

Domain-Based Unit Overview

**Title of Domain: England in the Golden Age**

**Big Idea**

The Renaissance was a time of great artistic and literary achievement.

**What Students Need to Learn**

*You can find the What Students Need to Learn in the beginning of each domain in CK Handbook.*

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

2. European motivations

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

3. Geography of the spice trade

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

4. European exploration, trade, and colonization

Portugal

- Prince Henry the Navigator, exploration of the West African coast
- Bartolomeu Dias rounds the Cape of Good Hope
- Vasco de Gama: the spice trade with India, exploration of East Africa
- Portuguese conquest of East African Swahili city-states
- Pedro Cabral’s claiming of Brazil

Spain

- Two worlds meet: Christopher Columbus and the Tainos
- Treaty of Tordesillas between Portugal and Spain
- Magellan crosses the Pacific; one of his ships returns to Spain, completing the first round-the-world voyage
- Vasco Núñez de Balboa reaches the Pacific

England and France

- Search for the Northwest Passage

- Colonies in North America and the West Indies
- Trading posts in India

Holland (the Netherlands)

- The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies
- The Dutch in South Africa, Cape Town
- The Dutch in North America: New Netherland, later lost to England

5. The sugar trade

- African slaves on Portuguese sugar plantations on islands such as São Tomé off West African coast
- Sugar plantations on Caribbean islands
- West Indies: Cuba, Puerto Rico, the Bahamas, Dominican Republic, Haiti, and Jamaica

6. Transatlantic slave trade: the “triangular trade” from Europe to Africa to colonies in the Caribbean and the Americas

- The “Slave Coast” in West Africa
- The Middle Passage

### **MN Academic Standards**

5.4.1.1.1  
5.4.1.2.1  
5.4.1.2.2  
5.4.2.3.1  
5.4.4.15.1  
5.4.4.16.1  
5.4.4.16.2  
5.4.4.16.3  
5.4.4.16.4  
5.4.4.16.5  
5.4.4.17.2  
5.4.4.17.3  
5.4.4.17.4

### **Pre-Assessment**

- 1) Who were important European explorers?
- 2) What countries played an important role in exploration?
- 3) What was the spice trade? Why was it important?
- 4) What were the 13 colonies?
- 5) What were some of the effects of the Age of Exploration?

--

<b>Domain Chapter 1</b>	The Spice Islands
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Describe the location of the Spice Islands.</li> <li>✓ Explain why spices were valuable to Europeans.</li> <li>✓ Explain how the spice trade worked, including the roles of Arab traders and Venetian merchants</li> </ul>
<b>Vocabulary</b>	medieval, spice, archipelago, rain shadow, navigational, trader, monopoly, trading center, merchant, negotiate, Mongol, porcelain, “diplomatic mission”
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Have students smell the spices pepper, cloves, nutmeg, and cinnamon.</li> <li>2) Class discussion: What role do spices play in our lives? What importance would spices play in early trading?</li> <li>3) Have students keep in mind the big question: How did the search for the Spice Islands change history?</li> <li>4) Go through vocabulary</li> <li>5) Teacher reads chapter 1</li> <li>6) Assess students' understanding through discussion questions in the teacher guide.</li> <li>7) Complete activity 1.1</li> <li>8) Exit ticket: How did the search for the Spice Islands change history?</li> </ol>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 2</b>	Motives and Means
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Explain why Europeans needed spices.</li> <li>✓ Explain how the Crusades and the closing of the Silk Road led to European exploration.</li> <li>✓ Identify new technologies that allowed Europeans to launch voyages of exploration.</li> </ul>
<b>Vocabulary</b>	motive, cure, navigation, uncharted, hull, rig, astrolabe, sextant, magnetic compass, hourglass
<b>Procedure</b>	<ul style="list-style-type: none"> <li>9) Teacher ask, “What is a motive?”</li> <li>10) Teacher ask, “ What means are used to achieve a motive?”</li> <li>11) Have students keep in mind the big question: What developments enabled Europeans to travel farther?</li> <li>12) Go through vocabulary slides</li> <li>13) Large group read chapter 2</li> <li>14) Assess students' understanding through discussion questions in the teacher guide.</li> <li>15) Complete activity 2.1</li> <li>16) Exit ticket: What developments enabled Europeans to travel farther?</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 3</b>	Portugese Exploration
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>

<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Explain why Portugal launched missions of exploration.</li> <li>✓ Summarize the voyages of Bartolomeu Dias, Vasco da Gama, and Pedro Cabral.</li> <li>✓ Explain how Portugal established a trade empire in Africa and Asia.</li> </ul>
<b>Vocabulary</b>	expedition, interpreter, Moor, fleet, landfall, trade wind, scurvy, iron ore
<b>Procedure</b>	<ul style="list-style-type: none"> <li>17) Teacher ask, “What does it mean to be a Pioneer?”</li> <li>18) Have students keep in mind the big question: Why do you think Portugal is described as a seagoing pioneer?</li> <li>19) Go through vocabulary slides</li> <li>20) Popcorn read chapter 3</li> <li>21) Pause after each explorer and have students record facts on worksheet 3.1 (Cool Facts About European Explorers)</li> <li>22) Exit ticket: How did Portugal establish a trade empire in Africa and Asia?</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 4</b>	Christopher Columbus
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Explain the importance of the first voyage of Christopher Columbus.</li> <li>✓ Describe the impact of Columbus’s voyage on the Tainos.</li> <li>✓ Summarize the terms of the Treaty of Tordesillas.</li> </ul>
<b>Vocabulary</b>	league, log, mutiny, royal standard, diplomat, indigenous
<b>Procedure</b>	<ul style="list-style-type: none"> <li>1) Teacher asks, “What have you learned in the past about Christopher Columbus and his voyage?”</li> <li>2) Have students keep in mind the big question: Why do you think Columbus kept a secret log?</li> <li>3) Go through vocabulary</li> <li>4) Whole group read chapter 4</li> </ul>

	<p>5) Pause after each explorer and have students record facts on worksheet 3.1 (Cool Facts About European Explorers)</p> <p>6) Students complete Activity Page 4.1 (Early Portugese and Spanish Exploration)</p>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 5</b>	A Spanish Empire and Its Critics
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<p>✓ Describe the effects of Spanish colonization on the indigenous peoples of the Americas, including the encomienda system.</p> <p>✓ Summarize the journeys of Hernán Cortés, Francisco Pizarro, and Vasco Núñez de Balboa.</p> <p>✓ Summarize the viewpoints and impact of Bartolomé de Las Casas.</p>
<b>Vocabulary</b>	immunity, plantation, cash crop, conquistador, isthmus, empire, exploitation
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Create a “what you know already” list on the board for the Big Question: How did European explorers and colonists treat the indigenous people of the Americas?</li> <li>2) Create a “what you want to know” about European explorers and colonists and indigenous people of the Americas.</li> <li>3) Inform students they are going to read about Spain and their involvement of exploration.</li> <li>4) Watch <a href="https://www.youtube.com/watch?v=1P_euomdHOU">https://www.youtube.com/watch?v=1P_euomdHOU</a></li> <li>5) Students will read independently</li> <li>6) Make sure the students refer to the three questions on the board while reading and be able to answer them. (— How did the Spanish meet the labor shortage created by the decline of the indigenous population? — The author described the treatment of indigenous people as “exploitation.” How did the Spanish exploit the indigenous peoples of the Americas? - How did European</li> </ol>

	<p>explorers and colonists treat the indigenous people of the Americas?”</p> <p>7) Students will add to the facts about explorers while reading.</p> <p>8) Exit ticket: draw a picture depicting how the European explorers treated the indigenous peoples of America.</p>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 6</b>	Magellen’s Voyage
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<p>✓ Describe the outcomes of the voyage made by Ferdinand Magellan and his crew.</p> <p>✓ Understand the meaning of the following domain-specific vocabulary: strait and circumnavigate.</p>
<b>Vocabulary</b>	strait, circumnavigate
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Teacher asks, “How would you describe the results of Spanish exploration so far?”</li> <li>2) Have students keep in mind the big question: How important was it for explorers to have finally circumnavigated the globe?</li> <li>3) Go through vocabulary</li> <li>4) Whole group read chapter 6</li> <li>5) Pause after each explorer and have students record facts on worksheet 3.1 (Cool Facts About European Explorers)</li> <li>6) Students complete Activity Page 6.1 (Magellan’s Voyage)</li> </ol>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 7</b>	England Explores and Colonizes
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Explain the significance of a Northwest Passage.</li> <li>✓ Summarize the voyages of John Cabot.</li> <li>✓ Summarize England's efforts to colonize North America.</li> </ul>
<b>Vocabulary</b>	Northwest Passage, colonization, loot, armada, joint-stock company, fishery
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Teacher asks, "Name the countries that sponsored voyages of exploration."</li> <li>2) Have students keep in mind the big question: How did European exploration of the Americas lead to settlement and colonization?             <ol style="list-style-type: none"> <li>1) Go through vocabulary</li> <li>2) Pair read chapter 7</li> <li>3) Stop to ask discussion questions</li> <li>4) Exit ticket: How did European exploration of the Americas lead to settlement and colonization?</li> </ol> </li> </ol>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 8</b>	France and the Fur Trade
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	✓ Summarize the voyages of Giovanni da Verrazano and Jacques Cartier.



	<i>✓ Describe the efforts of Samuel de Champlain, Jacques Marquette, Louis Jolliet, and René-Robert Cavalier, Sieur de La Salle, to build colonies in New France.</i>
<b>Vocabulary</b>	cartographer, growing season, portage
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Display the map The World in 1500 from AP 1.1. Ask students to identify North America on the map. Point out the major English North American settlements they read about in Chapter 7: Newfoundland, Jamestown, Roanoke, Plymouth, and Massachusetts Bay. Ask students what they notice about the location of these colonies. (They are all British settlements on Atlantic coast.</li> <li>2) As the Big Question: The French and the English had different approaches to settlement in North America. In what ways were they different?</li> <li>3) Go through vocabulary words.</li> <li>4) Teacher will read, while students follow along.</li> <li>5) Teacher will ask literal and evaluative questions as posed in teacher manual.</li> <li>6) Have students complete Cool Facts about Explorers sheet.</li> <li>7) Last 5 minutes of class, have students write a short paragraph about Verrazano or Cartier.</li> </ol>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 9</b>	Dutch Trade
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<i>✓ Explain how the Netherlands came to control the global spice trade.</i> <i>✓ Explain why the Dutch established a colony at Cape Town in southern Africa.</i>

	<i>✓ Summarize the expeditions made by Henry Hudson. One or two per lesson.</i>
<b>Vocabulary</b>	charter
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Explain that Dutch is an adjective that describes people who are from the Netherlands, much as English describes a person from England. Have students locate the Netherlands in Europe. Tell students that in this chapter, they will read about how this small country joined the Age of Exploration.</li> <li>2) Have students keep in mind the big question: How did the death of a king affect the Spice Trade?</li> <li>3) Go through vocabulary</li> <li>4) Clock partner read chapter 9</li> <li>5) Stop to ask discussion questions</li> <li>6) Complete activity 9.1</li> <li>7) Exit ticket: How did the death of a king affect the Spice Trade?</li> </ol>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 10</b>	Slavery
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<p><i>✓ Explain how the development of sugar plantations in the Americas led to the development of the slave trade.</i></p> <p><i>✓ Identify the “Slave Coast” in West Africa.</i></p> <p><i>✓ Explain how the transatlantic slave trade worked.</i></p>
<b>Vocabulary</b>	cost-effective, inhumane, cargo, export, indentured servant, cultivation, overseer
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Teacher asks, “What is slavery?”</li> <li>2) Have students keep in mind the big question: How did the Age of Exploration lead to the development of the slave trade?</li> </ol>

	<ul style="list-style-type: none"> <li>3) Go through vocabulary</li> <li>4) Whole group read chapter 10</li> <li>5) Students complete Activity Page 10.1 (The West Indies)</li> <li>6) Exit Ticket: How did the Age of Exploration lead to the development of the slave trade?</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<u><b>Cross-Curricular Connections</b></u>	
<b>Art</b>	<ul style="list-style-type: none"> <li>●</li> </ul>
<b>Media</b>	<ul style="list-style-type: none"> <li>●</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>● Mendelssohn’s incidental music to Shakespeare’s <i>A Midsummer Night’s Dream</i> <ul style="list-style-type: none"> <li>○ Overture</li> <li>○ Scherzo</li> <li>○ Wedding March</li> </ul> </li> </ul>
<b>P.E.</b>	<ul style="list-style-type: none"> <li>● Jump Rope, Tinikling, Soccer, Jacks</li> </ul>