

MI OPEN BOOK PROJECT

United

Beginnings through Revolution

States

History



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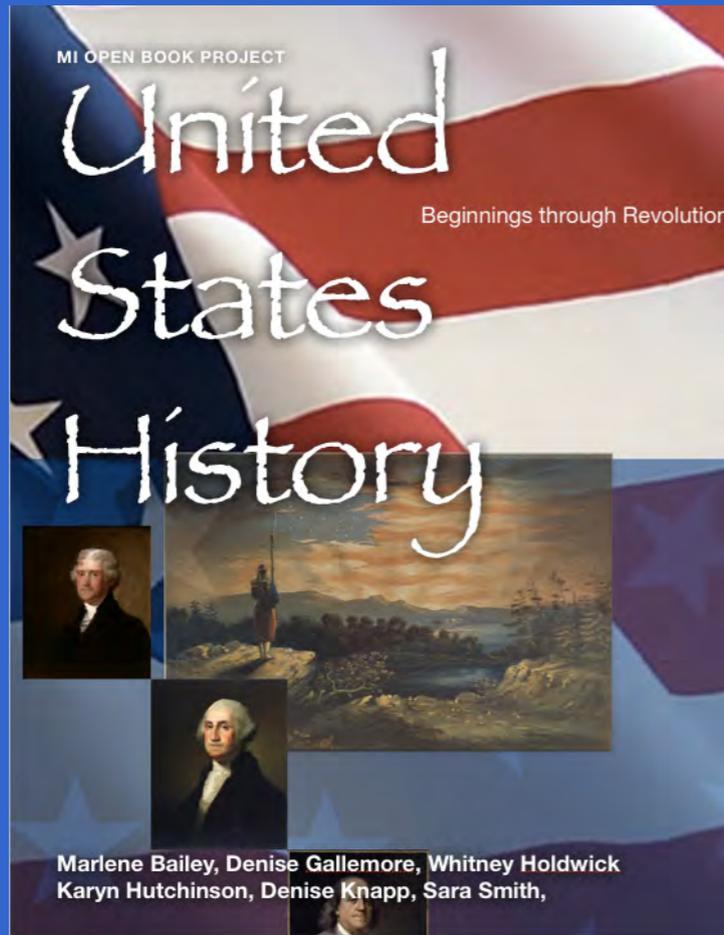


United States History - Beginnings through Revolution



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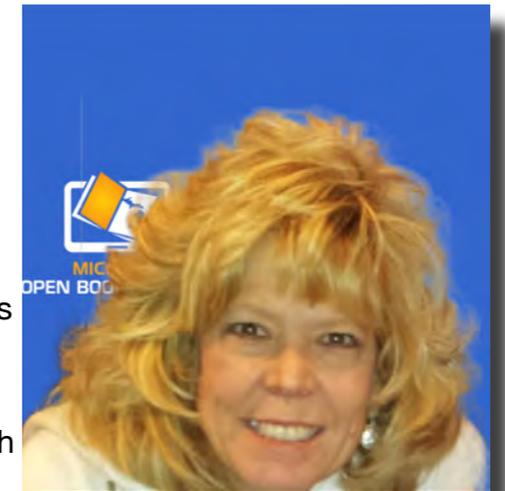
Marlene Bailey serves as an elementary social studies chair for the Elk Rapids school district Curriculum Committee. She holds a bachelor of science degree in Education from Michigan State University and a graduate degree in Curriculum and Instruction from Louis National University. Bailey has more than 30 years of classroom experience with at least 20 years of teaching fifth grade social studies. Currently part of an International Baccalaureate

Denise Gallemore

Marysville Public Schools

Gardens Elementary School

Denise Gallemore has been teaching elementary school for 24 years. She earned her Masters of Teaching Degree from Wayne State University & her undergraduate from Central Michigan University. Denise has taught at every grade level but most of her career (15 years) has been spent in 5th grade. She has taught 5th Grade Social Studies to all sections at Gardens School, a state-recognized Beating The Odds School as well as a Michigan Reward School. As well as teaching, Denise serves as a School Improvement Chair, Leadership Team, & works hard at Community Service projects with



Whitney Holdwick

Harbor Beach Community Schools

Harbor Beach Middle School

Whitney Holdwick earned her Bachelor of Science degree in 2010 from Central Michigan University with a focus in elementary education. She is currently working toward her Master's degree. Holdwick has worked in the classroom for five years, teaching fifth and sixth graders. She is involved in many school committees and also spends her time coaching basketball. Apart from teaching, Holdwick enjoys spending her time with her family, which currently consists of a wonderful husband and adorable little boy.





Karyn Hutchinson

Sault Area Public Schools

Lincoln Elementary School

Karyn graduated summa cum laude from Lake Superior State University in 2003, where she received her bachelor degree in elementary education. She went on to earn her master's degree in curriculum and instruction from Lake Superior State University. This is Karyn's 12th year teaching in Sault Ste. Marie. She has 5 children and lives on Sugar Island with her husband Tim and her children.

Denise Knapp

Wyandotte Public Schools

Washington Elementary

Teaching is a second career for me. I have been involved in many projects. Through the Michigan Economics Council I was a program presenter and a Crystal Apple recipient for Economics Education. I have been involved in Class A assessment writing and have participated in the new teacher training committee for writing. Currently teaching 5th grade, but have taught 3rd, 6th, 7th, and 8th grade as well. Masters in Education as an inclusion specialist. Married for 31 years, two adult children, and one granddaughter.



Sara Smith

Laker School District

Laker Elementary School

Sara is a fifth grade teacher at Laker Elementary. She graduated from Laker High School in 2007 and from Saginaw Valley State University in 2011. Sara is currently working on her Masters degree through SVSU.

She was hired by Lakers in February of 2012 and has been there ever since. She runs several clubs for her school including recycling, dance, and underwater robotics. Outside of school, Sara is involved with several activities. She runs her own business and recently bought a house. Sara spends a lot of her time working on her house and serving on different community boards. In her spare time, you can find Sara reading, playing piano, or spending time on the beach!



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Chapter 2

Three Worlds Meet

Questions to Guide Inquiry

How did physical characteristics of place impact the lives of Indigenous Peoples in various regions?

How did the location of three West African empires impact the cultural and economic development of each?

How did European exploration change the world?



10 Maron-niefeatay. 11 V Cap des deux bayes. 12 R Port au mouton. 13 Mantane. 14 Riuiere des Etheche-nins. 15 Ile aux lieures. 16 C Isle percée. 17 N Port Royal.

Section 1

The First People of North America - Pacific Northwest

QUESTIONS TO GUIDE INQUIRY

1. How did physical characteristics of place impact the lives of Indigenous Peoples in various regions?
2. How was the culture of the Pacific Northwest Native Americans influenced by the way the people adapted to and used the climate and natural resources of the area?

Vocabulary:

migrate

human/environment interaction

region

natural resources

culture

Coming to North America

Have you ever wondered about the first people who lived on our continent? How did they get here? It is believed by many historians that thousands of years ago, hunters following herds of animals like woolly mammoths and bison **migrated** (or moved) to the Americas on foot from Asia. This belief assumes that they crossed over a frozen land bridge caused by the Ice Age.

The Ice Age was when most of the Earth's water was frozen, which resulted in more land being exposed, forming land bridges. One land bridge was a narrow strip joining where Russia and Alaska are located today. After the Ice Age, when the ice was melted and the water level rose, the land was once again



flooded. Over many thousands of years, these original hunters migrated south and throughout the rest of North and South America. We now call the descendants of these hunters and travelers Indigenous Peoples.* There were many small groups of these people and they developed unique cultures based on where they settled and the resources available in those places.

* When the Museum of the American Indian was developing a name for itself, it polled many native tribes and tribal leaders to find out what name was acceptable to most of them. Most of the leadership chose the name American Indians. In this text we're using Indigenous Peoples based on the revised (2019) Michigan State Standards

Settling in a Region

Among the many Indigenous civilizations that settled in North America over thousands of years, many tribes settled in the Pacific Northwest region. A **region** is an area that has one or more features in common. If you look at the map on this page, what defining characteristics would have impacted the lives and culture of the Pacific Northwest? The present day states that would encompass this region are: Northern California, Oregon, Washington, and Southern Alaska.



In order to understand the Pacific Northwest Indigenous Peoples, we need to learn about how they interacted with the environment. The geographic theme of **human and environment interaction** deals with ways in which people use, adapt to, or modify their environment.

Because of the location along the Pacific coast, there were many natural resources available to them. The **natural resources** of a region are the natural materials (timber, fresh water, minerals, etc.) that people use in different ways to meet their needs.

What do you think might have been some of the most valuable **natural resources** of the area?

How do you think the people of the Pacific Northwest interacted with their environment?

How did this interaction influence their culture?

Resources such as trees, wildlife, rivers, and the Pacific Ocean all played an important part in the development of the culture of Pacific Northwest tribal groups. One product used from trees is the lumber that was used to build canoes for traveling and plank houses or long wooden homes. The bark of trees was also useful to craft baskets, as well as blankets, shoes, and clothing. Tall vertical poles made from trees, called “Totem poles,” were carved with the images of familiar animals from the Pacific region to represent their families and their beliefs. The plentiful wildlife in the rivers, ocean (fish, seals, whales, sea otters), and forests

(deer, rabbits) gave the Pacific Northwest Indigenous People a steady source of food. This wealth allowed these tribes to be very generous during their many celebrations, which usually included a potlatch. The purpose of a potlatch is to give the most gifts to a visitor. It showed the visitor that the giver had wealth enough to give away and great social standing in the community. It also allowed the community to benefit from the wealth of others.

Figure 2.1 Extension Activities

Extension Activities

- To learn more about the people of the Pacific Northwest, click on the following link: <http://www.warpaths2peacepipes.com/native-american-indians/northwest-native-americans.htm>
- Print off and color in the Pacific Northwest region on a blank map, like the one available here: https://commons.wikimedia.org/wiki/File:Blank_US_Map_48states.svg
- **Writing Assignment:** How did the Pacific Northwest American people adapt to their environment? What resources played an important part in their culture and why?

The First People of North America - Southwest

QUESTIONS TO GUIDE INQUIRY

1. How did physical characteristics of place impact the lives of Indigenous Peoples in various regions?
2. How was the culture of the Southwest people influenced by the way they adapted to and used the climate and natural resources of the area?

Vocabulary:

drought
irrigation
pueblo
adobe

The Conditions of the Southwest

Indigenous Peoples in the Southwest needed to be resourceful due to the climate and landscape of the region. One Indigenous group from the Southwest are the Pueblo. Their name comes from the structures in which they lived among dry, rock canyons, in the present day states of southern California, Arizona, Nevada, Colorado, Utah, New Mexico, and Texas. **Pueblos** were structures built for multiple family dwellings. These dwellings were made from **adobe**, a type of clay that is formed and hardened into bricks when dried in the sun. Compared to the people of the Pacific Northwest, people of the Southwest had very different resources available to them that could be used for food, clothing, and shelter.

The region was hot and dry with few trees and plants and only a few rivers flowing throughout. **Droughts**, or long periods of dry weather with very little precipitation, were a real threat to this area. Because there wasn't much variety or abundance of plant life, there weren't many animals in the area, either. Occasionally there were wild turkeys, coyotes, rodents, and other small game, but meat was not readily

How do you think the Southwest Indigenous People were able to grow crops if it was so dry?

available to eat and the Southwest people had to find alternate food sources. So, they became farmers and grew what they needed.

Again, the Southwest Indigenous groups needed to be resourceful. They used **irrigation**, which is a method of moving water to crops on dry land. They dug ditches to help transfer water and built reservoirs to catch water whenever it rained. This allowed them to grow crops like corn, beans, squash, melons, and others. Pottery, made from the clay of the area and baskets, made from grasses, were used as storage containers.

While pottery and baskets had functional purposes, they were also pieces of art. Along with pottery and baskets, Southwest people made kachina dolls (pictured on the right and below), which represented spirits who controlled many aspects of their world. They sang songs and performed dances to these spirits as part of their culture.



Additional Student Activities

Student Activities:

- To learn more about the Indigenous People of the Southwest region, click on the following link: <http://nativeamericanadventures.weebly.com/southwest.html> or <http://www.warpaths2peacepipes.com/native-american-indians/southwest-native-americans.htm>
- Color in the Southwest region on a blank map, like the one You started in the last section
- Writing Assignment: How did the Southwest American Indigenous People adapt to their environment? What resources played an important part in their culture and why?
- Create an account on <https://quizlet.com/>. Then, generate a study guide for the information learned about the Pacific Northwest and their culture.



The First People of North America - Eastern Woodlands

QUESTIONS TO GUIDE INQUIRY

1. How did physical characteristics of place impact the lives of Indigenous Peoples in various regions?
2. How was the culture of the Eastern Woodland Indigenous groups influenced by the way people adapted to and used the climate and natural resources of the area?

Vocabulary:

trade: buying, selling, or exchanging goods

woodlands: areas of land covered with many trees (forests)

boundary: a line that separates the land of one group from the land of another

confederacy: an alliance of groups that come together for a purpose

Dividing the Region

A large area of evergreen and deciduous trees and forests, known as woodlands, was home to many Indigenous Peoples. These groups had many differences: they spoke different languages, had different customs, houses, and government systems. They did, however, have some similarities; they lived in a region filled with many rivers, lakes, animals, and an abundant supply of trees. How they lived depended on where they settled in this region.

Because this region encompasses a large amount of land, there are many differences between the civilizations that settled there. So, to better understand the settlements, the Eastern Woodlands have been divided into two sub-regions: the Northeast and the Southeast.

How do you think living in the Northeast would be different from living in the Southeast?

Interactive 2.1 Eastern Woodland Tribes



Image source: http://en.wikipedia.org/wiki/Indigenous_peoples_of_the_Southeastern_Woodlands#/media/File:Nordamerikanische_Kulturreale_en.png

Living in the Northeast meant that the people experienced all four seasons. This region also offers a wide variety of physical features. The Indigenous People who lived along the Atlantic sea coast lived differently from those in the Appalachian mountains or those who lived in the river valleys of a large river, or along the banks of the many lakes. The most common characteristic throughout this region, and arguably the most valuable, were the forests.

How do you think people of this region used the forests?

One way the people used the forest was to build houses. One group in particular, the Haudensaunee, or Iroquois, used trees to build **longhouses**, which were long wooden homes that held more than one family. Longhouses were like the apartments of today. Other types of woodland homes included the wigwam, or birchbark home. Trees were also used to make boats, clothing, and tools. The boats would be used on the rivers and lakes as a form of transportation. These rivers and lakes became important for the establishment of trade between groups. Trade is the buying, selling, or exchanging of goods. This allowed goods to be moved to areas where they were not common or could not be found. An example would be that one group traded corn products like ground meal for birchbark baskets, which came from birch trees (only available in other areas).

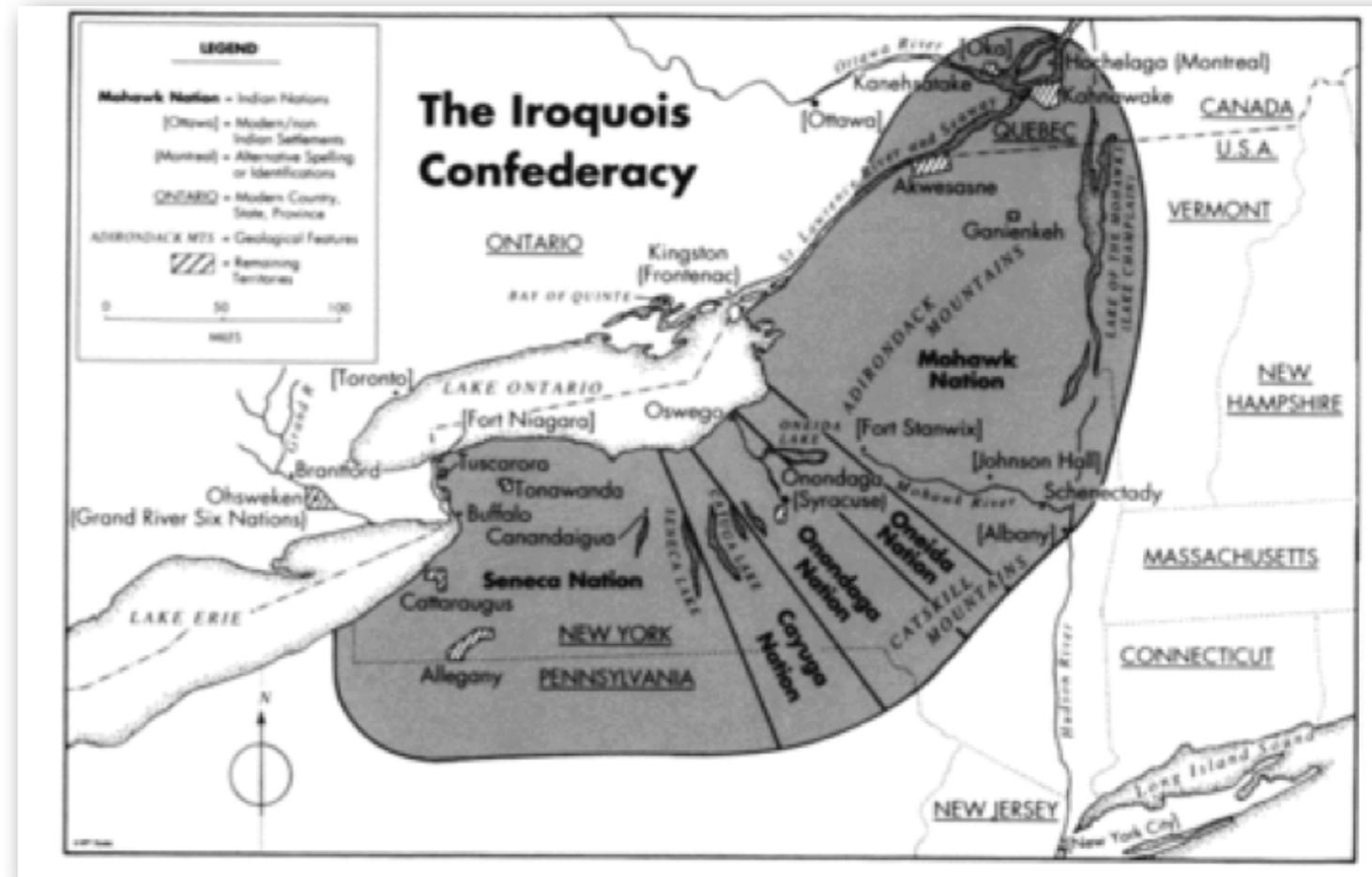
The people fished the many rivers and lakes and hunted in the woodlands for their food. Deer was commonly hunted and the hide was used for clothing. Rabbits and turkey were other animal food sources. Farming was also a common way to get food, but growing seasons weren't very long due to the climate. Because

they had all four seasons and cold winters, Indigenous groups in the Northeast had to use their resources differently than the tribes of the Southeast.

The Southeast provided a different landscape for tribes who lived there. While much of the land was woodland, there were also coastal plains with saltwater marshes, river valleys, mountains, and the Everglades. The climate in the Southeast was milder, which allowed growing seasons for crops to be longer. Trees played an important role in the lives of people in the Southeast. They were used to make tools, houses, and boats for transportation and trading. Forests were used to hunt game and gather nuts and berries; rivers and coasts were also a source for fish and seafood. For shelter, these people built chickees, covered with palm leaves. as well as shelters on stilts to protect them from high water, snakes, and crawling insects.

The Iroquois

As mentioned earlier, the Haudenosaunee or Iroquois were a tribe of the Northeast. They were an important group that established a confederacy, which is an alliance of groups that come together for a purpose. It is a kind of government. There were originally five tribes that were a part of the Iroquois Confederacy. The tribes included were: the Mohawk, Seneca,



Oneida, Onondaga, and Cayuga. The Tuscarora later joined the confederation, bringing confederacy to six tribes or nations. Land was communally used between these nations, but boundaries, lines that separates the land of one group from the land of another, were used for hunting and farming. It is important to note, though, that the Iroquois nations believed that no one person owned the land.

In order to come together and agree on issues, these nations were governed by The Great Council, which was made up of between eight and fourteen representatives. The representatives

were chosen by the clan mothers and they would meet to discuss and come to a consensus on political topics.

the central plaza were homes made with mud and a thatched roof and beyond the homes was land used for farming.

The Creek

The Creek, also known as the Muskogee, were a group that lived along rivers of the Southeast in North America. They, too, had a confederacy. Each town chose a leader and the leaders would meet with townspeople to make decisions. These meetings were typically carried out in the round house, which was a key structure in the central plaza of a Creek village.

Creek villages had a central plaza where they would have religious ceremonies, festivals, dances, and meetings. Beyond



Additional Student Activities

Student Activities:

- **Color in the Northeast and Southeast (Eastern Woodlands) region on a blank map, like the one you started in the last section**
- **Writing Assignment: How did the Eastern Woodland people adapt to their environment? What resources played an important part in their culture and why?**
- **Go to <https://quizlet.com/> (hopefully you've created an account) to create a study guide for the information learned about the Eastern Woodland and their culture. Include information about men' and women's roles, as well as how they used their natural resources.**

West African Empires - Ghana

QUESTIONS TO GUIDE INQUIRY

1. How did the location of the three empires impact the cultural and economic development of each?
2. What led to Ghana's growth and demise as an empire?

Vocabulary:

tropical rainforest

savanna

drought

Islam

Muslim

empire

oral history

griot

interdependence

Introduction to Africa

The continent of Africa is far away from North America. How the lives of the North American Indigenous Peoples, Africans, and Europeans came together in the 17th century is a very important part of United States history. It is important to learn about each of these groups and how they lived before interacting with one another in the Western Hemisphere.

Interactive 2.2 How Big Is Africa?



To give you an idea of how big Africa is, follow this link to see how many countries can fit inside of it.

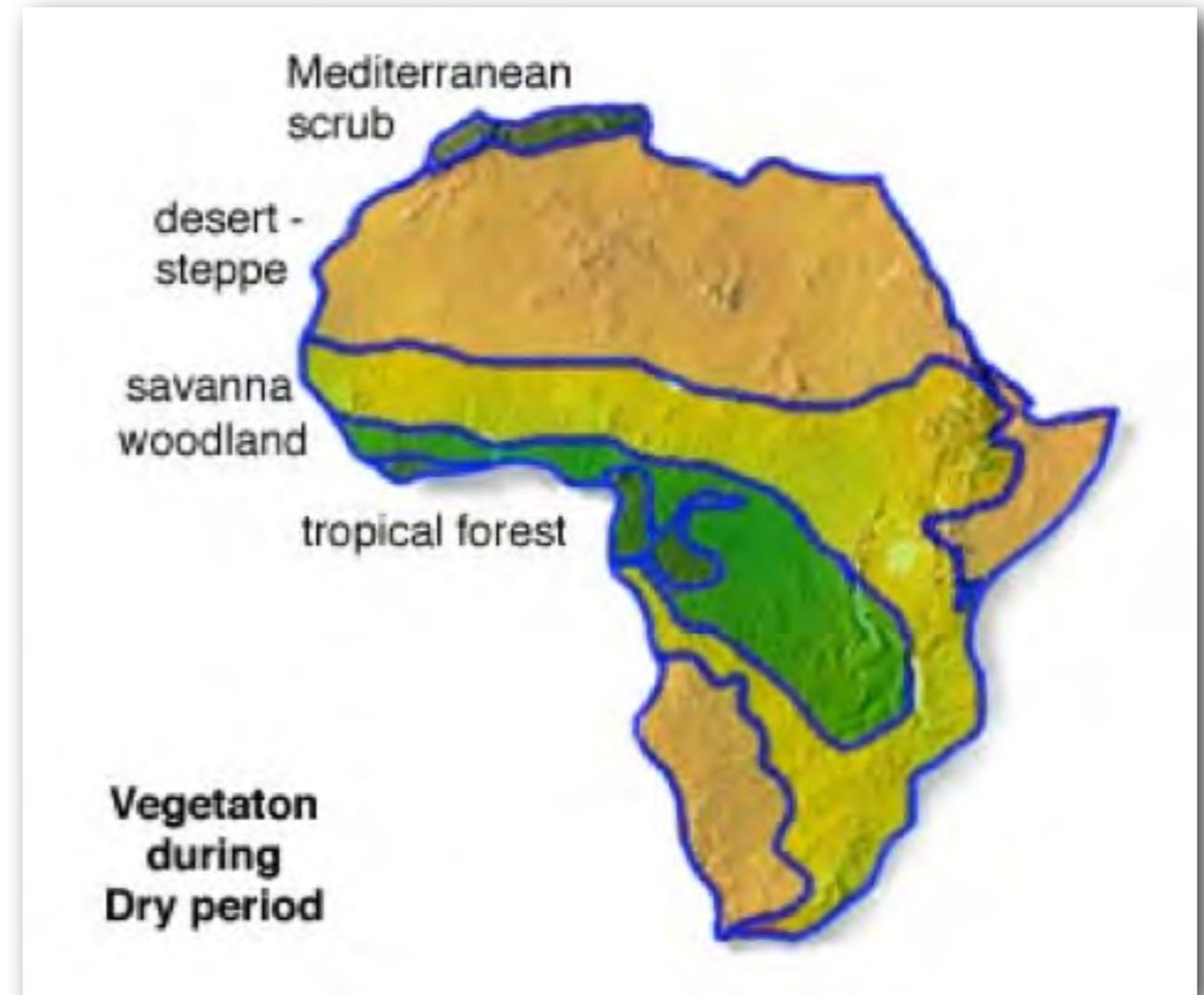
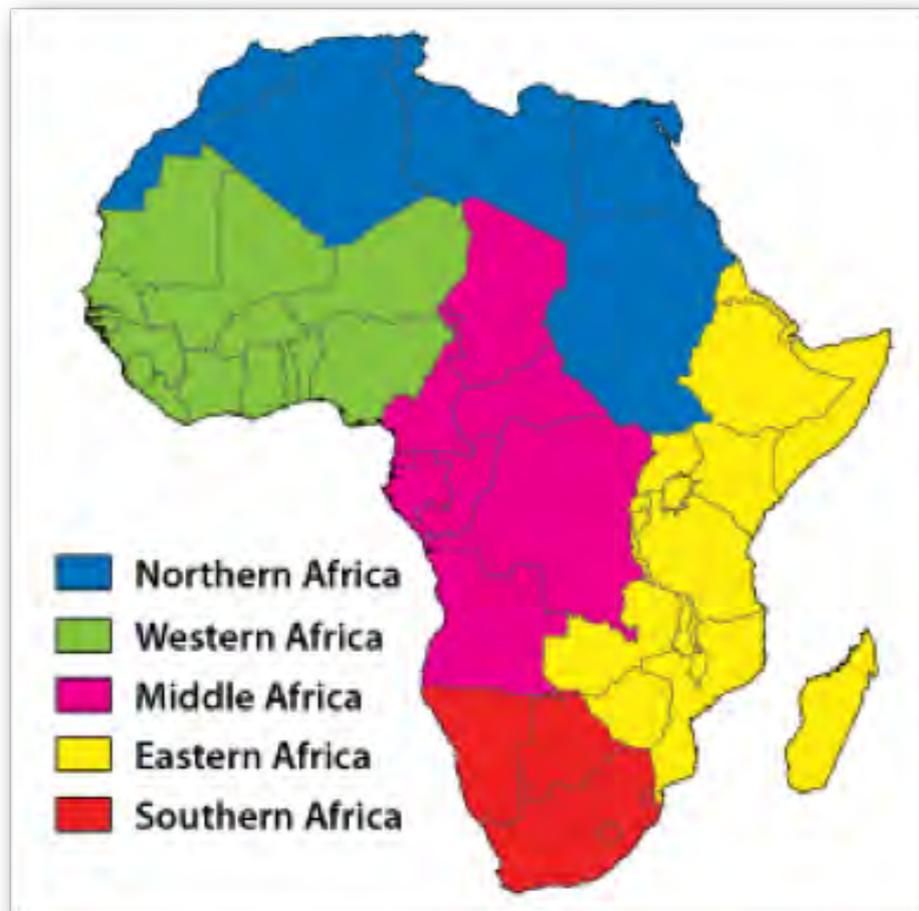
If you and a friend could trade with each other for something you both wanted and the other person had, what would you trade? Is the value of those products similar? Would you ever consider trading gold for salt? Why or why not? Well, in ancient African **empires**, which were a variety of territories and groups controlled by one government, that is exactly what they did.

Africa is a huge continent, the second largest of the seven. Today, Africa contains over fifty countries and hundreds of cultures. There are also more than 2,000 languages that

are spoken there now. Africa has a deep history with evidence of the earliest humans being found there. There are five regions in Africa, but Western Africa is going to be our focus.

Western Africa is home to three different major vegetation regions. These regions all played an important role in the development of early African empires. The northern vegetation region of West Africa is the Sahara desert, the world's largest hot desert. The southern part of West Africa is quite the opposite. There lies the **tropical rainforest**, which is a forest in a tropical area that has lots of rain and is very hot from being near the equator. In between the Sahara desert and the tropical rainforest is the **savanna**, a region with tall grasses and a few trees. Savannas have a short rainy season, and therefore often

experience droughts. Droughts occur when there is a lack of rain (dry weather) that is harmful to crops. These diverse vegetation regions led to the rise of three empires.



The Rise and Fall of an Empire

Remember one of the initial questions about trade - would you think that anyone would ever trade salt for gold? People of Western Africa would and they did. Salt was an abundant resource in the Sahara desert. It was used to preserve food, which was necessary for those who lived in the rainforest of southern West Africa.

Gold, on the other hand, was an abundant resource in the tropical rainforest. It was a valuable resource because it was desired in Europe and Asia. There was so much gold in the rainforest that it wasn't very valuable to those who lived there. Since these people needed salt to preserve their food and had a lot of gold, they could trade what they had for what they needed. This trade of goods built an **interdependence**, the quality of mutually relying on others, among groups in Western Africa.

How do you imagine that people were able to trade resources? They had to cross vast expanses of land to be able to trade with



each other. Crossing the Sahara Desert presented challenges, because of the extreme heat and lack of water. That kind of travel became easier using camels. Regular trade routes grew and at the center of those trade routes was Ghana. Look on the map of Africa to see where the empire of Ghana developed.

Ghana rose in power around the year 700 C.E. (A.D.) and was located between the desert and rainforest in the savanna region. It was directly between the two sought-after resources: gold and salt. The early kingdom (not to be confused with the current country, Ghana), had started long before year 700. The people there traded goods and

farmed in their small villages made up of family compounds. These families would join together to listen to **griots**, storytellers responsible for remembering and telling about an area's history. Because there was no written language, **oral history** was important. Oral history is information that is passed down by speaking and is not always written down.

Within these villages, Africans mined iron ore and used it to build tools for farming and weapons for fighting. These weapons, along with its location, gave Ghana an upper edge in defeating smaller, weaker groups in its rise to power.

Because they were located near two valuable resources, they soon began to control the trade. They taxed traders that came into Ghana with goods to trade. In exchange, Ghana offered traders a safe environment. Ghana soon became wealthy from these taxes and used the money to strengthen their army.

As traders from different areas came to Ghana, they brought with them new ideas and beliefs. Most traders that came across the Sahara desert were Muslims. A **Muslim** is someone who follows and believes the **Islamic** religion. Islam is a major religion of the world, with the belief that there is only one god and that Muhammad was his most important prophet. Ghana started to use and incorporate some of these religious beliefs and ideas into their culture.

Around the year 1100, Ghana started to decline. It was hurt by a severe drought, coupled with an attack from an outside force. A new leader came to power in Ghana, but was easily defeated by the ruler of Mali, who was called Sundiata. Mali soon took over the empire that was once Ghana.

Suggested Extension Activities

Student Activities:

- Visit the following websites to learn more about Ghana:

- <http://africa.mrdonn.org/ghana.html>

- http://www.ducksters.com/history/africa/empire_of_ancient_ghana.php

- Create a classroom timeline of important events that tells the story of Ghana. Be sure to give not only dates, but also the important things that happened. Draw pictures to go with these events. You could also create an interactive one by going here: http://www.readwritethink.org/files/resources/interactives/timeline_2/.

Western African Empires - Mali

QUESTIONS TO GUIDE INQUIRY

1. How did the location of the three empires impact the cultural and economic development of each?
2. What led to Mali's growth and demise as an empire?

Vocabulary:

pilgrimage

A New Empire Rises

As Ghana fell, a new empire, Mali, came to power. Mali rose as a powerful empire around the year 1200. It began as a small city-state of Ghana, but when Mali's leader, Sundiata, led a rebellion against Ghana, they took over the territory and power that was once Ghana's. Once Mali (under Sundiata's rule) came into power, they acquired even more land and took over the gold and salt trade that Ghana once controlled. Trading was expanded to include Egypt. This helped increase Mali's wealth and this wealth helped them to strengthen their army. Look at the map below to see how Ghana and Mali together became the single empire of Mali.

The most famous ruler of Mali was Mansa Musa. Mansa Musa was a strong ruler who used Mali's money wisely. He built up the army, but also built up the empire. The popular city, Timbuktu, was enhanced and became a place to learn. People would come to study medicine, astronomy, or mathematics. He also adopted Islam and went on a pilgrimage to the city of Mecca in Southwestern Asia. A **pilgrimage** is a journey to a sacred place. Mansa Musa's pilgrimage brought a lot of attention and trade money to Mali.

After Mansa Musa died, Mali struggled. Weaker rulers came into power and the empire began to decline in the year 1400. This presented the opportunity for smaller kingdoms to attack and rebel, thus weakening the empire further.

Eventually, Mali lost control of the trade routes and fell out of power.



Suggested Student Activities

Student Activities:

- To explore more about Mali, visit the following websites:
 - http://www.ducksters.com/history/africa/empire_of_ancient_mali.php
 - <http://africa.mrdonn.org/mali.html>
 - <http://www.livebinders.com/play/play?id=787442>
- Create a classroom timeline of important events that tells the story of Mali. Be sure to give not only dates, but also the important things that happened. Draw pictures to go with these events. You could also create an interactive one by going here: http://www.readwritethink.org/files/resources/interactives/timeline_2/.

The map above shows the ancient empire, Mali. What do you notice when you compare and contrast the map of Ghana with the one from Mali in the previous section?

Western African Empires - Songhai

QUESTIONS TO GUIDE INQUIRY

1. How did the location of the three empires impact the cultural and economic development of each?
2. What led to Songhai's growth and demise as an empire?

Another Power Comes into Control

The decline of Mali led to the rise of Songhai. Songhai was a small kingdom that had been ruled by Mali. After Mansa Musa's death, the people of Songhai were not happy with the new rule. Under their leader, Sonni Ali, they took over what was once Mali around 1400. Sonni Ali took over the trade routes and created a huge army for Songhai. He expanded the territory and Songhai became much larger than Mali.

Interactive 2.3 Sonni Ali



*Learn more about Songhai leader Sonni Ali at this website.
(Requires internet connection)*

Songhai thrived for many years - expanding territory, encouraging learning, and continuing to offer a place of study for Muslim scholars. However, once Sonni Ali died, his son became ruler and he was quickly overthrown by Askia Muhammad, a military leader. After this, Songhai struggled with poor leadership. The poor leadership led to a civil war among kingdoms within the empire and Songhai became difficult to manage and control. Once weakened by fighting and drought, an army from North Africa came in and invaded Songhai. Like the two previous empires, Songhai fell apart.



The map above shows the once powerful empire, Songhai.

Suggested Student Activities

Student Activities:

- Visit the following websites to learn more about Songhai:
 - <http://africa.mrdonn.org/songhay.html>
 - http://www.ducksters.com/history/africa/songhai_empire.php
- Create an analogy comparing the fall of Ghana to the fall of Mali and the rise of the next empires.
- Create a classroom timeline of important events that tells the story of Songhai. Be sure to give not only dates, but also the important things that happened. Draw pictures to go with these events. You could also create an interactive one by going here: http://www.readwritethink.org/files/resources/interactives/timeline_2/.

Europe - Explorers Take to the Sea

QUESTIONS TO GUIDE INQUIRY

1. How did exploration change the world?
2. What led Europeans to explore new areas?

Vocabulary:

astrolabe
circumnavigate
navigation

Reasons to Explore

Have you ever wondered what sparked exploration? What do you think explorers were looking for when they went on their journeys? There were several reasons for European exploration. One resource that encouraged exploration was peppercorn. We call it pepper when we have it on our tables at dinnertime. Did you ever think about where it comes from? Peppercorn was very important because it was thought to be medicinal and it also seasoned and preserved meats. Many Europeans desired spices like pepper and these were found in Asian countries, like China.



Peppercorn, pictured above.

To get peppercorn, Europeans had to travel across Europe and Asia, which was very time consuming and difficult to do because of mountains and large bodies of water they had to go around or across. An overland trade system was set up that connected Europe to Asia. Imagine the following scenario:

Peppercorn started in Asia and at the first checkpoint, a single peppercorn cost one gold piece. It was then taken to the next

checkpoint closer to Europe where it was traded for three gold pieces. At the next checkpoint, it cost four gold pieces, and so on.

With this overland system, it is easy to see why spices were so expensive by the time they reached Europe. The journey to get the spices was long and dangerous. This led to European countries trying to find alternate routes to reach Asia for resources, such as spices.

Finding new routes was challenging, though, because maps at this time were very inaccurate. People could not view places from above (an aerial view) like we can today to get an accurate picture of the world around us. In order for maps to improve, people needed to explore their surroundings. As explorers took to the sea around them, other technologies began to be used and **navigation** improved for explorers. Navigation is the science of controlling the direction and location of a ship. One device that aided navigation was the **astrolabe**, which is a navigational instrument used by sailors to help them determine their location from the equator. The improvement of navigational technology allowed explorers to venture further away from what was known. This advancement in technology and exploration was very beneficial to the rulers of nations. With more people willing to explore the world around them, they had much to gain. Think about the overland trade problem from earlier in the text; if explorers discovered a new route to Asia by sea, goods would be

Development	Description
 <p>Lateen Sail</p>	Allowed ships to sail into the wind. The sail had a triangular shape.
 <p>Compass</p>	Sailors used the compass for navigation to show the direction they were travelling.
 <p>Astrolabe</p>	Sailors used this tool to measure how high the sun or a star was above the horizon. They then consulted tables to determine their location in the ocean.
 <p>Accurate maps and charts</p>	Recorded the shapes of coastlines and distances between ports.
 <p>Rise of nation states</p>	Small land areas once controlled by nobles joined together to form countries led by kings or queens.
<p>Ability to fund</p>	Nations like Spain, England, and France were able to afford to pay for sea exploration.

The Astrolabe was not the only innovation that helped spark exploration.

Image source: Performance Assessments of Social Studies Thinking (PASST)

cheaper and they would have more access to more resources. This created competition between countries to try and be the first to explore something new. This push eventually led to many new and wonderful discoveries, as well as an explorer being able to **circumnavigate** or to sail all the way around the world.

Suggested Student Activities

Student Activities:

- Watch the short video on Christopher Columbus to get a better idea of North America's discovery. https://www.youtube.com/watch?v=aF_unlvjccA
- Choose one of the explorers from the following list to create a poster and written report. Be sure to use multiple sources and have citations with your report. After the reports are created, have a class celebration where students present their information as their explorer. <http://www.famous-explorers.com/european-explorers/>

The Columbian Exchange

QUESTIONS TO GUIDE INQUIRY

1. How did exploration change the world?
2. How did the Columbian Exchange impact the Europeans, Africans, and Indigenous Peoples, in both positive and negative ways?

Vocabulary:

convergence

Columbian Exchange

slavery

Patent given to John Cabot from King Henry VII

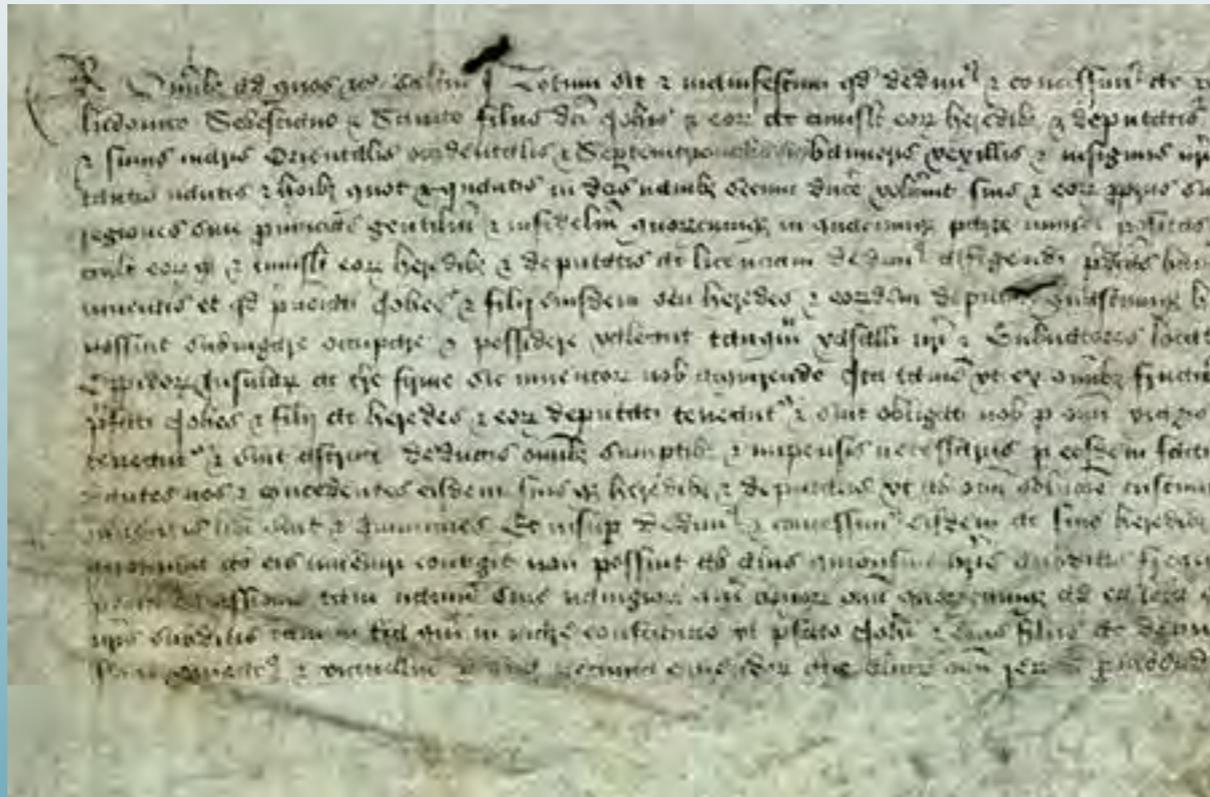


Image Source: <http://www.heritage.nf.ca/articles/exploration/1496-cabot-patent.php>

Interactive 2.4 Patent given to John Cabot from King Henry VII



Before you begin, read the patent above (primary source) given to John Cabot from King Henry VII. Try to decipher its meaning. What do you think the King was allowing John Cabot and his sons to do?

New Lands and Discoveries

After using the widget above to decode the document, what predictions can you make about European explorers and their rulers? What were their attitudes towards other people and places that they “discovered?”

Interactive 2.5 Encounter Trailer



The video above (Internet Connection Required) is a trailer for Jane Yolen's book, *Encounter* which tells the story of Columbus' arrival from the perspective of the native people.

As Europeans continued to explore, they encountered new and exciting places, but also new people. The patent on the previous page shows an example of the Europeans' perspective on these new people and places, but what about the thoughts of the natives that the Europeans encountered? How did they feel about these

newcomers that came to explore, and in some cases, take their land and their resources?

Columbus's travels to the western hemisphere had a profound impact on the world; the **convergence**, which is the process of two or more things coming together, of the new world and old world eventually changed the lives of the Indigenous Peoples, Europeans, and Africans in profound ways.

Columbus made four trips to the western hemisphere between 1492 and 1506. During his first trip, there was only a little contact between the Europeans and the island natives called Tainos;

The Voyages of Columbus

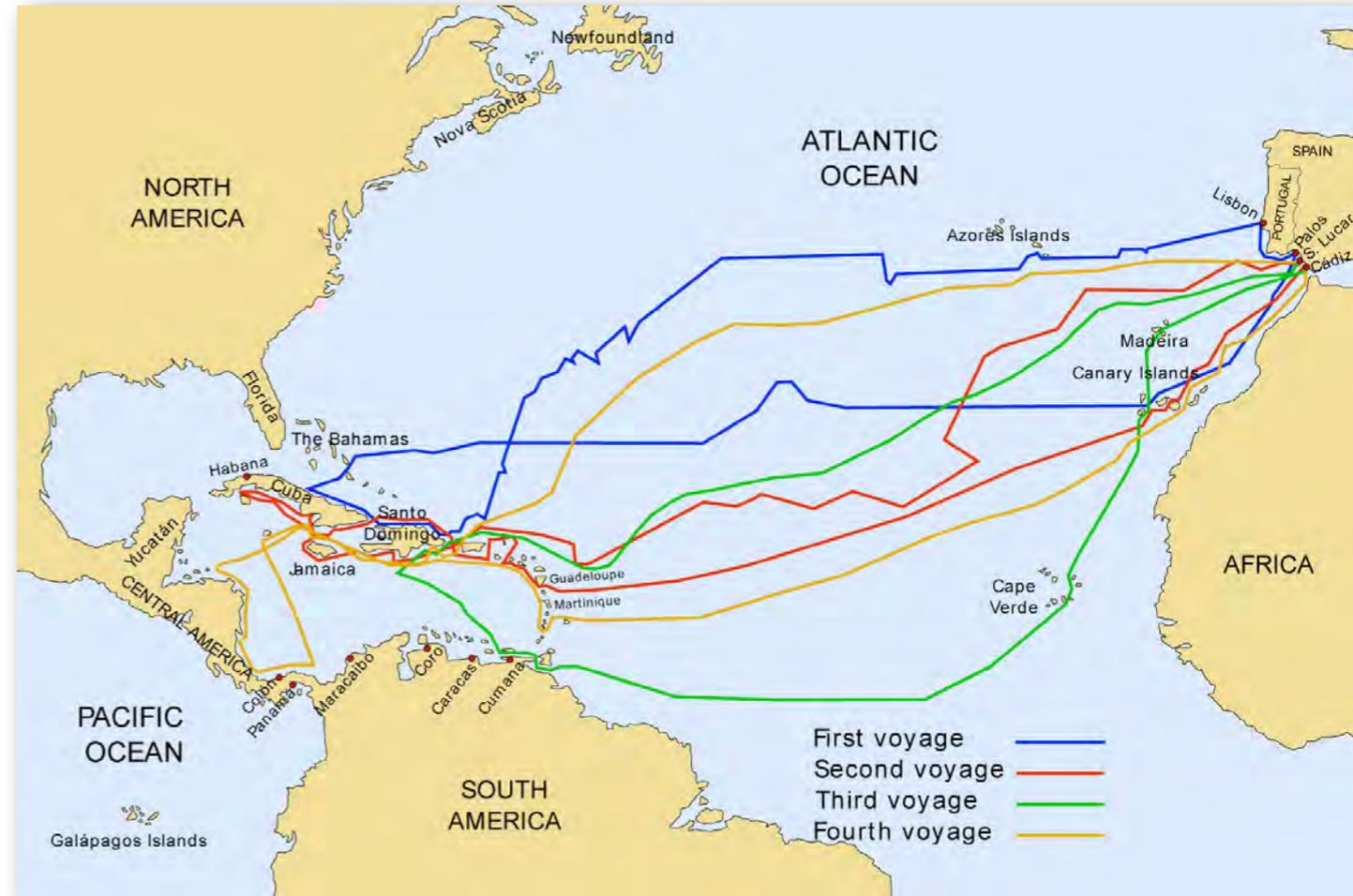


Image source: http://upload.wikimedia.org/wikipedia/commons/3/38/Viajes_de_colon_en.svg

some goods were traded and six Tainos were kidnapped, enslaved, and taken back to Spain.

On Columbus's next voyage, however, he had much more of an agenda. He searched for gold and other treasured goods, but he didn't find much. This led to the enslavement of about 1,600 Indigenous Peoples, who he believed were hiding the riches. 500 more were taken back with him to Spain to be put into slavery there. Only about 300 made it to Spain. Slavery is a system in which powerful people buy and sell other human beings who are then forced to work without pay or human rights. As more

exploration and discoveries happened in the Americas, Europeans began to demand the resources available to make their own lives better. This sparked the transfer of people, plants, and animals, between both Eastern and Western Hemispheres, across the Atlantic Ocean. This transfer was known as the Columbian Exchange.

Image 2.1 The Columbian Exchange

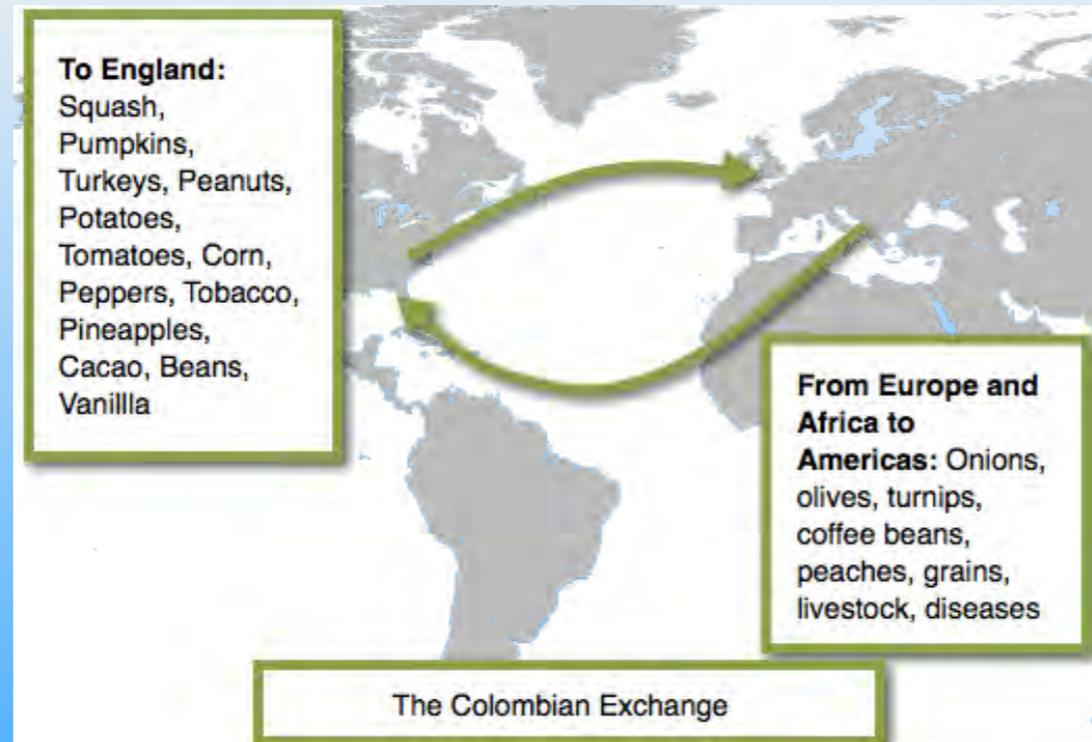


Image source: Performance Assessments of Social Studies Thinking (PASST)

Eventually, many more Indigenous Peoples were forced into slavery and were made to collect gold. If they did not collect enough, they were punished, often by getting their hands cut off. When sugar cane was brought to the islands of the Caribbean from Europe, the Indigenous People were made to work on the large farms that raised it. Sugar grew in popularity in Europe, so the Europeans had to find a way to make enough to meet the growing demand.

As more sugar cane was planted and grown in the Americas, more workers were needed to harvest the crop. Indigenous People

suffered greatly from enslavement. They were forced to perform long hours of grueling work in the hot sun. They contracted and died from European diseases, for which they had no immunities. This led Europeans to search for a new workforce. Slavery had existed for thousands of years around the world, but not on such a massive scale. The Europeans traveled to west Africa, enslaved many people, and took them to North, Central and South America, forcing them to work on the plantations that provided those products (sugar cane, rice, cotton, indigo) grown in the western

hemisphere. This was not merely an economic exchange between continents but a tragedy that exacted a huge toll on human cultures.

Interactive 2.6 The Columbian Exchange



To gain a deeper understanding of the Columbian Exchange and what was transferred among the continents, watch this video (Requires internet connection)

Suggested Student Activities

Student Activities:

- **Write diary entries about the Columbian Exchange portraying three different perspectives of people (Example: Indigenous Peoples, European Explorer, enslaved African, European Ruler, etc.)**
- **Describe positive and negative effects of the Columbian Exchange. How did it impact the world?**