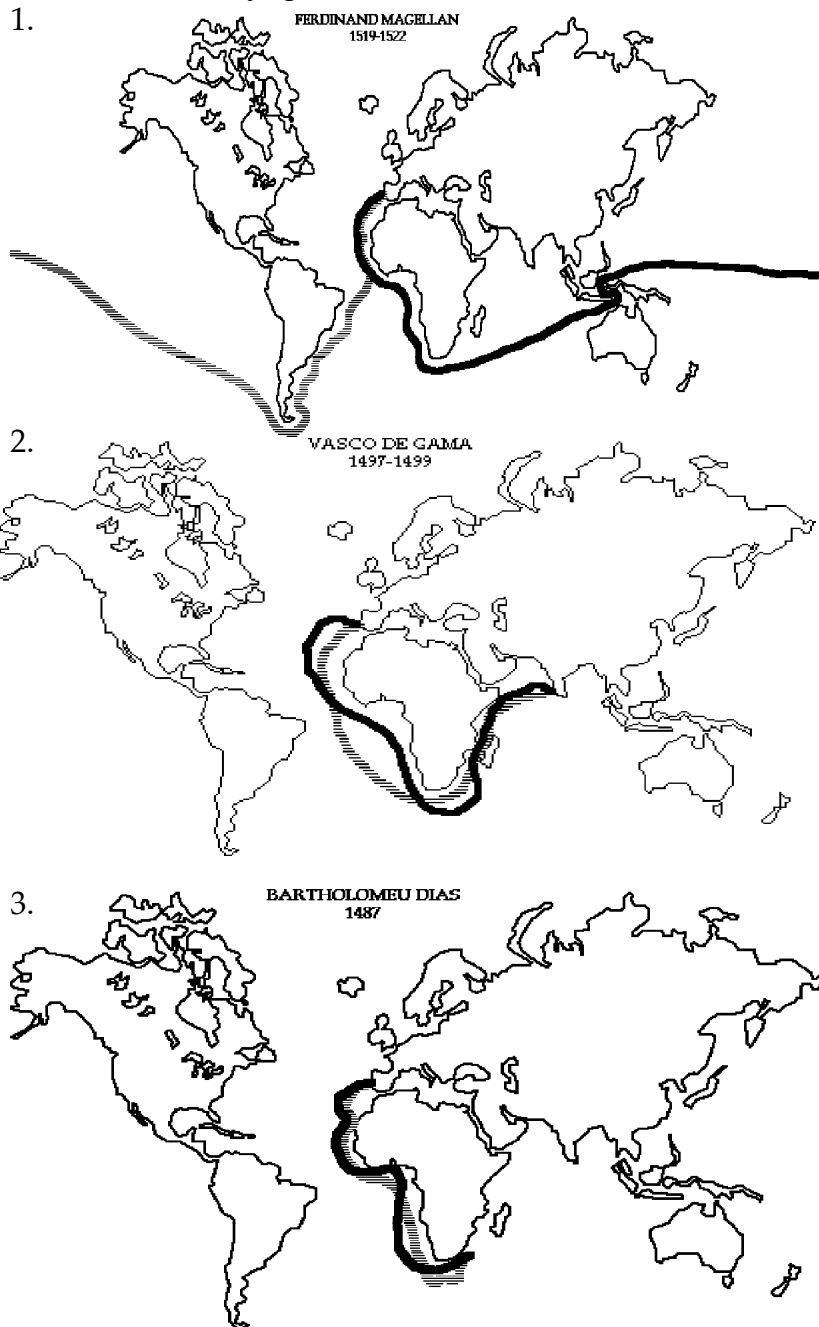
```

                C A B O T
                O
P I Z A R R O
A           T
C   M A G E L L A N
I           Z           Z
F           T
I N D I A           E
C           C A R A V E L S
                E
                N
                I
                C
                C A R I B B E A N
                F
                R
V E S P U C C H I
                C O L U M B U S
                A
                M
                A
                L
                L
                P
                O
                X
```

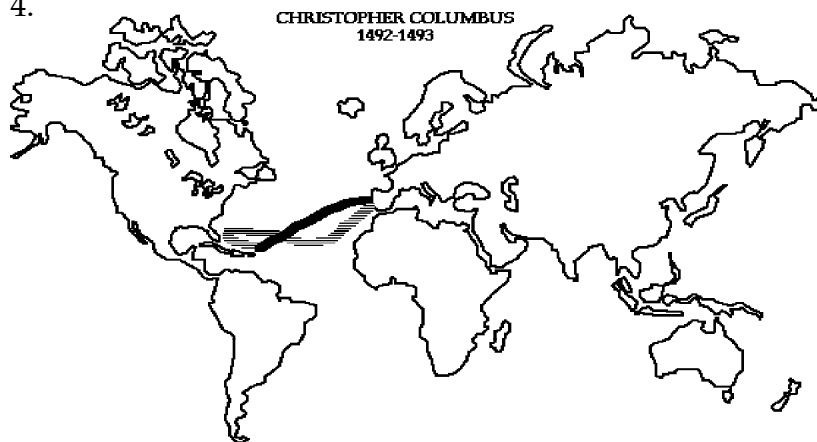
## Blackline Master #6: Map Activities

■ Departure voyage

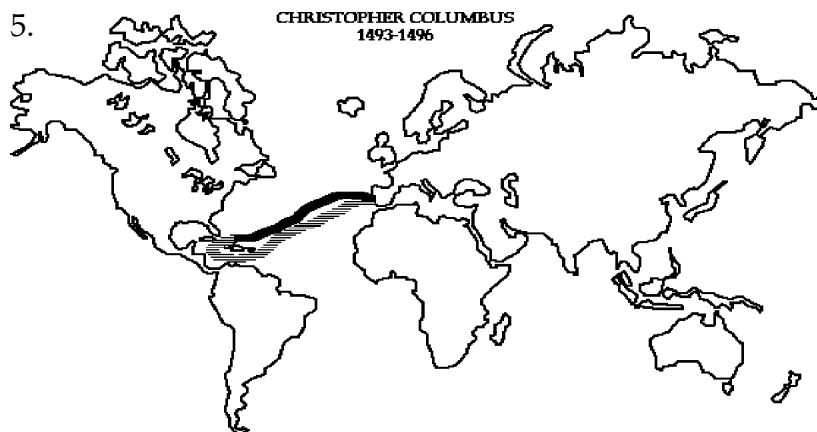
■ Return voyage



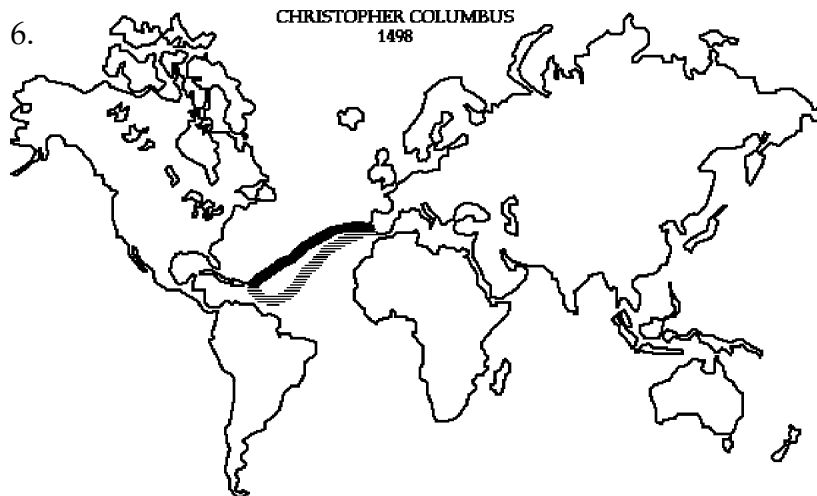
4.



5.



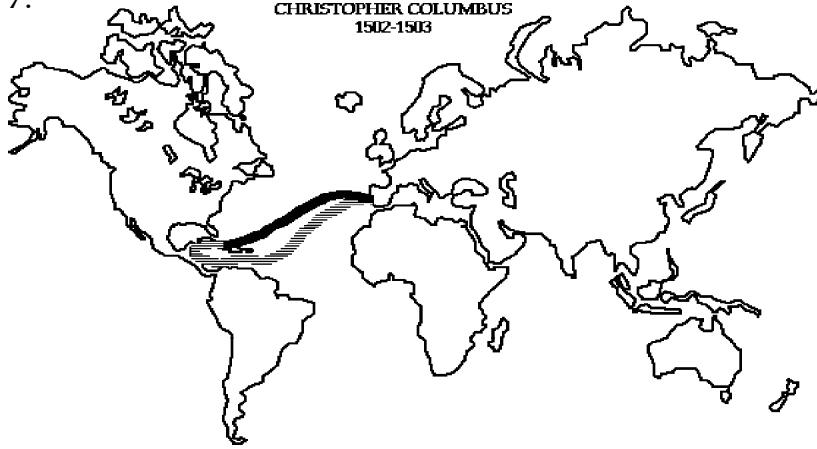
6.





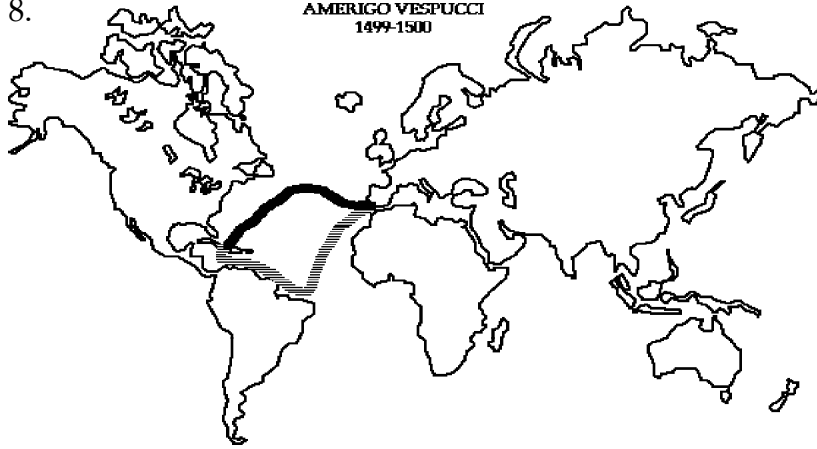
7.

CHRISTOPHER COLUMBUS  
1502-1503



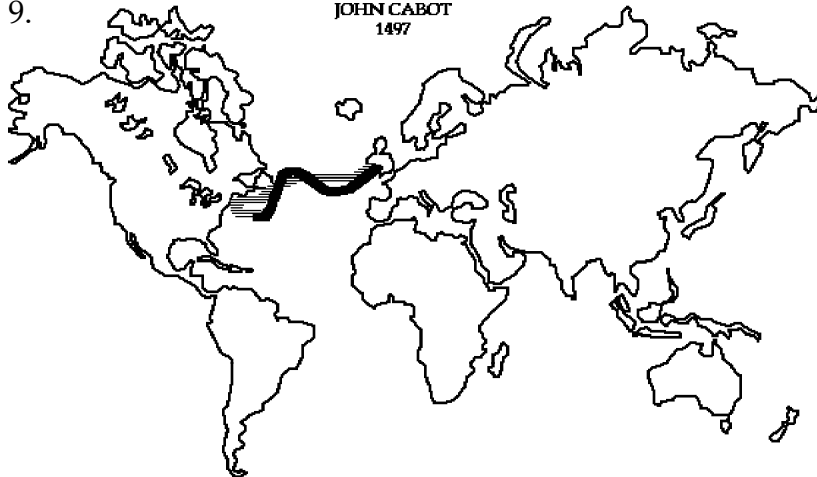
8.

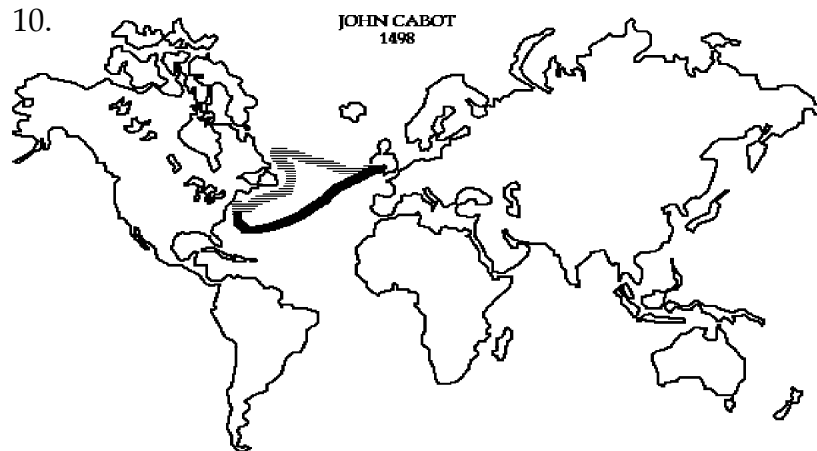
AMERIGO VESPUCCI  
1499-1500



9.

JOHN CABOT  
1497





**Blackline Master #8: Quiz Answers**

**1. MATCHING**

- a. Columbus
- b. Montezuma II
- c. John Cabot
- d. Sebastian Cabot
- e. Bartholomeu Dias
- g. Ferdinand Magellan

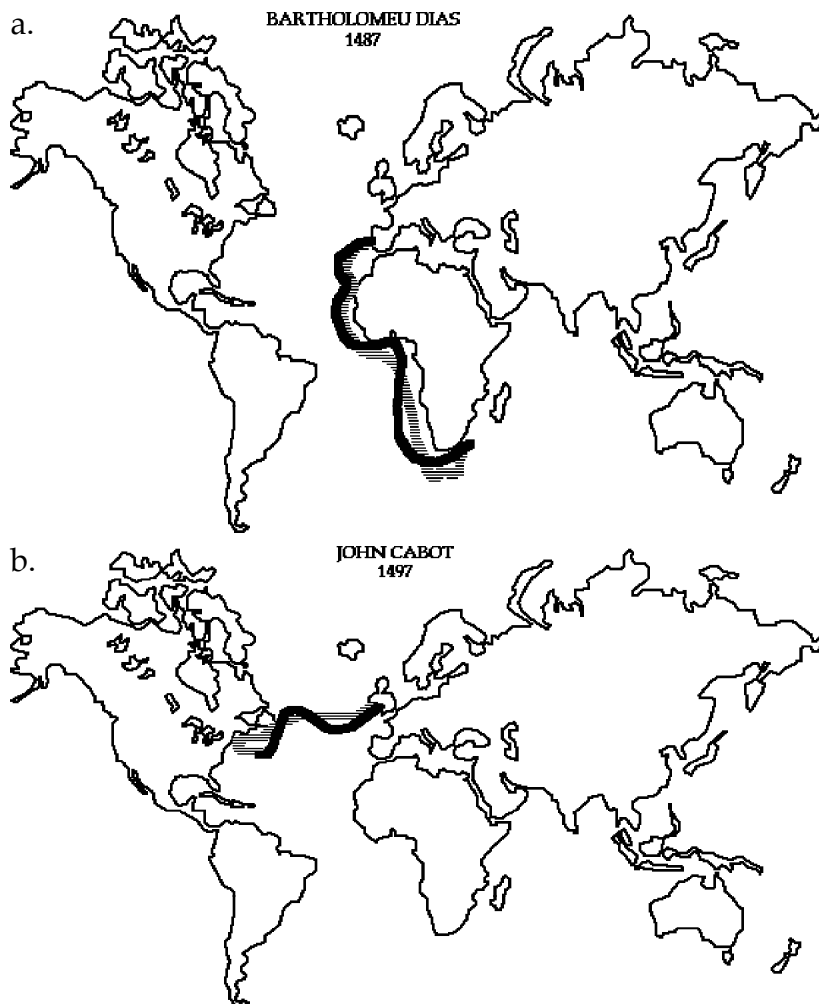
**2. TIMELINE**

K,E,M,F,B,I,J,D,G,C,A

**3. ESSAY QUESTIONS (Possible answers)**

- a. Guns, armor, steel swords and pikes, crossbows, horses, war dogs.
- b. (1) Massive migration of both Europeans and Africans to the New World. Africans come through enslavement  
(2) Mass destruction of Native Americans by diseases brought by Europeans  
(3) New sources of wealth for Europeans  
(4) Increased knowledge of geography  
(5) Increased communication between the world's diverse cultures  
(6) Christianity was introduced.

#### 4. MAP ACTIVITIES



#### **Blackline Master #9: Video Quiz**

1. Genoa, Venice
2. Renaissance
3. Portugal
4. Vasco da Gama
5. Caravels
6. Any three of these: claim land, establish trading outposts, bring Christianity, find new route to Asia, learn more about geography.
7. Asia

8. Columbus
9. Amerigo Vespucci
10. Cortez, Pizarro

### INTERNET RESOURCES

(1.) The **Mariners' Museum** of Newport News, Virginia, has a marvelous website at

**<http://www.mariner.org/age/index.html>**

This site includes an Age of Exploration curriculum guide, involving activities in history, geography, and vocabulary, as well as links to other pertinent sites.

(2.) The **Internet Medieval History Sourcebook** at

**<http://www.fordham.edu/halsall/mod/modsbook.html>**

contains seemingly endless information on world history since the Medieval age.

(3.) **Cartographic Images** at

**<http://www.iag.net/~jsiebold/carto.html>**

offers ancient maps, early medieval maps, late Medieval maps, Renaissance maps, cartography links, and map history discussion groups.

(4.) The **Perry-Castenadea Library Map** collection of the University of Texas at Austin publishes Historical Maps of the United States at

**[http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/histus.html](http://www.lib.utexas.edu/Libs/PCL/Map_collection/histus.html)**

with access to maps of early Indian tribes, exploration, and territorial growth.

### UNITED LEARNING WORLD HISTORY TITLES

Discovering Ancient Greece (1500-100 B.C.)

Catalog #10318V

The World Of Ancient Rome (753 B.C. - 476 A.D.)

Catalog #10302V

The Dark Ages: Europe After The Fall Of Rome (410-1066 A.D.)

Catalog #10316V

Medieval Times: Life In The Middle Ages (1000-1450 A.D.)

Catalog #10094V)

The Black Death (1347-1351)

Catalog #10433V)

Exploring The Renaissance (1350-1650 A.D.)

Catalog #10301V

The Protestant Reformation (1517-1565)

Catalog #10425V

The Age Of Reason (1642-1800)

Catalog #10317V

Pilgrims And Puritans: The Struggle For Religious Freedom In England (1517-1692)

Catalog #10434V

The Industrial Revolution (1750-1915)

Catalog #10187V

#### **UNITED LEARNING WEBSITE**

**<http://www.unitedlearning.com>**

Visit United Learning's interactive website for

- FREE classroom activities, fact sheets, photographs, and links to authors
- full-line catalog with on-line ordering of FREE pre views
- e-mail link to United Learning
- ongoing updates of new programs and services

## THE GREAT AGE OF EXPLORATION

### Script of Narration

Six centuries ago European civilization stood at the threshold of a new era, yet, at this time, most people still knew very little of the world beyond their own small communities, no matter whether they lived in Europe, in Asia, or in Africa.

In fact, in the 1400's, most people still thought the world was flat, and understanding of geography was so poor that the best map of the world was over one thousand years old, having been made not long after the time of Christ.

But, by the end of the 1400's, as new ideas took hold, knowledge of the world and its people improved rapidly as more and more ships set out from European ports to explore unknown regions of the earth during the Great Age of Exploration.

Now let us discover why, and how, this incredible period of history came to be.

At the start of the fifteenth century, European civilization was still largely feudal,

based on self-sufficient manors worked by landless serfs who labored in exchange for a share of the crops they raised, and the protection offered by their land-owning lords. During medieval times, people lived mostly in small communities, for there were few large cities, and very little trade.

However the "Black Death," a huge outbreak of bubonic plague which occurred during the 1300's, had wiped out 25% of the European population, and the resulting labor shortage helped hasten the decline of feudalism and bring about the rise of a grand new era called the Renaissance.

The word "Renaissance" means "rebirth" and that is just what it was - a time when people began to throw off their old medieval ways, adopting new forms of architecture and art, as well as new ways of living based on a re-discovery of the civilizations of ancient Rome and Greece.

While the medieval period had been marked by an inward, spiritual focus, the leaders of the Renaissance began to search outward for their inspiration.

And, as a result, there was a burst of interest in geography, astronomy, anatomy, trade, and inventing.

One of the greatest Renaissance inventions was a printing press that used movable type which allowed books to be made cheaply and in large numbers, which in turn allowed ideas and information to spread much more rapidly than in the past.

And during the Renaissance, all of these things: the growth of trade, the increased desire to learn more about earth, new inventions, and a more rapid flow of information, combined to bring about the Great Age of Exploration.

#### TRADE WITH THE FAR EAST

It should come as no surprise that it was the idea of getting richer that originally got the Europeans interested in World Exploration:

Richer by trading in Asian luxury items such as silks, spices, jewels, and porcelains.

But in the fifteenth century, there was an obstacle to that trade - the fact that it was completely controlled by hostile Moslem nations who ruled key lands between Christian Europe and the great trading centers of the Far East.

The trade in Asian goods had long followed very definite routes. Goods were transported from the Far East either by Moslem caravans thousands of miles overland to Mediterranean ports

or in small Moslem ships from India that sailed across the Indian Ocean into the Red Sea.

From Red Sea ports, Asian goods usually were carried across the desert to the Nile River, where they went by ship down the river to the Mediterranean Sea.

Once the goods reached the Mediterranean ports, the Moslem traders would sell them only to merchants from the Italian city states of Genoa and Venice.

Of the two, Venice was the most powerful, for not only did it have the greatest marketplace in the western world, it also had special trading privileges in five important Moslem cities.

Other European nations had never been successful in changing the strict trading arrangements between the Italians and the Moslems, so in the early 1400's, Spain and Portugal started to look for ways of bypassing the Moslem territories so they could trade directly with Asia, but it was clear that to do this new sea routes to the East would have to be found.

However, at that time, this was a very extreme notion, because Portuguese and Spanish ships had never ventured more than 800 miles from their shores, and they realized that if they were to find a new sea route to Asia, they would have to learn a lot more about navigation, the method by which sailors learn the positions of their ships at sea, or they could get hopelessly lost.

And yet they were completely unfamiliar with astronomy and mathematics, the two crucial sciences upon which navigation depends.

In fact, Europeans of the fifteenth century knew less about science and geography than did the ancient Romans 1300 years before.

To overcome these problems, this man, a Portuguese prince named Henry the Navigator, founded a school of navigation here at Sagres near the rocky windswept tip of the European continent where he even built this house for himself in a place near the school where he could study the sea and watch ships passing by.

Prince Henry gathered together experts to teach Portuguese sea captains new methods of seafaring based on science.

Here at his navigation school, these experts developed techniques that allowed sailors to stay on course by calculating the positions of their ships relative to heavenly bodies by using newly invented instruments called the astrolabe and the quadrant, and Henry's long-range goal of reaching Asia was made a lot easier because new types of ships called caravels had been recently invented - ships that had better rudders for steering as well as improved sails.

The ship seen here looks a lot like an early Portuguese caravel: It is a copy of the Mayflower, the English ship that carried the pilgrims to Massachusetts. And, even though the Mayflower was built 150 years after Prince Henry's death, it still had quite a bit in common with the first caravels, for, just like the Mayflower, the earliest caravels sat high in the water, were light and fast, but were still wide enough to be able to carry the large amounts of water and food needed for the long months at sea.



Here in Lagos, Portugal, not far from the navigation school, Prince Henry founded shipyards to build new caravels, and since much of the money for these ships came from an ancient organization of crusaders called "The Knights of Christ," of which Prince Henry was the leader, the sails of the ships usually carried the emblem of the cross seen here.

With these new ships, and the well-trained seamen coming from his school, Prince Henry began a systematic campaign of exploration down the coast of Africa.

Although his main motive for these explorations was to find a new trade route to Asia, he also had a few more immediate goals.

First, he hoped to chart unknown regions of the world and to bring back detailed information which could be analyzed at his school. Second, he hoped to claim land and establish valuable new trading contacts that would increase the wealth and power of his country, and, third, he hoped to bring the Christian religion to people in these new lands, and so he even had daily religious services held in this church at the navigation school.

The Portuguese explorations of the west coast of Africa continued throughout the lifetime of Henry the Navigator, and as they moved down the coast, the explorers put up carved stone markers like this one showing that Portugal claimed these lands by right of discovery.

But it took until 1487, almost three decades after Prince Henry was laid in his tomb, before the first Europeans, sailing under the command of captain Bartholomeu Dias of Portugal, finally reached the tip of Africa, and another decade passed before the newly discovered route around the Cape of Good Hope was used by Vasco da Gama to reach India where he established Portugal's first great Asian colony.

One of the most unfortunate consequences of the early Portuguese explorations was the rebirth of the slave trade, a trade whose headquarters were located not far from the Navigation School.

And over the next few centuries the business of buying and selling human beings became one of the main sources of Portugal's wealth.

## THE VOYAGES OF CHRISTOPHER COLUMBUS

In the 1480's, over ten years before the Portuguese reached India, this man, an Italian named Christopher Columbus, had the idea that Asia

could be reached not by heading east around the tip of Africa, but by sailing west all the way around the world.

In an era when most people thought the earth was flat, this seemed like a ridiculous idea, but Columbus, an educated and experienced seaman, had used the best available information to calculate that only 4000 miles of ocean lay between Asia and the west coast of Africa.

And it was while living at this monastery in Spain that Columbus was able to convince the Spanish rulers, King Ferdinand and Queen Isabella, to support his bold scheme.

But their decision to provide support was made in part because the rulers were feeling extremely good, and quite a bit richer, because they had just captured the Moorish kingdom of Granada, and its great fortress called the Alhambra, seen here, which was the last Moslem stronghold on Spanish soil, and by the summer of 1492, here in the muddy waters of the Rio Tinto harbor, three ships, the Nina, Pinta, and Santa Maria, awaited his command, and at dawn on the third of August, Columbus' ships sailed out of this harbor on what was to become the most famous voyage in history.

#### END OF PART ONE

#### PART TWO

Columbus' voyage did not go smoothly at first, for along the coast of Africa rough seas twice caused damage to one of the ships, and the sailors had to wait a whole month in the Canary Islands while repairs were made. But on September sixth, Columbus' ships finally sailed west into the unknown waters of the Atlantic Ocean.

The ships sailed on for over a month, but as time went by the crew, having seen nothing but water for so long, began to doubt they would ever see land again.

Some feared sea monsters would get them, while others worried that if the world was flat, they might sail off its edge, and after 34 days at sea, they begged Columbus to turn back, but he refused.

The difficult decision to keep going had enormous historical consequences, for just two days later on October 12th, land was sighted, and Columbus was overjoyed for he believed he had actually reached Asia.

Little did he know that his long journey from Spain had only carried him to the Bahama Islands, southeast of present-day Florida.

But not long after claiming the island he had discovered for Spain, Columbus sailed off to do some more exploring.

He even sent small boats up some of the rivers searching for the great cities he had heard of, but except for a few native villages all he found was wilderness.

Many years were to pass before the Spanish were to learn that great civilizations existed in this part of the world. In fact, in modern day Guatemala this temple still stands in the ancient Mayan city of Tikal, which was abandoned hundreds of years before Columbus was even born.

Before returning to Europe in January of 1493, Columbus collected specimens of animal life, exotic plants, and even a few native people to show the King and Queen, and, on one of the larger islands, he left forty crewmen behind to establish a Spanish colony.

It was April before Columbus laid eyes on the familiar landscape of Spain again, and when he finally reached the royal court, King Ferdinand and Queen Isabella were so pleased with what they learned they decided to set him up with a fleet of 17 ships filled with supplies, horses, farm animals, and 1500 settlers for his new colony.

But when Columbus got back to his colony, he discovered that everyone he left behind had been killed by the island people, in revenge for the cruel treatment they had received from these first Spanish colonists.

However, Columbus soon started a new colony, and then for three years continued his explorations around the Caribbean Sea. And it is interesting to note that, even though Columbus returned to the West Indies two more times, when he died in 1506, he always believed that he had been exploring Asia.

## THE NEW WORLD

Like Columbus, nearly all the rest of the early European navigators who crossed the Atlantic thought they were exploring the coastline of Asia.

An exception was this man, Amerigo Vespucci, a merchant born here in the great Italian city of Florence, who, beginning in 1499, carried out explorations along the coast to the south of the Caribbean Sea.

As a result, he came to believe that the shoreline he was seeing did not belong to Asia but was part of a previously unknown continent which he called the "New World."

And when he got back to Europe, Vespucci took advantage of the new printing presses to publish his ideas, and it was thanks to this invention that his ideas spread rapidly across Europe.

In fact, Amerigo Vespucci became so well known that many people of that era believed he had been the first European to make discoveries across the Atlantic.

This was why, when a German map maker created a new map of the world in 1507, he named the southern continent "America" in his honor.

As it turns out, the first Europeans to reach the New World were the Vikings who, around the year 1000, explored, and even temporarily settled, along what is today the east coast of Canada.

But during the "Great Age of Exploration," the first Europeans to reach that part of the world were John Cabot and his son Sebastian who, in 1497, sailed from England and returned the next year, sailing down the coast of the continent as far as the Chesapeake Bay.

#### THE FIRST VOYAGE AROUND THE WORLD

By 1519, there were still some people who thought Asia could be reached more quickly by sailing west from Europe, and to them, the continents of the New World were often viewed as little more than obstacles in their path.

One such man was Ferdinand Magellan, who, on September 20th, 1519, sailed out of the Spanish harbor of Sanlucar de Barrameda, seen here, with a fleet of five ships and 241 men, and a year later, after many struggles, Magellan discovered a passage around the tip of South America, today called the Straits of Magellan.

The voyage through this passage was extremely difficult and took five weeks, but finally they reached the calmer waters of a vast ocean that Magellan named the "Pacific," which means peaceful.

Then, for over three months, they saw nothing but the endless sea. The men on the ships grew weak, because all they had to eat were leather hides, wormy biscuits, and whatever rats they could catch, so with each day their fear and misery increased.

But after sailing thousands of miles west from Cape Horn, Magellan's ships reached an island where they could take on fresh water and food.

This amazing first voyage around world continued for another year, but finally ended in 1522 when a single ship returned to the harbor at Sanlucar after an absence of nearly three years. But that ship carried only 17 men because the other 224 original crew members, as well as Magellan himself, had died along the way. But the sailors who survived made history, for they had shown that Asia could be reached by sailing west from Europe, but, much more importantly, their voyage proved conclusively that the world is round.

#### THE CONQUESTS OF MEXICO AND PERU

In 1519, the same year that Magellan left for Asia, this man, Hernando Cortez, sailed from Spain with a fleet of 11 ships and 600 men hoping to conquer Mexico.

At that time, most of Mexico was ruled by Montezuma the Second, the emperor of the Aztec tribe, whose magnificent capital of Tenochtitlan was built where modern day Mexico City now stands.

This part of Mexico was the center of Mexican civilization. In fact, hundreds of years before the Aztecs, an ancient tribe, called the Teotihuacans, built the enormous temple seen here.

When Cortez arrived in Mexico, the Aztecs, who were probably the most advanced civilization in the New World, at first welcomed him thinking he was a messenger from one of their gods, but Cortez wanted conquest and there was little the Aztecs could do to stop him, for the Spaniards possessed deadly cannons and guns, and the Aztecs did not.

They also possessed metal armor to protect themselves from spears and arrows, and the Aztecs did not. And the Spaniards had horses to carry men and supplies, and the Aztecs did not.

So, with advantages like these, and with the help of other tribes who hated the Aztecs, it took only a few years for Cortez to bring Spanish rule to Mexico, and just ten years later, in 1531, a similar scene was played out in Peru when the forces of Francisco Pizarro destroyed the magnificent Inca empire.

## EXPLORATION AND COLONIZATION

After Peru and Mexico fell to Spain, men such as Coronado and DeSoto set off to explore lands that are today part of the southern United States, lands which they claimed for Spain. And by the mid-sixteenth century, most of the newly discovered parts of the world had been colonized by Spain and Portugal according to the terms of the Treaty of Tordesillas.

Under this treaty, worked out in 1494, the pope awarded all the newly discovered lands to the west of a certain line to Spain, while all those to the east went to Portugal.

But these arbitrary restrictions did not sit well with other European nations, and, starting in the late sixteenth century, they began to found their own colonies, and as these global empires expanded, world exploration grew at a rapid pace.

Most European nations grew richer because of the things their colonies produced, such as gold, silver, furs, sugar, or cotton, but things changed even more in the places where the colonies were established.

For, as European customs were introduced, native customs and languages began to disappear.

Here in Mexico for example, temples where tens of thousands of human sacrifices had been performed each year were torn down and replaced by churches. Missionaries arrived in large numbers and native people became Christians.

European tools and inventions were brought to the colonies, and as more and more settlers arrived from Europe, the native people were sometimes enslaved.

But the greatest change was the destruction of up to 80% of the Native-American population from diseases accidentally carried to the New World by the Europeans.

The Great Age of Exploration, that began so quietly in Portugal during the early 1400's, brought many changes....

Colonization caused a huge population shift from one side of the Atlantic Ocean to the other, and while the Europeans came willingly and quite often got richer, the Africans, were forced to come, and usually lived as slaves in extreme poverty.

But in spite of its tragedies, the Great Age of Exploration succeeded in increasing our knowledge of geography and communication developed between peoples of the world that previously had not even known of one another's existence, and as more and more ships crossed the great oceans, the different races, cultures, and religions of the world eventually began to share ideas and learn from one another, and in this way the foundation was laid down for the modern, interdependent world in which we live today.

END OF PART TWO

VIDEO QUIZ FOLLOWS

VIDEO QUIZ

1. Trade with the Far East in the 20th century was controlled by Moslem traders who would sell their Asian spices, silks, jewels, and porcelains only to European traders from the city states of \_\_\_\_\_ and \_\_\_\_\_.
2. The Great Age of Exploration began at a time when Europe was leaving the medieval era and entering the historical period of cultural rebirth called the \_\_\_\_\_.
3. The country of \_\_\_\_\_ developed an important school of navigation in the 1400's.
4. The explorer named \_\_\_\_\_ was the first European to reach India by sailing around the tip of Africa.
5. The development of new ships called \_\_\_\_\_ helped make world exploration possible in the 1400's.
6. Three important goals of the early explorers were to \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_.
7. Columbus believed that the lands of \_\_\_\_\_ lay only about 4000 miles to the west of the western coast of Africa.
8. The first Spanish colony in the New World was established by \_\_\_\_\_.
9. The continents of the New World are named after a merchant-explorer named \_\_\_\_\_.
10. In the sixteenth century a man named \_\_\_\_\_ led the Spanish conquest of the Aztecs, while a man named \_\_\_\_\_ led the Spanish conquest of the Incas.

**PRETEST****TRUE OR FALSE**

**Directions: Indicate whether each statement is true ("T") or false ("F").**

- \_\_\_\_ 1. Christopher Columbus was the leader of the first European expedition that attempted to find a new trade route to Asia by sailing west from Europe.
- \_\_\_\_ 2. Columbus started the first Spanish colony in the New World.
- \_\_\_\_ 3. In the fifteenth century, Spain and Portugal were leaders in world exploration.
- \_\_\_\_ 4. Vasco Da Gama led the first European expedition that sailed around the world.
- \_\_\_\_ 5. In 1400, no Native American had ever seen a horse.
- \_\_\_\_ 6. The development of gunpowder by the Aztecs made it easy for them win most of their battles with the Spanish.
- \_\_\_\_ 7. North and South America were named after the Americo plant found only in the New World.
- \_\_\_\_ 8. The earliest long distance explorations by fifteenth century Europeans were along the west coast of Africa.
- \_\_\_\_ 9. The discovery of Australia by Europeans in 1410 was what made them think the world was round.
- \_\_\_\_ 10. In 1420, the best map of the world was over one thousand years old.



## DISCUSSION QUESTIONS

**Directions:** Discuss the answers to these questions. Use this sheet to keep notes. Use the back of the sheet if necessary.

1. What are some reasons why Native Americans resent the fact that Christopher Columbus was glorified for so long?
2. Why do so many people think that Columbus shouldn't be credited for discovering America?
3. In the 1400's, there was very little communication and trade between continents and yet today it is difficult to imagine a world without these things. How do the countries benefit from these exchanges? How are these exchanges damaging?
4. In the fifteenth and sixteenth centuries, what were some of the greatest differences between the European culture and the native culture of the Americas?
5. What cultural attitudes existed on the part of Europeans that made them feel that it was all right to buy and sell Africans or to enslave native Americans?
6. One of the biggest changes that resulted from the Great Age of Exploration was an unprecedented shift of world population across the Atlantic ocean. Discuss the results of these population shifts.
7. How did restrictions on trade with the Far east help initiate the Great Age of Exploration?
8. What were some of the factors unique to the Renaissance that helped propel the Great Age of Exploration?

## VOCABULARY LIST

**Directions: From the vocabulary list below, identify the following by filling in the blanks:**

- a. Two early explorers who reached Greenland \_\_\_\_\_ and \_\_\_\_\_.
- b. An explorer who died in New Mexico in 1541 \_\_\_\_\_.
- c. The European discoverer of the Mississippi River \_\_\_\_\_.
- d. The "Spice Islands" of Indonesia \_\_\_\_\_.
- e. The name of the person who created the map of the world that led Columbus to believe Asia could be reached by sailing west from the coast of Africa. \_\_\_\_\_.

**ASTROLABE** A navigational instrument used by explorers during the Age of Exploration to find the altitude of stars. This information helped determine the position of a ship at sea. In the 1700's, the astrolabe was replaced by the sextant.

**ATAHUALPA** (ah-tah-whall-pah) Ruler of the Inca Empire at the time of the Spanish conquest in 1533

**AZTEC** A North American tribe that developed a high level of civilization and ruled central Mexico from 1300 to 1519

**BALBOA, VASCO NUNEZ DE (1475–1517)** Spanish explorer who, by crossing the Isthmus of Panama, discovered the Pacific Ocean in 1513.

**BLACK DEATH** The bubonic plague; a disease carried by rat fleas which can bring rapid death. In the mid 1300's, about 25 million people, a third of the population of Europe, was wiped out by the Black Death.

**CABOT, JOHN (1450–1498)** The Italian navigator who in 1497 sailed for England across the North Atlantic and reached North America. Some believe he was the first European to reach the mainland of North America.

**CABOT, SEBASTIAN (1474–1557)** Son of John Cabot, he explored the coast of Greenland and North America in 1509.

**CAO, DIOGO** Portuguese explorer who discovered the mouth of the Congo River.

**CARAVEL** A small, fast, type of sailing ship that sat high in the water and that was used by most Spanish and Portuguese explorers in the fifteenth and sixteenth centuries.

**CIBOLA** The mythical seven cities of gold believed to be in the Southwestern part of today's United States. It was the search for Cibola that inspired the expedition of Coronado in 1540.

**CIRCUMNAVIGATE** (sir-come-nav-uh-gate) To sail around something. For example, some of Magellen's crew succeeded in circumnavigating the world from 1519–1522.

**CIVILIZATIONS** Distinct groups of people who have achieved a high level of social organization and are usually very advanced in both art and science.

**CODEX** A colorfully illustrated Aztec book. The Spanish conquerors of Mexico destroyed nearly all of the Aztec's books

**CONQUISTADORS** (Con-kees-tuh-doors) Spanish conquerors

**CORONADO, FRANCISCO (1510–54)** Spanish explorer of the Southwestern U.S. in 1540–1541.

**CORTEZ, HERNAN (1485–1547)** The man who led the Spanish conquerors of the Aztecs from 1519 to 1521

**CRUSADES (1096–1270)** Unsuccessful war by Christians against the Moslems to recover the Holy Land. After the

## VOCABULARY LIST

Crusades the Moslems refused to allow Christian travel in their lands.

CULTURE All the things that make up a civilization such as its art, institutions, habits, and special skills.

CUZCO Capital of the Inca Empire located in Peru.

Dias, BARTHOLOMEU (1450–1500) Portuguese navigator and explorer who reached the Cape of Good Hope in 1488.

DORANTEZ, ESTEBAN (died 1541) The shipwrecked African slave who guided the Coronado expedition into the lands of what is today the Southwestern U.S. He was killed at Hawikuh Pueblo, New Mexico, in 1541

DRAKE, FRANCIS (1543–1596) Famous English explorer and adventurer. He was the first Englishman to sail around the world (1577–80). He looted Spanish New World settlements and was personally responsible for destroying much of the Spanish Navy as well as the Portuguese School of Navigation founded by Prince Henry the Navigator.

ERICSON, LIEF The Viking adventurer who is thought to have discovered Vinland (North America) in the late tenth or early eleventh century.

ERIC THE RED Father of Leif Ericson. Eric the Red was a Viking navigator who discovered and colonized Greenland in the tenth century.

GAMA, VASCO DA (1469–1524) Portuguese navigator who in 1498 discovered a sea route to India from Portugal by sailing around Africa. Vasco Da Gama also founded colonies in Africa

HENRY THE NAVIGATOR (1394–1460) Portuguese prince whose school of navigation (founded 1416) helped start the Age of Exploration. Prince Henry was very influential helping Portugal become a leader in colonial expansion.

INDIANS Columbus called the native American people “Indians” because he believed the islands he had found were near India.

NCAS A powerful South American civilization from the thirteenth to sixteenth centuries once located in Peru and Bolivia

MAGELLAN, FERDINAND (1480–1521) Portuguese navigator and explorer who led the first expedition around the world (1519–1522) but was killed along the way. Magellan named the Pacific Ocean, a name which means “calm” or “peaceful.”

MARINER Seaman or sailor

MAYA Tribe of southern Mexico; Honduras and Guatemala that developed a very powerful civilization between 300 and 810 A.D.

MOLUCCAS The Spice Islands of the East Indies. Today the Moluccas are part of Indonesia.

MONTEZUMA THE SECOND (1466–1520) Aztec Emperor from 1502 to 1520.

MOVABLE-TYPE PRINTING A method of printing first developed by the Chinese in the eleventh century and reinvented in Germany around 1440. By being able to “type-set” or reuse and rearrange the letters used to print pages of books, books were finally able to be mass produced for the first time in history. Inexpensive books made access to information much more available to ordinary people during the Renaissance.

NAVIGATION The science of locating and plotting the position of ships at sea.

## VOCABULARY LIST

NAVIGATOR A person skilled at navigation.

PIZARRO, FRANCISCO (1471–1541) The man who led the Spanish conquest of the Incas in 1533.

PRE-COLUMBIAN Refers to the time before Columbus arrived in the New World.

PTOLEMY (tall-oh-me) An astronomer, mathematician, and geographer who lived in the second century A.D. in Alexandria, Egypt. In the 1400's, his map of the world was considered the best there was.

QUADRANT An instrument used in navigation for determining the altitudes of heavenly bodies.

RENAISSANCE (ren-is-sonce) The period in the history of Europe that follows the "Middle Ages" (the Medieval era). The Renaissance was a "rebirth" of interest in art and science that began in different countries at different times after about 1400. Both the Age of Exploration and the Protestant Reformation began during the Renaissance.

SAN SALVADOR The name Columbus gave to the island in the present day Bahamas on which he landed on October 12, 1492.

SOTO, HERNANDO DE (1500–42) Served as second in command under Pizarro during the Inca conquest. (DeSoto actually supported the Inca emperor Atahualpa whom Pizarro had hanged.) DeSoto went on to explore the Southeastern region of today's United States and is credited with being the European discoverer of the Mississippi River.

SEXTANT A navigational instrument which helps determine the position of a ship by measuring the angle between the horizon and heavenly body. Invented around 1730, sextants replaced the astrolabes used by most explorers of the Age of Exploration..

SLAVERY A relationship between two persons in which one is owned by the other as property. In the empires of ancient Greece and Rome, most people (up to 90%) were slaves. Spain and Portugal became the world's greatest slave traders in later history when they took over the traffic in African slaves from the Arabs. The Spanish also enslaved huge numbers of the Latin American native population, especially the Aztecs, Incas, and Mayas.

SMALLPOX A highly contagious, often deadly viral disease that causes thousands of tiny sores all over the body. Smallpox was accidentally brought to the New World by Europeans. Native Americans had no natural immunity to smallpox and epidemics of the disease brought death to large numbers of their population. Smallpox was also the first disease to be prevented by vaccination by Edward Jenner in 1796.

TENOCHITLAN (te-noch-tee-TLAHN) Capital city of the Aztecs founded around 1330 on site of present day Mexico City, Mexico.

TEOTIHUACAN (Tay-oh-tee-wha-Con) A great city of ancient Mexico known for its huge pyramids. The people who built this city, the Teotihuacans, controlled the Valley of Mexico for many centuries.

TREATY OF TORDESILLAS (tor-day-see-yahs) Treaty of 1494 by which, with the pope's approval, the undiscovered territories of the world were divided between Spain and Portugal. All lands west of the Cape Verde Islands were to be Spanish; all those to the east, Portuguese.

TIKAL (tee-KAHL) A huge Mayan city located in today's country of Guatemala.

VIKINGS Roving Scandinavians whose lives were based on plundering and seafaring. Vikings made it all the way to North America four centuries before Columbus. Vikings are also known as Norsemen.

VERRAZANO, GIOVANNI An Italian who explored the coast of North America for France in 1542.

## TIMELINE

**Directions: Using the timeline information listed below, determine whether each statement is true ("T") or false ("F") by placing the corresponding dates in the blanks:**

- \_\_\_\_\_ a. Ponce de Leon reached Florida before or after the Spanish conquest of Mexico  
 Dates: DeLeon \_\_\_\_\_ Mexico \_\_\_\_\_
- \_\_\_\_\_ b. The Protestant Reformation began before or after the Spanish conquest of Peru  
 Dates: Reformation \_\_\_\_\_ Peru \_\_\_\_\_
- \_\_\_\_\_ c. Tobacco smoking began in England before or after Australia was discovered.  
 Dates: Tobacco \_\_\_\_\_ Australia \_\_\_\_\_
- \_\_\_\_\_ d. Chaucer's book on the astrolabe appeared before or after the establishment of the Portuguese Navigation school on Cape Saint Vincent.  
 Dates: Book \_\_\_\_\_ Navigation School \_\_\_\_\_
- \_\_\_\_\_ e. Columbus last voyage to the New World occurred before or after Vasco da Gama reached India.  
 Dates: Voyage \_\_\_\_\_ India \_\_\_\_\_

1250 A.D. Incas settle at Cuzco, Peru, which would become the capital of their empire. Cliff cities are built on Mesa Verde in Southern Colorado by people known as the Anasazi.

1330 A.D. The Aztecs found the great city of Tenochitlan where they see an eagle sitting on a cactus with a snake in its beak.

1346 A.D. In Europe, the Black Death, a huge outbreak of plague carried by rat fleas, kills 25 million people, one-third of the population.

1347 A.D. The first guns appear in Europe

1390 A.D. The author of the "Canterbury Tales," Geoffrey Chaucer, writes a book that tells how to construct and use the astrolabe, an instrument for navigating by the stars,

1400 A.D. Major improvements are made in sailing ships.

1406 A.D. The long-lost map of the world drawn in the second century by the geographer Ptolomey is rediscovered in western Europe. It becomes the best existing map of the world. Ptolomey's map makes Columbus believe that Asia can be reached by sailing west from Europe.

1418 A.D. Prince Henry the Navigator organizes a School of Navigation and base for explorations on Cape St. Vincent in Portugal.

1420 A.D. The first caravels are built. For the first time, an Asian ship enters the Atlantic Ocean by rounding the Cape of Good Hope.

1440 A.D. The Guttenberg Bible is printed on a printing press that uses movable type. This invention made it possible for books to be made inexpensively, and, as a result, knowledge began to spread more rapidly than ever before in history.

**TIMELINE**

1431 A.D. The first Chinese ships reach Africa.

1442 A.D. The first auctions of black slaves take place in Portugal.

1453 A.D. Moslem Turks capture the great Christian city of Constantinople. Some historians use date as the beginning of the historical period called the Renaissance. After this time, the Genoese put their financial support behind Portuguese efforts to find a new route to Asia.

1465 A.D. Navigation by the stars is greatly improved over earlier eras.

1487 A.D. Bartholomeu Dias becomes the first European to reach the southern tip of Africa: the Cape of Good Hope.

1492 A.D. Columbus discovers the West Indies in the New World. Columbus also learns that compasses change direction slightly as the longitude changes. After seven centuries, the last Moslems are driven from Spanish soil. Leonardo Da Vinci draws a plan for a flying machine.

1493 A.D. Columbus discovers that native Americans use tobacco as a medicine.

1494 A.D. Treaty of Tordesillas divides the world's undiscovered lands between Spain and Portugal.

1496–97 A.D. John Cabot sails from England and explores the North Atlantic region.

1497–98 A.D. Portuguese explorer Vasco da Gama reaches India by rounding the tip of Africa.

1498 A.D. Columbus discovers the American continent but believes it is part of Asia.

1499 A.D. Amerigo Vespucci explores along the coast of South America and decides it is a new continent and is not part of Asia.

1500 A.D. The Inca empire extends along much of the west coast of South America.

1502–04 A.D. The last of Columbus' four voyages to the New World.

1504 A.D. Using a book on astronomy, Columbus predicts a total eclipse of the moon. He uses this information to frighten a group of native Americans.

1506. A.D. Columbus dies.

1507 A. D. A new map of the world uses the name "America" for the newly discovered southern continent in honor of Amerigo Vespucci.

1509 A.D. Sebastian Cabot explores the coast of Greenland and enters Hudson's Bay.

1512 A.D. Portuguese explorers reach the Spice Islands in the East Indies (The Moluccas).

1513 A.D. Balboa crosses the Isthmus of Panama and discovers the Pacific Ocean. Ponce de Leon lands in Florida.

1514 A.D. Smallpox brought by Europeans begins to wipe out native populations in the Americas.

1517. A.D. Martin Luther starts the Protestant Reformation in Germany.

1519 A.D. Ferdinand Magellan leaves Spain with five ships to find a "southwestern passage" to Asia. Hernan Cortez enters the Aztec Capital of Tenochitlan to meet with the Aztec emperor.

**TIMELINE**

1520 A.D. Magellan rounds Cape Horn and enters the Pacific.

1521 A.D. Fall of the Aztec Empire to Spanish forces. The capital of New Spain (Mexico City) is built on the ruins of the Tenochitlan.

1522 A.D. The last remaining of Magellan's five ships, with its crew of seventeen men, returns to Spain, ending the first voyage around the world.

1533 A.D. Atahualpa, emperor of the Incas, is hanged by the Spanish conqueror Pizarro. Spain conquers the Inca empire which was already being destroyed by a smallpox epidemic and civil war.

1535 Spanish conquerors found the city of Lima, Peru.

1539.A.D. Spanish explorer De Soto explores what is today the Southeastern United States.

1540 A.D. The Spanish explorer Coronado explores the American Southwest.

1541 A.D. The Spanish explorer Hernando DeSoto explores the Mississippi River.

1542 A.D. Giovanni Verrazano explores the coast of North America for France.

1543 A.D. The astronomer Nicholas Copernicus publishes a book which says that the earth and other planets revolve around the sun. Biologist Andreas Vesalius publishes the first accurate book on human anatomy.

1564 A.D. William Shakespeare is born. The great Renaissance artist Michelangelo dies.

1565 A.D. Spanish found the city of Saint Augustine in Florida.

1577-80 A.D. Sir Francis Drake becomes the first Englishman to circumnavigate the globe.

1586 A.D. Sir Walter Raleigh imports the habit of smoking tobacco from Virginia to England.

1587 A.D. Sir Francis Drake destroys much of the Spanish fleet as it lays anchored in the harbor of Cadiz, Spain.

1588 A.D. The destruction of the Spain's great Armada by Francis Drake and another commander makes England the world's greatest sea power.

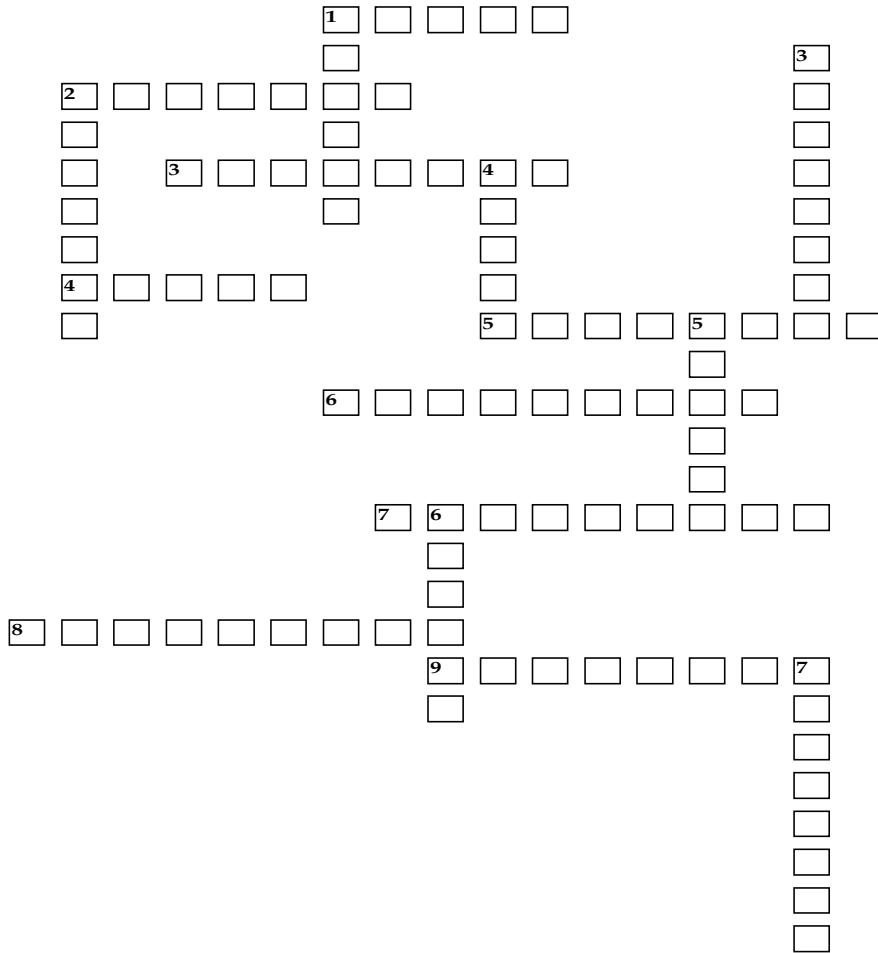
1606 A.D. Dutch explorers discover Australia.

1607 A.D Jamestown in Virginia is established by the English.

1609 A.D. Galileo builds his first telescope.

1610 A.D. The city of Santa Fe, New Mexico is founded by the Spanish. The French establish the colony of Quebec.

**CROSSWORD PUZZLE**



**ACROSS**

1. John and Sebastian \_\_\_\_\_ were a father and son team who sailed from England to explore the North Atlantic starting in 1497.
2. The man who conquered the Incas for Spain was called Francisco\_\_\_\_\_.
3. The first Europeans sailed around the tip of South America under the command of Ferdinand \_\_\_\_\_.
4. Vasco Da Gama was the first European to reach the part of Asia called \_\_\_\_\_.
5. Early in the fifteenth century, improved ships called \_\_\_\_\_ made long sea voyages possible.
6. King \_\_\_\_\_ and Queen Isabella ruled Spain at the time the last Moslem Moors were driven from Spain.
7. The island of Cuba is in the part of the Atlantic Ocean called the \_\_\_\_\_ Sea.
8. Both continents of the New World were named in honor of Amerigo \_\_\_\_\_.
9. \_\_\_\_\_ went back and forth across the Atlantic Ocean four times between 1492 and 1504.

**DOWN**

1. The Spanish conqueror of Mexico was named Hernando \_\_\_\_\_.
2. Balboa was the first European to cross the isthmus of Panama and find the \_\_\_\_\_ Ocean.
3. The father of Prince Henry the Navigator ruled the country called \_\_\_\_\_.
4. Montezuma II was the emperor of Mexico's all-powerful \_\_\_\_\_ empire in the year 1519.
5. In the 1400's, only traders from the Italian city states of Genoa and \_\_\_\_\_ could trade directly with Moslems for Asian goods.
6. The first attempts by fifteenth century Europeans to find a new sea route to Asia involved sailing along the coast of \_\_\_\_\_.
7. After 1492, deadly diseases carried by Europeans such as Measles, Tuberculosis and \_\_\_\_\_ wiped out up to 80% of all native Americans.



**MAP ACTIVITIES**

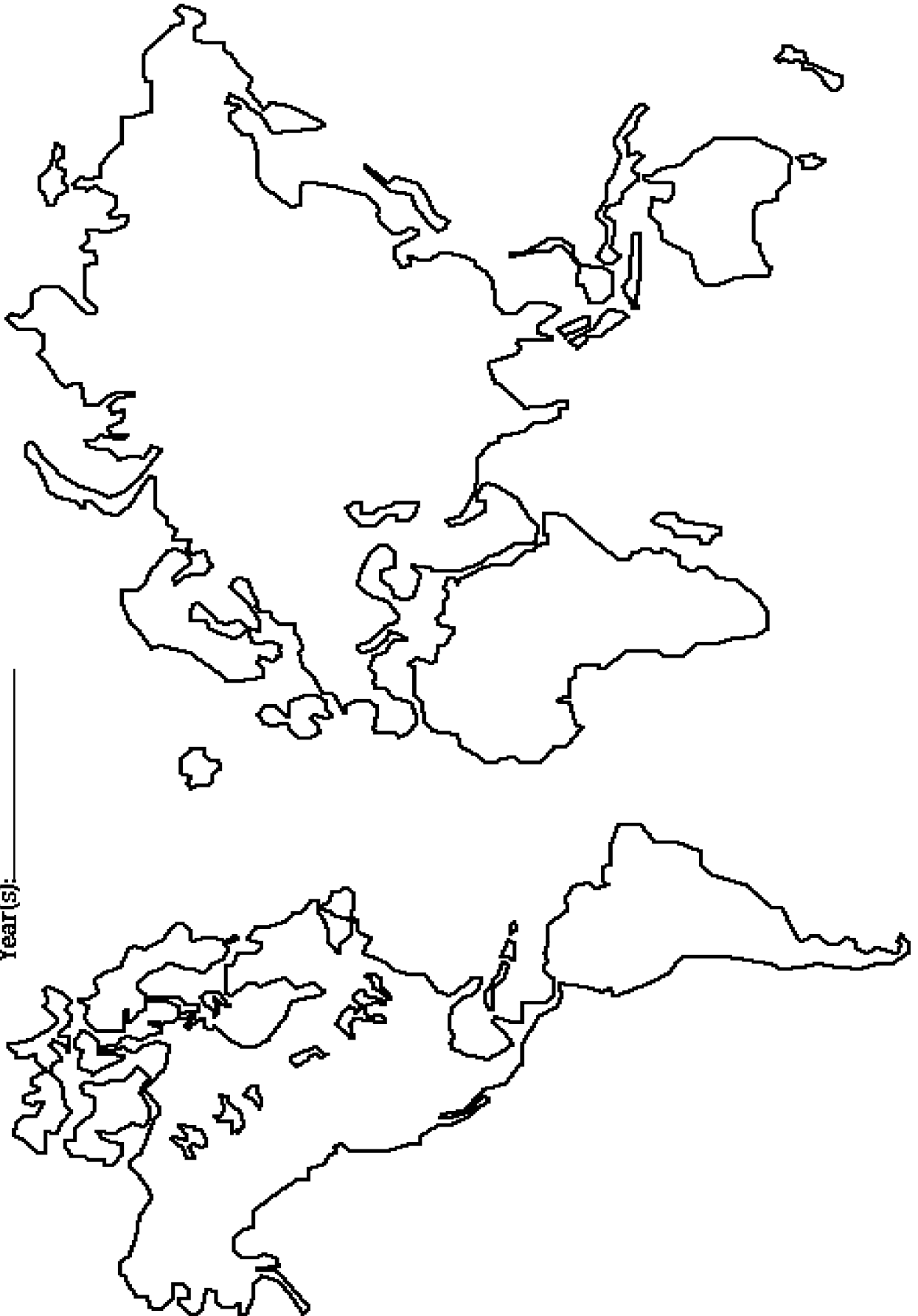
**Directions: On the maps provided by your teacher, trace the routes of the voyages listed below. Use arrows to indicate the direction of travel for each route.**

- (1.) Magellan's voyage around the world (1519-1522)
- (2.) Vasco de Gama's voyage to India (1497-1499)
- (3.) Bartholomeu Dias' voyage (1487)
- (4.) Christopher Columbus' first voyage (1492-1493)
- (5.) Christopher Columbus' second voyage (1493-1496)
- (6.) Christopher Columbus' third voyage (1498)
- (7.) Christopher Columbus' fourth voyage (1502-1503)
- (8.) Amerigo Vespucci's first voyage (1499-1500)
- (9.) John Cabot's first voyage (1497)
- (10.) John Cabot's second voyage (1498)

**MAP ACTIVITIES**

Name \_\_\_\_\_

Explorer: \_\_\_\_\_  
Year(s): \_\_\_\_\_



**6a**

## NEW WORLD FACT SHEET

A favorite food of the Aztecs were cornmeal tamales, and although they usually filled them with beans, fruit, peppers, or fish the Aztecs sometimes added delicacies like insect eggs, boiled grasshoppers, snails, and red worms.

When Cortez conquered the Aztecs in 1521, their empire of fifteen million people stretched from the Atlantic to the Pacific and was made up of 38 different provinces containing nearly 500 towns.

There were no horses in either North or South America until the Spanish conquerors came.

The following crops were not found in Europe until they were imported from the Americas:

- corn (maize)
- potatoes
- tomatoes
- avocados
- chocolate
- tobacco

By 1519, the Aztecs were sacrificing about 20,000 people a year to the gods by cutting out their beating hearts, and since most of the victims were prisoners of war, the Aztecs came to believe that war was needed for their empire to survive.

The ancient Maya people of Mexico and Central America never established a single nation. Instead, they lived in many separate kingdoms that were often at war with one another. The Mayan kings were both head warriors and priests. The kings often drew their own blood and offered it to the gods during religious ceremonies.

The Maya were the only native American people to invent a complete writing system. Even though the Aztecs used "picture writing" to record names and events only, the Maya were able to write complete sentences.

The Maya played games using rubber balls. They were not allowed to touch the balls with either their hands or feet; instead they had to hit the balls with their chest, hips and shoulders.

About 5000 priests worked at the temple of Huizilopochtli, the Aztec god of war.

Today the flag of Mexico is decorated with an unusual picture of an eagle. This picture comes from an old legend which said that the Aztecs must build a great city wherever they saw an eagle on a cactus with a snake in its beak. That is why they built their capital, Tenochitlan, where modern day Mexico City stands.

In the early 1600's, the following supplies were needed to supply a ship and 190 men for a three months voyage at sea:

four tons of salt beef	2,800 pounds of salt pork	a few beef tongues
600 pounds of salted codfish	15,000 brown biscuits	5000 white biscuits
30 bushels of oatmeal	40 bushels of dried peas	1.5 bushels of mustard seed
one barrel of salt	100 pounds suet (beef fat)	one barrel of flour
eleven small casks of butter	one large cask of vinegar	10,000 gallons of beer
3,500 gallons of water	two large casks of apple cider	

Besides the supplies listed above, the captains stores held some cheese, pepper, currants, cloves, sugar, aqua vitae (an alcoholic drink), ginger, prunes, bacon, marmalade, almonds, cinnamon, wine, and rice.

## QUIZ

## (1.) MATCHING

Directions: Fill in the blank with the correct name from the list below.

Ferdinand Magellan  
 Sebastian Cabot  
 Christopher Columbus  
 Prince Henry the Navigator  
 Vasco da Gama  
 Amerigo Vespucci

Prince Henry the Navigator  
 Bartholomeu Dias  
 Montezuma II  
 John Cabot  
 Bartholomeu Dias  
 Hernan Cortez

- \_\_\_ a. This man came from Spain and landed in the Bahamas in 1492.
- \_\_\_ b. This man ruled Mexico at the time of the Spanish conquest.
- \_\_\_ c. This explorer was the first person to cross the Atlantic for England.
- \_\_\_ d. This man's father explored the coast North America in 1497.
- \_\_\_ e. This man was the first European to reach the tip of Africa.
- \_\_\_ f. This navigator was the first European to reach India by sailing around Africa.
- \_\_\_ g. This explorer died on the first voyage around the world.

## (2.) TIMELINE

Directions: List the following historical events in the order in which they occurred by numbering them sequentially:

- \_\_\_ a. Fall of the Inca empire
- \_\_\_ b. Invention of the movable-type printing press in Europe
- \_\_\_ c. Completion of the first voyage around the world
- \_\_\_ d. First Europeans reach India by sea
- \_\_\_ e. Vikings explore the coast of Canada
- \_\_\_ f. Prince Henry the Navigator starts a Navigation School
- \_\_\_ g. Fall of the Aztec Empire
- \_\_\_ h. Columbus' returns from his last voyage to the New World
- \_\_\_ i. First Europeans reach the tip of Africa
- \_\_\_ j. Every person in the New World's first settlement dies
- \_\_\_ k. Ptolemy creates the map of the world used by Columbus
- \_\_\_ l. Moors are driven out of Spain
- \_\_\_ m. The Crusades

## QUIZ

**(3.) ESSAY QUESTIONS**

**Directions:** Answer the following questions in the spaces provided. Use the back of this sheet if necessary.

a. Name three advantages the Spanish had over the native people of the Americas when it came to warfare.

b. Name three important consequences of the European explorations of the New World.

**(4.) MAP ACTIVITIES**

**Directions:** On the map provided, trace the voyage routes listed below.

a. Bartholomeu Dias in 1487

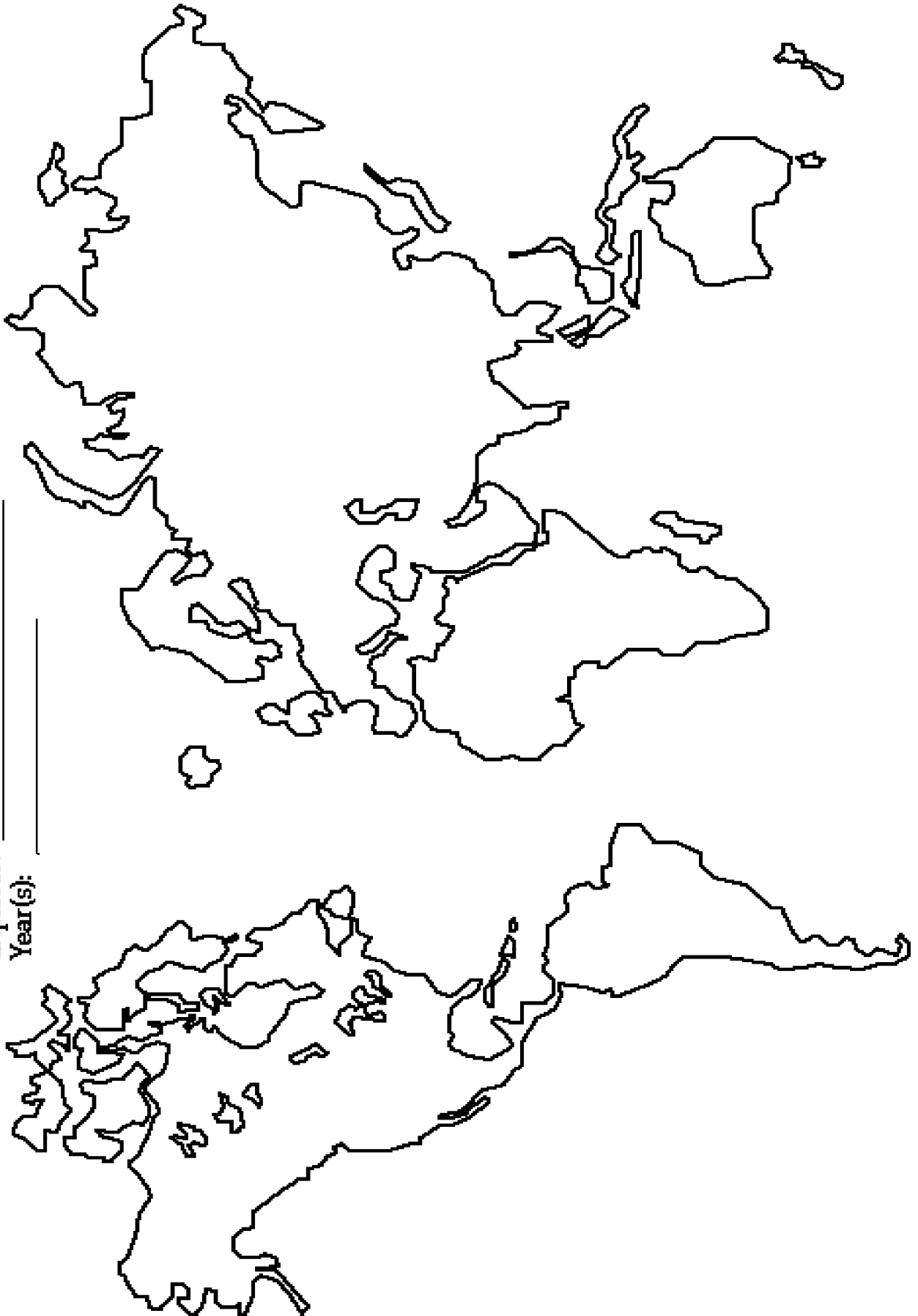
b. John Cabot in 1497

Name \_\_\_\_\_

QUIZ

Explorer: \_\_\_\_\_

Year(s): \_\_\_\_\_



8c

## VIDEO QUIZ

Directions: Answer the following questions as they appear on the screen after the video presentation. Select your answers from the list that follows each question.

1. Trade with the Far East in the fifteenth century was controlled by Moslem traders who would sell their Asian spices, silks, jewels, and porcelains only to European traders from the city states of \_\_\_\_\_ and \_\_\_\_\_.

Florence	Madrid
London	Rome
Venice	Genoa
Alexandria	

2. The Great Age of Exploration began at a time when Europe was leaving the Medieval era and entering the historical period of cultural rebirth called the \_\_\_\_\_.

Age of Reason	Renaissance
Middle Ages	Reformation
Counter Reformation	

3. The country of \_\_\_\_\_ developed an important school of Navigation in the 1400's.

England	Scotland
Wales	Portugal
Spain	Italy

4. The explorer named \_\_\_\_\_ was the first European to reach India by sailing around the tip of Africa.

Dias	da Gama
Vespucchi	Coronado
Verrazano	

5. The development of new ships called \_\_\_\_\_ helped make world exploration possible in the 1400's.

Galleons	Men-O-War
Frigates	Caravels
Ironclads	

6. Three important goals of the early explorers were to \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_.

Find new routes to Asia	Establish democracy in new lands
Learn more about geography	Learn how to sail according to special lunar cycles
Claim land	Bring the English language to China
Introduce Christianity	Find cheap labor for building new European machines
Establish trading outposts	Wage war on India

## VIDEO QUIZ

7. Columbus believed that the lands of \_\_\_\_\_ lay only about 4000 miles to the west of the western coast of Africa.

South America

North America

Asia

Australia

Caribbean Islands

8. The first Spanish colony in the New World was established by \_\_\_\_\_.

Julio Iglesias

Bartholomeu Dias

Christopher Columbus

Ferdinand Magellan

Hernando Cortez

9. The continents of the New World are named after a merchant-explorer named \_\_\_\_\_.

Vespucchi

Columbus

Ponce de Leon

Queen Isabella of Spain

Prince Henry the Navigator

10. In the sixteenth century, a man named \_\_\_\_\_ led the Spanish conquest of the Aztecs, while a man named \_\_\_\_\_ led the Spanish conquest of the Incas.

Cortez

Coronado

DeSoto

da Gama

Magellan

Pizarro

Montezuma II