

Domain-Based Unit Overview

Title of Domain: The Age of Exploration

Learning Time: 13 days

Big Idea

From the 1400s to the 1600s, Europeans ventured out to explore what was to them the unknown world in an effort to reap the profits of trade and colonization. (CKHG, p.1) (CK Handbook, p.139)

What Students Need to Learn (CKHG, p.4)

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?

Domain Lesson 1	The Spice Islands (CKHG, p.23), 1 day
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ● Describe the location of the Spice Islands ● Explain why spices were valuable to Europeans ● Explain how the spice trade worked, including the roles of Arab traders and Venetian merchants
Vocabulary	medieval, spice, archipelago, rain shadow, navigational, trader, monopoly, trading center, merchant, negotiate, Mongol, porcelain, “diplomatic mission”
Procedure	<ul style="list-style-type: none"> ● Ask students to locate areas they have already studied this year. (Students should identify Mexico, Central America, and South America from their study of the Maya, Aztec, and Inca.) Ask students to recall what happened to the Aztec and Inca empires when European explorers arrived. (The empires were conquered by Europeans.) Explain that in this unit, students will learn about other European explorers and how European exploration changed lives in Africa and the Americas during the 1400s–1700s, i.e., hundreds of years ago. ● Display Timeline Image Card 1, The Middle Ages, and place it at the beginning of the 1200s on the class Timeline. Ask a few volunteers to share one detail they remember about medieval Europe from their Grade 4 studies. Explain that the Age of Exploration, which students will study in this unit, has its roots in medieval Europe. Explain that medieval means “relating to the Middle Ages.” Students will learn about the Age of Exploration’s medieval roots. ● Have students smell the spices pepper, cloves, nutmeg, and cinnamon. ● Class discussion: What role do spices play in our lives? What importance would spices play in early trading? ● Distribute copies of <i>The Age of Exploration</i> Student Reader and suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. ● Have students keep in mind the big question: How did the search for the Spice Islands change history?

	<ul style="list-style-type: none"> ● Introduce Core Vocabulary ● Teacher reads aloud chapter 1 “The Spice Islands” from <i>The Age of Exploration</i> Student Reader (students follow along) <ul style="list-style-type: none"> ○ Distribute AP 1.1 ○ Complete Timeline ● Ask students to answer objective question, “How did the search for the Spice Islands change history?” ● Ask students to choose one of the Core Vocabulary words and write one sentence using the word
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Motives and Means (CKHG, p.30), 1 day
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ● Explain why Europeans needed spices ● Explain how the Crusades and the closing of the Silk Road led to European exploration ● Identify new technologies that allowed Europeans to launch voyages of exploration
Vocabulary	motive, cure, navigation, uncharted, hull, rig, astrolabe, sextant, magnetic compass, hourglass
Procedure	<ul style="list-style-type: none"> ● Introduce the chapter title, “Motives and Means.” Explain that motives are the reasons that someone does something. They answer the question, “Why?” Explain that means are the way that someone does something. They answer the question, “How?” ● Give a brief example, such as saving money for a new cell phone. The motive is to acquire a new or better phone. The means can be collecting spare change in a jar or borrowing money from parents or depositing allowance money in a bank account.

	<ul style="list-style-type: none"> ● Have students keep in mind the big question: What developments enabled Europeans to travel farther? ● Introduce Core Vocabulary ● Class reads aloud chapter 2 “Motives and Means” from <i>The Age of Exploration</i> Student Reader ● Ask students to answer objective question, “What developments enabled Europeans to travel farther?” ● Ask students to choose one of the Core Vocabulary words and write one sentence using the word ● Complete “Domain Vocabulary: Chapters 1-2” <ul style="list-style-type: none"> ○ Distribute copies of AP 2.1
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	Portuguese Exploration (CKHG, p. 36), 2 days
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ● Describe the role of Prince Henry the Navigator as a leader of exploration ● Explain why Portugal launched missions of exploration ● Summarize the voyages of Bartolomeu Dias, Vasco da Gama, and Pedro Cabral ● Explain how Portugal established a trade empire in Africa and Asia
Vocabulary	expedition, interpreter, Moor, fleet, landfall, trade wind, scurvy, iron ore
Procedure	<ul style="list-style-type: none"> ● Introduce the Big Question. Ask what it means to be a pioneer. (to be the first to do something) Invite volunteers to give examples of other “pioneers” they have studied. (Students might cite the original settlers of the thirteen colonies as pioneers because they braved traveling to an unknown land, the Vikings for being the first Europeans to explore North America, or the Maya for creating their calendar system.) ● Tell students to look for reasons why the country of Portugal became a pioneer of European exploration. Point out to students that they will

	<p>be reading about explorers, all of whom were men. Remind them of the distinct roles men and women played during the Middle Ages and how that would affect women’s involvement with the Age of Exploration.</p> <ul style="list-style-type: none"> ● Have students keep in mind the big question: Why do you think Portugal is described as a seagoing pioneer? ● Introduce Core Vocabulary ● Class reads aloud chapter 3 “Portuguese Exploration” from <i>The Age of Exploration</i> Student Reader <ul style="list-style-type: none"> ○ Complete Timeline ● Ask students to answer objective question, “Why do you think Portugal is described as a sea-going pioneer?” ● Ask students to choose one of the Core Vocabulary words and write one sentence using the word ● Complete “Cool Facts About European Explorers” <ul style="list-style-type: none"> ○ Distribute copies of AP 3.1 ○ Go through vocabulary slides ● Complete “Round Africa to India” <ul style="list-style-type: none"> ○ Distribute copies of NFE 1
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Christopher Columbus (CKHG, p.45), 1 day
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ● Explain the importance of the first voyage of Christopher Columbus ● Describe the impact of Columbus’s voyage on the Tainos ● Summarize the terms of the Treaty of Tordesillas
Vocabulary	league, log, mutiny, royal standard, diplomat, indigenous
Procedure	<ul style="list-style-type: none"> ● Ask students whether they know how information about the trips taken by planes and cars is recorded. Today, planes and cars contain computers that track information such as distance, speed, and

	<p>direction. During the Age of Exploration, however, such technology did not exist. Therefore, explorers such as Dias and da Gama had to record information about their voyages by hand. Those records are called logs.</p> <ul style="list-style-type: none"> ● In addition to recording navigational information, ship captains also summarized the events of each day, making the log partially like a diary. Today, ship captains are still required to keep logs. Every day, they must record information about the navigation and experiences of the ship. ● Have students keep in mind the big question: Why do you think Columbus kept a secret log? ● Introduce Core Vocabulary ● Class reads aloud chapter 4 “Christopher Columbus” from <i>The Age of Exploration</i> Student Reader <ul style="list-style-type: none"> ○ Distribute copies of AP 1.1 ○ Complete Timeline ● Ask students to answer objective question, “Why do you think Columbus kept a secret log?” ● Ask students to choose one of the Core Vocabulary words and write one sentence using the word ● Pause after each explorer and have students record facts on worksheet 3.1 (Cool Facts About European Explorers) ● Complete “Early Portuguese and Spanish Exploration” <ul style="list-style-type: none"> ○ Distribute AP 4.1
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	A Spanish Empire and Its Critics (CKHG, p.53), 1 day
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ● Describe the effects of Spanish colonization on the indigenous peoples of the Americas, including the encomienda system

	<ul style="list-style-type: none"> Summarize the journeys of Hernán Cortés, Francisco Pizarro, and Vasco Núñez de Balboa Summarize the viewpoints and impact of Bartolomé de Las Casas
Vocabulary	immunity, plantation, cash crop, conquistador, isthmus, empire, exploitation
Procedure	<ul style="list-style-type: none"> Ask students to recall what they read in the previous chapter about Columbus’s impact on the Tainos and the Treaty of Tordesillas’s lack of consideration for indigenous peoples. Have students use this information to make a generalization about Spanish treatment of indigenous peoples in the Americas. Have students think back to their studies of the Aztec and Inca in Unit 2. What details from those studies support their generalization? (Students should give specific examples from the actions of Cortés and Pizarro, such as Pizarro’s demand for ransom and the killing of Atahualpa.) Watch https://www.youtube.com/watch?v=1P_euomdHOU Students independently read chapter 5 “A Spanish Empire and Its Critics” from <i>The Age of Exploration</i> Student Reader <ul style="list-style-type: none"> Ensure 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 explorers and colonists treat the indigenous people of the Americas?” Distribute copies of AP 3.1 Complete Timeline Ask students to answer objective question, “How did European explorers and colonists treat the indigenous people of the Americas?” Ask students to choose one of the Core Vocabulary words and write one sentence using the word Complete “Domain Vocabulary: Chapters 3-5” <ul style="list-style-type: none"> Distribute copies of AP5.1 Complete “Brief Account of the Devastation of the Indies”
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>

Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 6	Magellan’s Voyage (CKHG, p.60), 1 day
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> Describe the outcomes of the voyage made by Ferdinand Magellan and his crew Understand the meaning of the following domain-specific vocabulary: strait and circumnavigate
Vocabulary	strait, circumnavigate
Procedure	<ul style="list-style-type: none"> Ask students to summarize the results of Spanish exploration so far. (Columbus reached the Americas. Cortés conquered the Aztec. Pizarro conquered the Inca. Balboa reached “the South Sea” and claimed its shores for Spain. The Spanish built an empire in the Americas.) Remind students of the goal of Columbus’s first voyage: to reach the East Indies by sailing west. Ask if that goal had yet been reached. (No, it had not yet been accomplished.) What would Spanish explorers have to do to achieve that goal? (Find a way around or through North or South America.) Introduce Core Vocabulary Class reads aloud chapter 6 “Magellan’s Voyage” from <i>The Age of Exploration</i> Student Reader <ul style="list-style-type: none"> Distribute copies of AP 1.1 Complete Timeline Ask students to answer objective question, “How important was it for explorers to have finally circumnavigated the globe?” Ask students to choose one of the Core Vocabulary words and write one sentence using the word Pause after each explorer and have students record facts on worksheet 3.1 (Cool Facts About European Explorers) Complete “Magellan’s Voyage” <ul style="list-style-type: none"> Distribute copies of 6.1
Poetry	<i>If Applicable</i>

Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	England Explores and Colonizes (CKHG, p.65), 1 day
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ● Explain the significance of a Northwest Passage ● Summarize the voyages of John Cabot ● Summarize England’s efforts to colonize North America
Vocabulary	Northwest Passage, colonization, loot, armada, joint-stock company, fishery
Procedure	<ul style="list-style-type: none"> ● Ask students to reflect on what they’ve read so far and to name the countries that sponsored voyages of exploration. (Spain and Portugal) How did these voyages affect these countries? (The countries built empires and became rich.) Remind students that while the countries sponsoring exploration became wealthy and powerful, the indigenous people already living in the places visited by the European explorers did not always fare well. Ask students to give examples. (The exploitation of the Tainos; the decrease in population on the island of Hispaniola; the practice of encomiendas/forced labor.) ● Explain that other countries in Europe noticed how Spain and Portugal gained wealth and empires through exploration. Those countries wanted to acquire wealth and empires, too. The next few chapters in the reader will explain how other countries became involved in the Age of Exploration. ● Introduce Core Vocabulary ● Class reads aloud chapter 7 “England Explores and Colonizes” from <i>The Age of Exploration</i> Student Reader <ul style="list-style-type: none"> ○ Distribute copies of AP 1.1 ○ Distribute copies of AP 3.1 ○ Complete Timeline ● Ask students to answer objective question, “How did European exploration of the Americas lead to settlement and colonization?”

	<ul style="list-style-type: none"> Ask students to choose one of the Core Vocabulary words and write one sentence using the word
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 8	France and the Fur Trade (CKHG, p.73), 1 day
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> Summarize the voyages of Giovanni da Verrazano and Jacques Cartier. Describe the efforts of Samuel de Champlain, Jacques Marquette, Louis Jolliet, and René-Robert Cavelier, Sieur de La Salle, to build colonies in New France.
Vocabulary	cartographer, growing season, portage
Procedure	<ul style="list-style-type: none"> 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. Ask the Big Question: The French and the English had different approaches to settlement in North America. In what ways were they different? Introduce Core Vocabulary Class reads aloud chapter 8 “France and the Fur Trade” from <i>The Age of Exploration</i> Student Reader <ul style="list-style-type: none"> Distribute copies of AP 1.1 Distribute copies of AP 3.1 Complete Timeline Ask students to answer objective question, “The French and the English had different approaches to settlement in North America. In what ways were they different?”

	<ul style="list-style-type: none"> ● Ask students to choose one of the Core Vocabulary words and write one sentence using the word ● Have students write a paragraph about Verrazano or Cartier
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	Dutch Trade (CKHG, p.78), 1 day
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ● Explain how the Netherlands came to control the global spice trade ● Explain why the Dutch established a colony at Cape Town in southern Africa ● Summarize the expeditions made by Henry Hudson. One or two per lesson
Vocabulary	charter
Procedure	<ul style="list-style-type: none"> ● Display the map The World in 1500 from AP 1.1. Point out that the chapter is called “Dutch Trade.” Explain that Dutch is an adjective that describes people who are from the Netherlands, much as English describes a person from England. Have students locate the Netherlands in Europe. Tell students that in this chapter, they will read about how this small country joined the Age of Exploration. ● Have students keep in mind the big question: How did the death of a king affect the Spice Trade? ● Introduce Core Vocabulary ● Class reads aloud chapter 9 “Dutch Trade” from <i>The Age of Exploration</i> Student Reader <ul style="list-style-type: none"> ○ Distribute copies of AP 1.1 ○ Distribute copies of AP 3.1 ○ Complete Timeline ● Ask students to answer objective question, “How did the death of a king affect the spice trade?”

	<ul style="list-style-type: none"> ● Ask students to choose one of the Core Vocabulary words and write one sentence using the word ● Complete “Domain Vocabulary: Chapters 6-9” <ul style="list-style-type: none"> ○ Distribute copies of AP 9.1
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 10	Slavery (CKHG, p.84), 2 days
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ● Explain how the development of sugar plantations in the Americas led to the development of the slave trade ● Identify the “Slave Coast” in West Africa ● Explain how the transatlantic slave trade worked
Vocabulary	cost-effective, inhumane, cargo, export, indentured servant, cultivation, overseer
Procedure	<ul style="list-style-type: none"> ● Remind students that they learned about slavery in the American colonies when they studied The Thirteen Colonies in Grade 3 and The American Revolution in Grade 4. Ask volunteers to share what they remember about slavery in the American colonies. (Possible answers: It was practiced mostly in the Southern colonies, where the plantations were. Enslaved children started working at seven or eight years old. Enslaved children started doing adult field work at age ten. In some states, it was illegal to teach enslaved people to read or write.) ● Tell students that in this chapter, they will read about how slavery began in the American colonies and what it was like for those who were enslaved. ● Have students keep in mind the big question: How did the Age of Exploration lead to the development of the slave trade? ● Introduce Core Vocabulary ● Class reads aloud chapter 9 “Slavery” from <i>The Age of Exploration</i> Student Reader

	<ul style="list-style-type: none"> ○ Distribute copies of AP 10.1 ○ Complete Timeline ● Ask students to answer objective question, “How did the Age of Exploration lead to the development of the slave trade?” ● Ask students to choose one of the Core Vocabulary words and write one sentence using the word ● Complete “The Slave Trade” <ul style="list-style-type: none"> ○ Distribute copies of NFE 4 ● Complete “Virtual Field Trip: Goree Island, Senegal” <ul style="list-style-type: none"> ○ Visit UNESCO Virtual Visit of Goree Island found on https://www.coreknowledge.org/curriculum/history-geography/ckhg-online-resources/
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 11	Domain Assessment, 1 day
MN Academic Standards	
Objectives	
Vocabulary	
Procedure	<ul style="list-style-type: none"> ● Complete Assessment: <i>The Age of Exploration</i>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>



<u>Cross-Curricular Connections</u>	
Art	•
Media	•
Music	•
P.E.	•

