

Why do humans explore and migrate?

What motivated Europeans to explore the Americas?

How can we tell what the early European explorers valued through their explorations?

What perceptions did the Native Americans have of European explorers?

Why were there demographic changes in colonies of Latin America?

How has the Columbian Exchange affected people around the world?

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How did sugar become so common for people around the world?

Why are the majority of slaves being sent to Brazil and the Caribbean?

What was it like to be a captive African being transported on the Middle Passage?

Lesson 1:

Motivation For European Exploration (Day 1 of 3)

Opening

Why did early humans migrate?



Vocabulary

What does it mean to **explore**?



Vocabulary

explore: to travel to and investigate a new territory or area for a specific purpose



Vocabulary

What does it mean to **motivate** someone?



Vocabulary

motivator: a person or thing that makes you enthusiastic or encouraged to do something



Vocabulary

What is **nationalism**?



Vocabulary

nationalism: a feeling that people have of being loyal to and proud of their country

*Sometimes nationalism can lead to a desire to expand that country.



Vocabulary

What are **maritime trade routes**?



Vocabulary

maritime trade routes: a way to trade goods by using waterways



Opening

Once people became established in an area and had all the resources that they needed to survive, why would they choose to explore new areas?



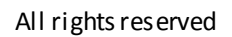
Activity

1. With your group, you will rotate through four stations to analyze the images, maps and passages.
2. At each station, you will determine the motivator that is being shown in those images, maps and passages.



“Hispaniola is a marvel. Its hills and mountains, fine plains and open country, are rich and fertile for planting and for pasturage, and for building towns and villages. The seaports there are incredibly fine, as also the magnificent rivers, most of which bear gold. The trees, fruits and grasses differ widely from those in Juana. There are many spices and vast mines of gold and other metals in this island. They have no iron, nor steel, nor weapons.” - *Letter from Christopher Columbus to Luis de Santangel (February 15, 1493)*





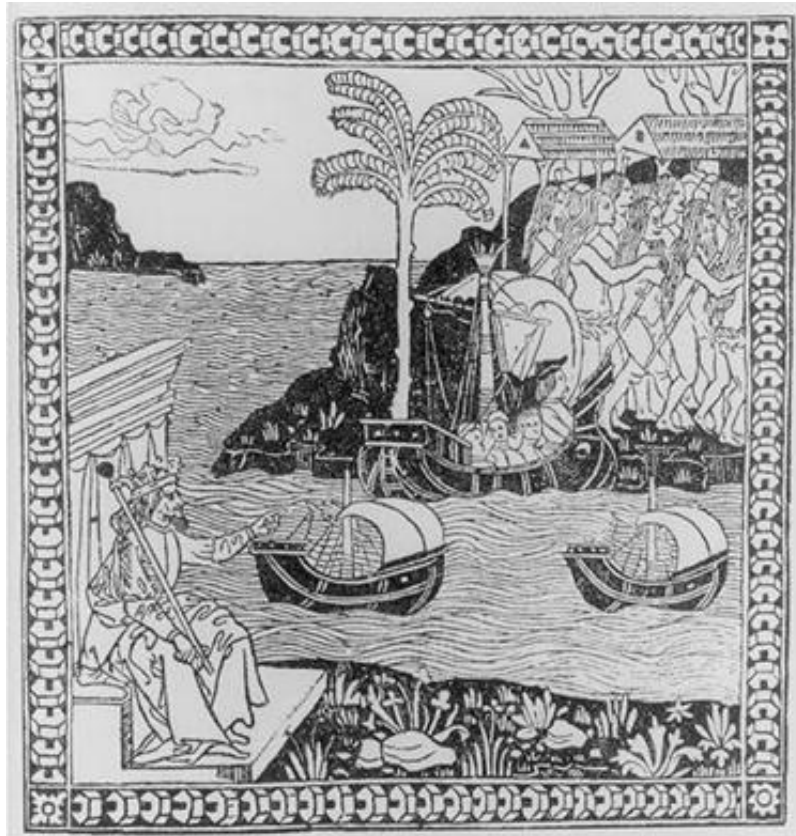
In 1453, trade with Asia suddenly stopped. The Turks, a people from the Ottoman Empire, captured the city of Constantinople and took control of the Middle East. This closed the trade routes between Europe and Asia. This change also motivated Europeans to find an all-water route to Asia. It was difficult - Until water routes to the Far East were discovered, the only way to get there was by a land route.”



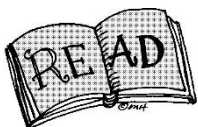
“The explorer Christopher Columbus made four trips across the Atlantic Ocean from Spain: in 1492, 1493, 1498 and 1502. He was determined to find a direct water route west from Europe to Asia, but he never did. Instead, he accidentally stumbled upon the Americas. Though he did not really “discover” the New World—millions of people already lived there—his journeys marked the beginning of centuries of trans-Atlantic conquest and colonization.”

-History.com Staff. "Christopher Columbus." *History.com*. A E Networks, 2009. Web. 9 Nov. 2016.





les Religieux de la Mercy de France, qui font un 4. Vœu de Racheter les Captifs, en cas de besoin de demeurer en leur place, ayant l'an 1662 rachetés en Alger environ 1000 esclaves, et la 1666 lui une redemption à Tunis et en l'année 1667 une autre en de



“To make a Christian out of a Barbarian is not the work of a day. . . . A great step is gained when one has learned to know those with whom he has to deal; has penetrated their thoughts; has adapted himself to their language, their customs, and their manner of living; and when necessary, has been a Barbarian with them, in order to win them over to Jesus Christ.” - A French Jesuit Missionary - 1642

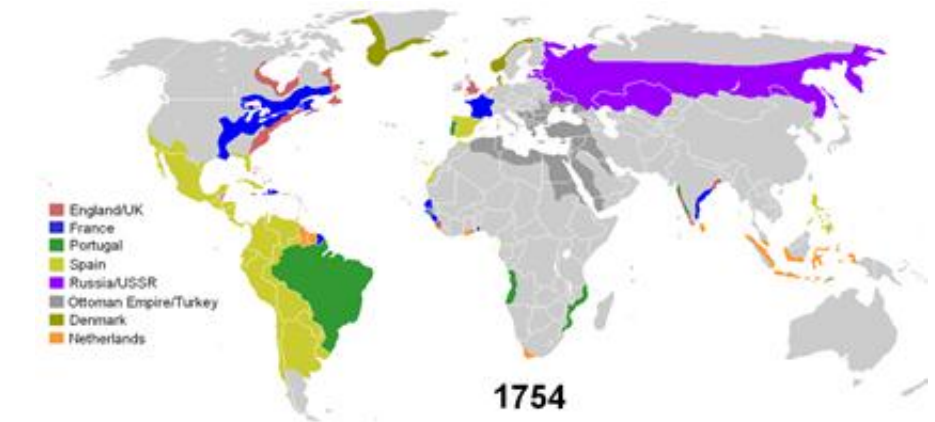
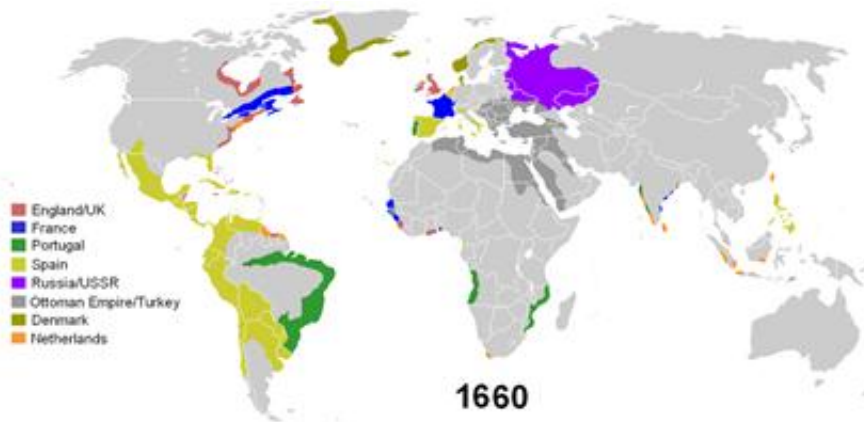
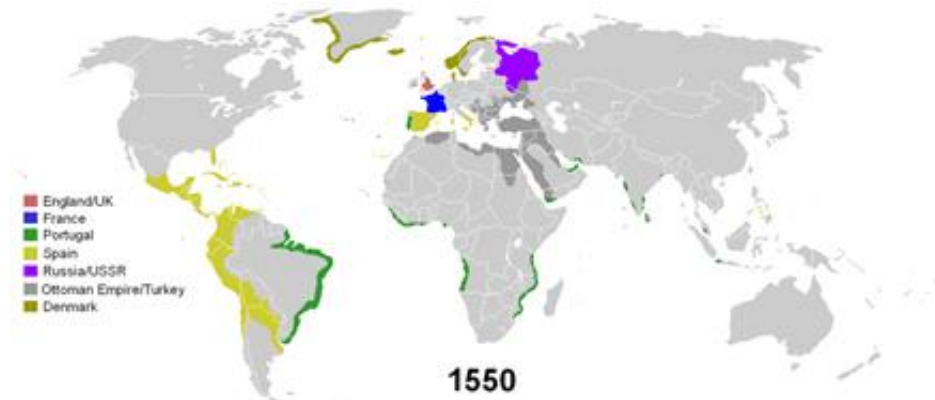
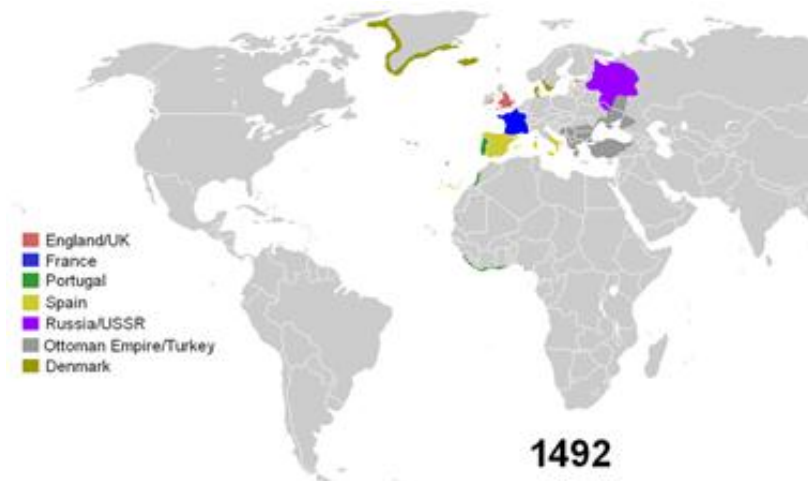


“I took possession of all of them for our most fortunate King by making public proclamation and unfurling his standard, no one making any resistance...”

--Christopher Columbus Reports on his First Voyage - 1493



Nationalism



Closing

What motivations would you have to explore the Americas? Explain your reasoning.

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Lesson 2:

Motivation For European Exploration (Day 2 of 3)

Opening

If you thought this is what the world looked like, and you were attempting to sail to China from Spain...*Which way would you go?*

Draw an arrow on the map in your workbook to show your route.

Remember: Think of this map as round!



Opening



European Explorers

Directions:

1. You will be broken into 6 groups.
2. Each group will be assigned a specific explorer.
3. Read about your explorer in order to:
 1. Determine his motivator(s)
 2. Draw and label the route of your explorer on the map in your workbook
 3. Shade the location of the colony/region claimed by your explorer's country.



Vocabulary

What is a **colony**?



Vocabulary

colony: an area of land that is controlled by another country; colonies are usually far away from the countries that rule them



European Explorer Groups

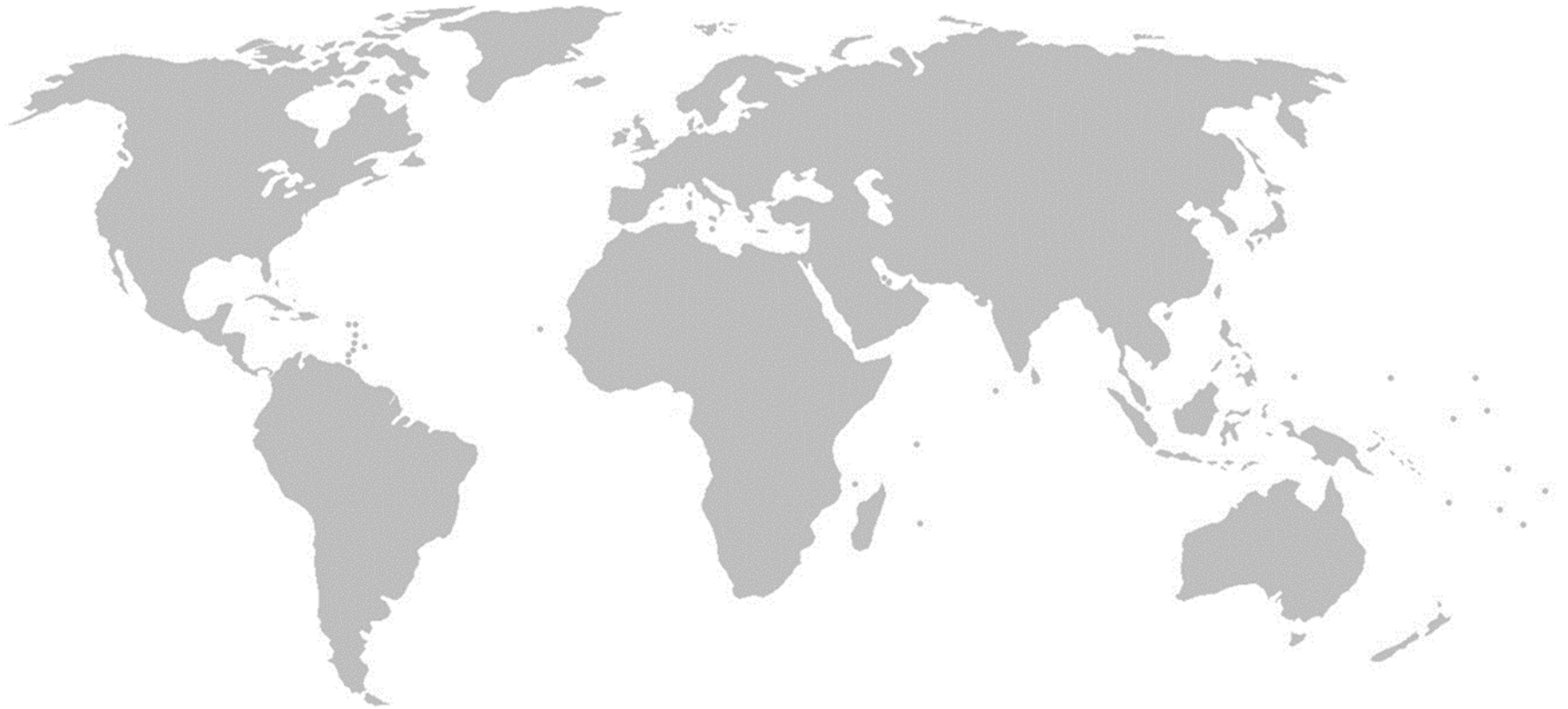
1. English – John Cabot,
Newfoundland/Northwest Passage
2. Dutch – Henry Hudson, Atlantic
Coast/Northeast Passage (Hudson River)
3. French – Jacques Cartier, Canada
4. Spanish – Christopher Columbus, Hispaniola &
Vasco Nunez de Balboa, Panama
5. Portuguese – Pedro Cabral, Brazil





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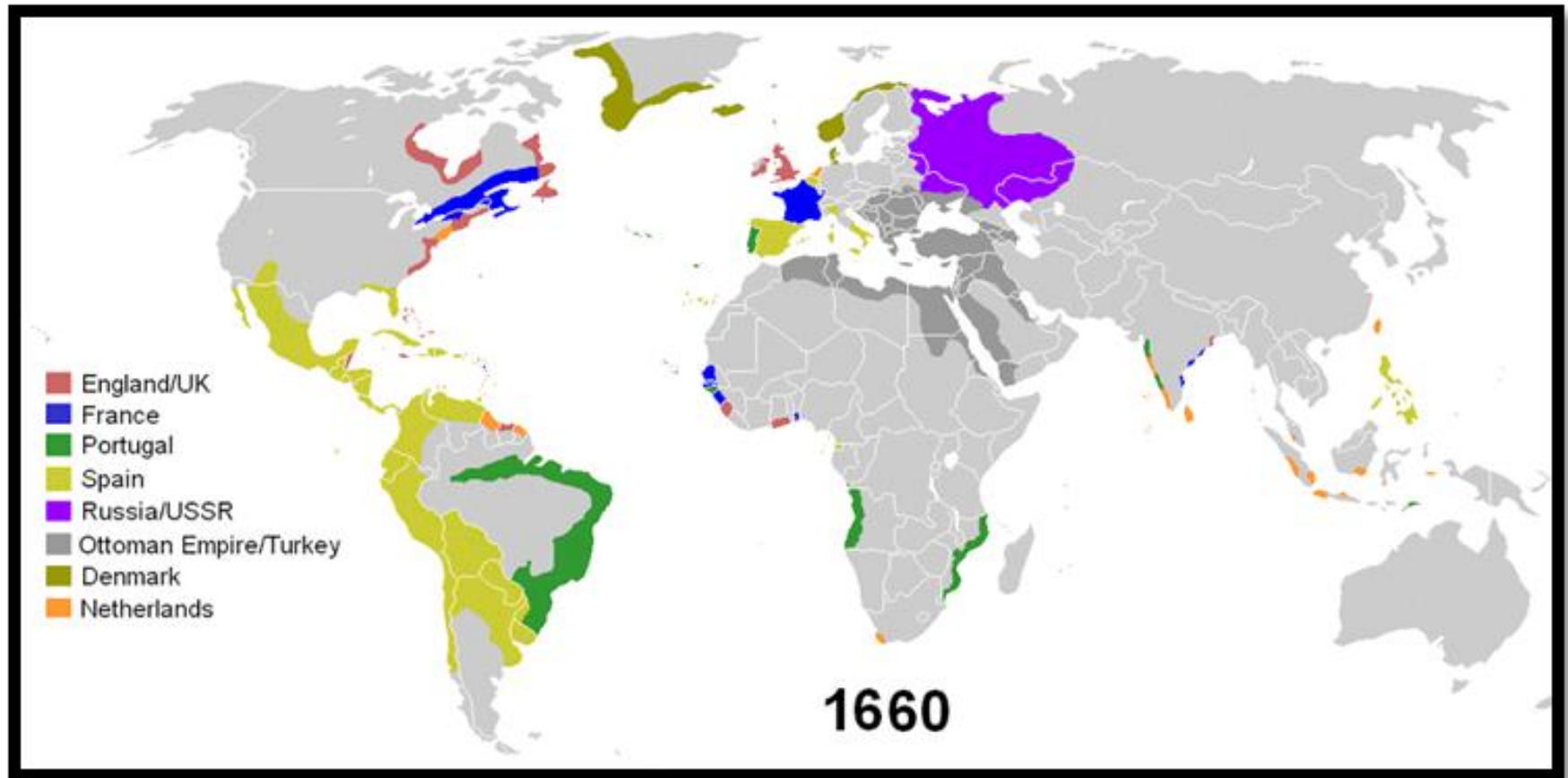


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European Settlement in America



1660



Exit Ticket

Compare the routes taken by the explorers with the land claims by 1660.

What do you notice about the locations and sizes of the regions/colonies claimed?

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Lesson 3:

Motivation For European Exploration (Day 3 of 3)

Opening

You have five to ten minutes to finish yesterday's lesson.

If you have **thoroughly** completed yesterday's graphic organizer and exit ticket, you should re-familiarize yourself with your explorer and locations.

Be sure that your graphic organizer is prepared to share with your peers.



Vocabulary Review

natural vegetation: the plants and other flora that make up the plant life in the region.

natural resources: materials or substances found in or on the land that occur in nature and can be useful to humans

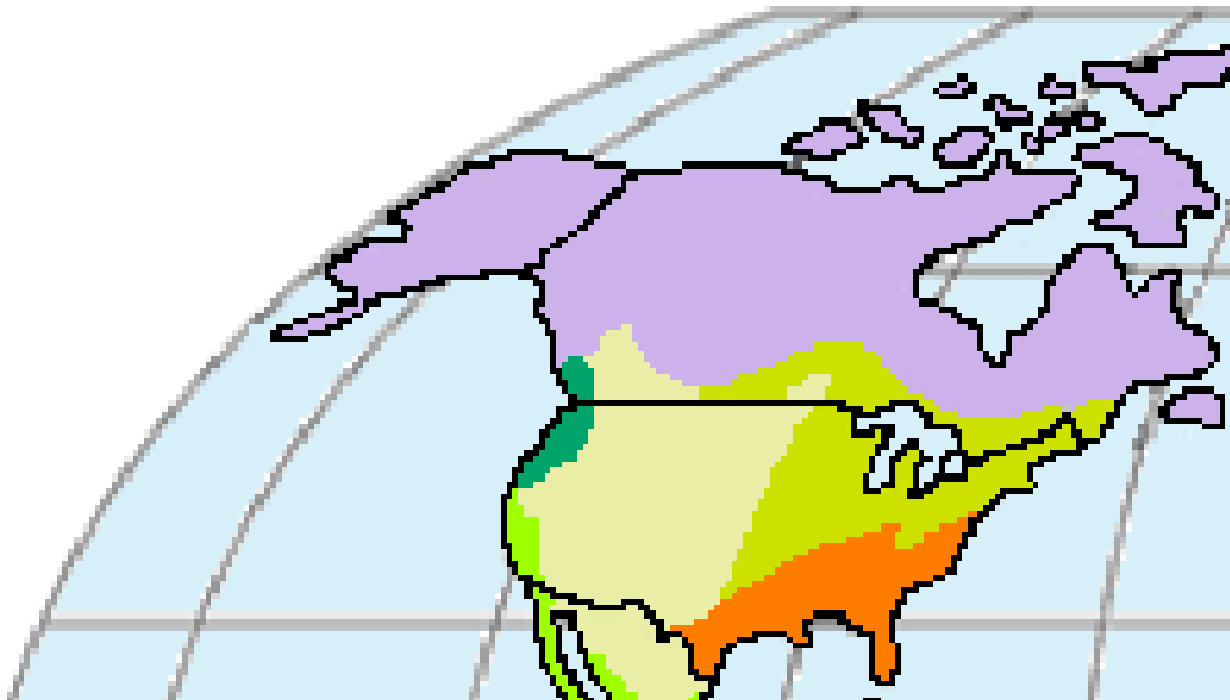
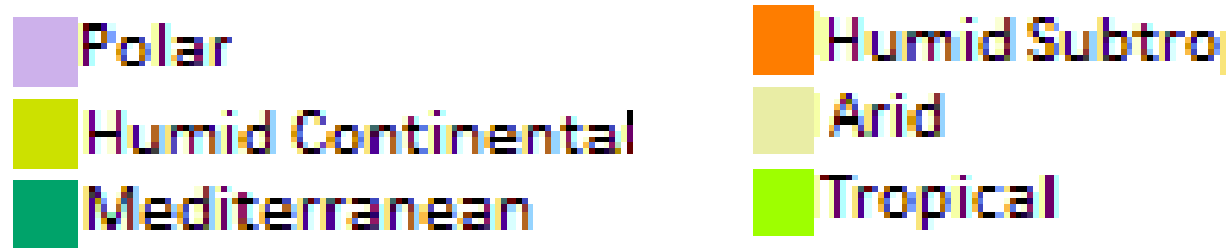


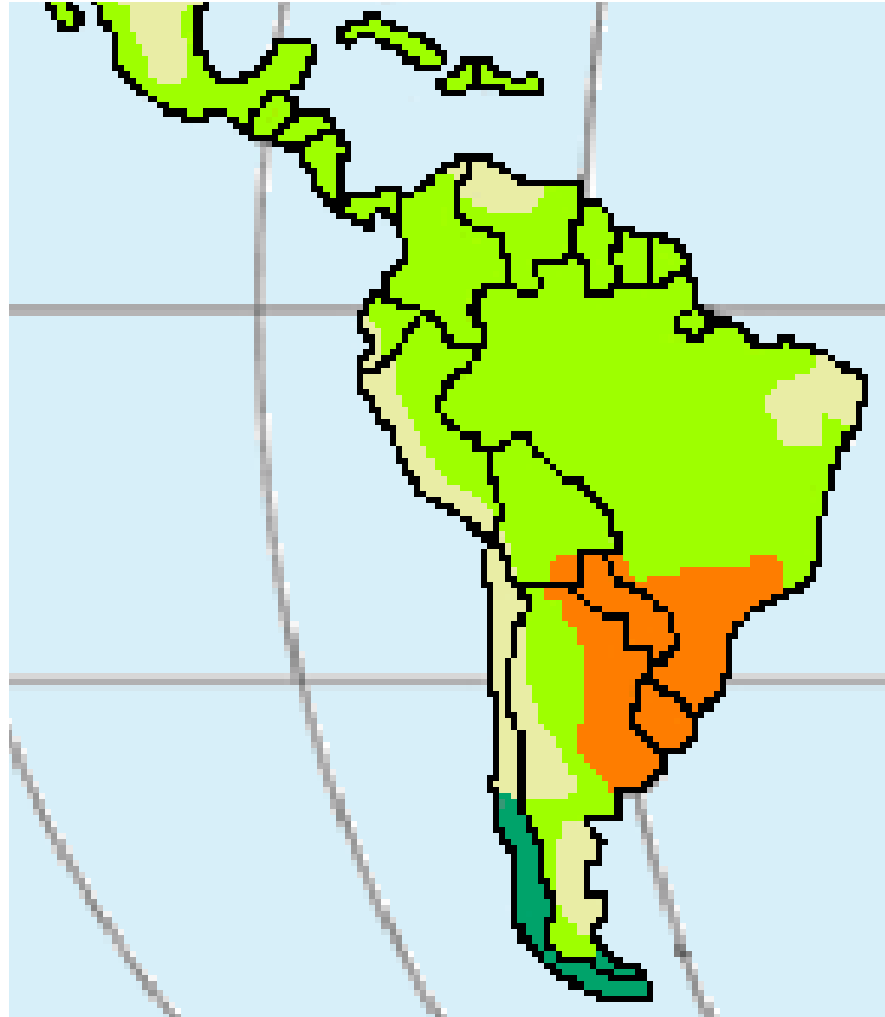
Region Analysis

1. Use your analysis of the regional maps to complete the note-catcher in your workbook. Bullet your ideas

Country's colony (location)	Climate	Natural Vegetation	Other Natural Resources









North American Resources 1700





North American Vegetation Patterns 1700





Central and South American Vegetation Patterns 1700



Region Analysis

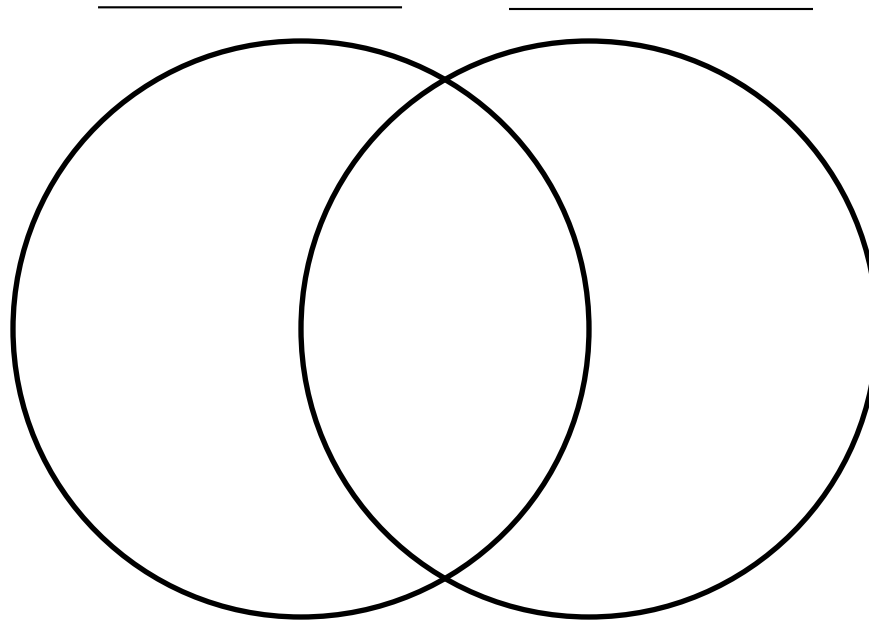
2. On the same world map in your workbook where you traced your explorer's route, add the route and claimed regions of your partner's explorer. *Be sure you use a different colored pencil today for your peer's explorer! Don't forget to label the route with the name of your partner.
3. Share the information you gathered in your chart about your country's region, climate, vegetation, and other natural resources.



Region Analysis

4. Use your chart and the information in your partner's chart to complete the venn diagram in your workbooks.

*Be sure to label your colony/region at the top on the left and your partner's colony/region at the top on the right.



Closing

In your workbook, answer the following questions:

- *What did the early European explorers value?*
- *How can we tell what the early European explorers valued through their explorations?*

Be sure to include evidence from previous lessons to support your answer.

How do interactions affect people?

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Lesson 4:

European and Native American Encounters and Interactions (Day 1 of 2)

Opening

[Political Cartoon 1](#)

[Political Cartoon 2](#)

What is being depicted in these political cartoons?

Who are the people involved and who they represent?



Vocabulary

What is **perception**?



Vocabulary

perception: understanding that is based on senses



Vocabulary

What is a **conquest**?



Vocabulary

conquest: something gained by conquering, such as land or riches



Activity — Learning Log

1. Read about and examine the passages of the two Native-European interactions your teacher has assigned your group.
2. Locate your specific boxes in the quadrant, and draw a sketch to show how each native group viewed the Europeans they interacted with. (any type of drawing is acceptable: political cartoon, visual representation, symbolism, etc.
3. Explain your drawing with a one to two sentence explanation below the image.



Activity – Learning Log

Iroquois and the Algonquin: Fur Trade	Taino: Columbus and Conquest
Explanation:	Explanation:
Inca: Pizarro and Conquest	Aztec: Cortez and Conquest
Explanation:	Explanation:



Closing

In your workbooks answer the following question:

Based on your readings, what perceptions did the Native Americans have of the European explorers?

Use information from your learning log to support your ideas.

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Lesson 5:

European and Native American Encounters and Interactions (Day 2 of 2)

Opening

Your town has been invaded by Martians! They are wearing tough looking space suits and seem to have technology unknown to Earth. They quickly begin to help themselves to the local resources, and create homes. More Martians arrive every few weeks and it is clear they are here to stay.



- *How do you think your new neighbors will affect your town?*
- *What are some pros and cons of living with Martians?*



Vocabulary

What are **demographics**?



Vocabulary

demographics- the characteristics of human populations, as shown by statistical analysis of their size, distribution, migration, density, etc.

This can include changes in:

- Race of the peoples and their treatment

- Diseases and mortality rates

- Animal population

- Technology (introduction of new materials)

- Languages



Activity

Why were there demographic changes in colonies of Latin America?



Activity

1. There are eight different stations set up around the room.
2. At each station you will examine pictures or read information on a particular demographic shift in Latin American colonies.
3. Record your findings in the appropriate column of your evidence log, starting with the source information for the resource you are looking at.
4. When it is time, rotate to the next station and continue to fill out your note-catcher. Continue to rotate until your teacher gives the signal to stop.



Activity

As you are completing today's activity think about these questions:

1. *Why were there demographic changes in colonies of Latin America?*
2. *Which demographic change do you feel was the most detrimental (worst) to the original demographic of Latin America?*
 - a. *Why?*



Activity

Source information (Document name, who said it, date, etc.)	Who was involved?	What was the demographic change(s)?	Why did this demographic(s) occur?



Exit Ticket

In your workbooks answer the writing prompt:

Think about the demographic changes you read about today.

Which change do you feel was the most detrimental to the original demographic of Latin America? Why?

Be sure to use your note-catcher from today's lesson.

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Lesson 6:

The Columbian Exchange

(Day 1 of 2)

Opening

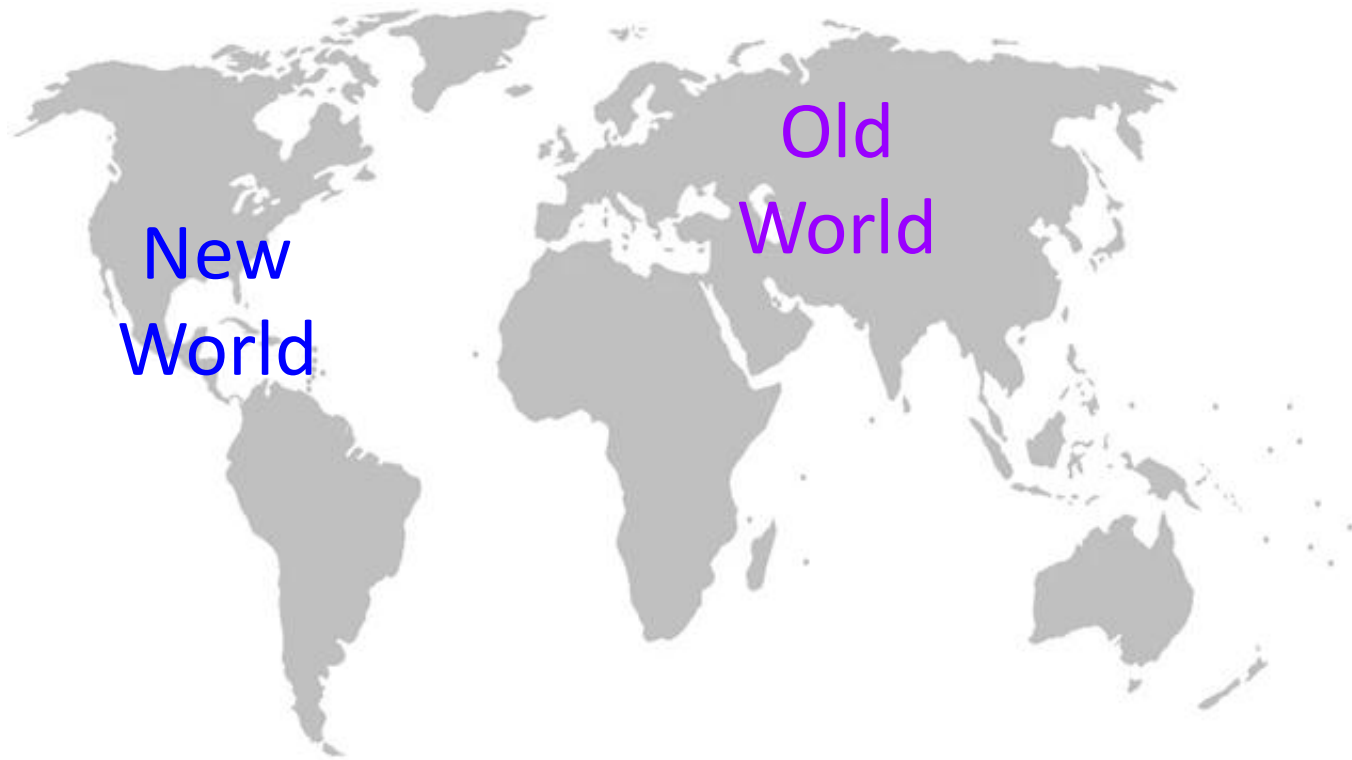
What did you have for breakfast?

Where did your breakfast originate (come) from?



Opening

Where did certain foods originate?



Opening

Potatoes Avocados Tobacco Turkeys
Tomatoes Strawberries Rubber Tree
Papayas Corn Peanuts Yams Beans
Parrots Pineapples Peppers

Old World

New World

Horses Cows Chickens Tea Lemons
Wheat Bananas Turnips Sheep Oranges
Honey Bees Peaches Olives Barley Oats
Pears

Vocabulary

What is an **exchange**?



Vocabulary

exchange: to give or receive one thing for another; trade; swap

What do you remember from the article we read yesterday about exchange between the natives and colonists?



Brainstorming

Examine the picture on the next slide and in your workbook jot down ideas of natural resources that originated in the New World inside the brainstorming bubble “What Do We Know Early Native Americans Had?”

You may list items not found in the pictures.

Use your knowledge from 4th grade to assist your thinking.

Brainstorming



Brainstorming

Compare your brainstorm with the “From New World” Columbian Exchange chart in your workbook.



Mapping the Columbian Exchange

1. Locate the table and map of the Columbian Exchange in your work books.
2. Choose at least three goods from each category and mark your choices.
 - a. Star, highlight, underline, circle, etc.
3. Map the exchange of goods by drawing two arrows to show the flow of goods from the Old World to New World and from the New World to the Old World.
 - a. Be sure to also correctly label the origin of goods.
 - b. You may create a list, draw images/ symbols, or a combination of the two.
 - c. Think about the map from the opening activity.

Share with a partner when you are done.



Opening

*Grains:

Wheat,
Rice,
Barley,
Oats

New World

***Diseases:** Smallpox,
Influenza, Typhus,
Measles, Malaria,
Diphtheria, Whooping
Cough

*Livestock:

Cattle,
Sheep, Pigs,
Horses

Squash, Pumpkins, Turkeys,
Peanuts, Potatoes, Tomatoes,
Corn, Sweet Potatoes,
Peppers, Tobacco, Pineapples,
Cacao, Beans, & Vanilla

**Old
World**

Citrus Fruits, Grapes,
Bananas, Sugar Cane,
Honey Bees, Onions,
Olives, Turnips, Coffee
Beans, Peaches, Pears,
Grains*, Livestock*,
Diseases*



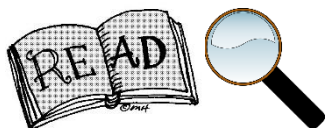
Closing

The world during and after the Columbian Exchange:

“We are world-travelers, trekkers of deserts and crossers of oceans... Humans have in the very last tick of time reversed [undone] the ancient trend of geographical biodiversification” [lifeforms only found in a specific area.]

~ Hondius, 1607

What is the author claiming? Do you agree or disagree?



Exit Ticket

How has the Columbian Exchange affected people around the world?

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Lesson 7:

The Columbian Exchange

(Day 2 of 2)

Opening

Think-Pair-Share:

What is this table showing you?

What conclusions can you draw from the information in this table?



World's Most Popular Foods

2012

Rank	Commodity	Production (metric tonnes, 1000 kg)
1	Sugar cane	1,842,266,284
2	Maize	872,791,597
3	Rice, paddy	738,187,642
4	Wheat	671,496,872
5	Milk, whole fresh cow	625,753,801
6	Potatoes	365,365,367
7	Vegetables, fresh	269,852,343
8	Sugar beet	269,825,230
9	Cassava	269,125,963
10	Soybean	241,142,197

Rank	Commodity	Production (metric tonnes, 1000 kg)
11	Tomatoes	161,793,834
12	Barley	133,506,664
13	Meat indigenous, pig	108,506,790
14	Sweet potatoes	108,004,174
15	Watermelons	105,372,341
16	Bananas	101,992,743
17	Milk, whole fresh buffalo	97,417,135
18	Meat, indigenous chicken	92,730,419
19	Onions, dry	82,851,732
20	Apple	76,378,738

Effects of the Columbian Exchange: The Americas

Directions:

1. You will be divided between 8 stations.

1. At your first station your group will:

Read the text to determine one effect of the Columbian Exchange

Write the effect you found in the table in your workbook next to the station number. Be sure to write in the column labeled: Effect (My original thinking).



Effects of the Columbian Exchange: The Americas

Station Number	Effect (My Original Thinking)	Effect (My Revised Thinking, if necessary)
1		
2		



Effects of the Columbian Exchange: The Americas

Directions:

3. Next, write two details taken directly from the reading onto a clue card at your table to help a peer understand the effect that this reading is explaining.

The details should help lead your peers to determine the effect without being told what the effect is.



Effects of the Columbian Exchange: The Americas

When your teacher signals you, rotate to the next station.

Read the passage to determine a new effect of the Columbian Exchange

Write the effect in your workbook for the corresponding station number.



Effects of the Columbian Exchange: The Americas

Station Number	Effect (My Original Thinking)	Effect (My Revised Thinking, if necessary)
1		
2		



Effects of the Columbian Exchange: The Americas

Share your thinking of the effects of Columbian Exchange with the class

Revise your thinking in the third column of the note-catcher



Effects of the Columbian Exchange: The Americas

Station Number	Effect (My Original Thinking)	Effect (My Revised Thinking, if necessary)
1		
2		



Closing

Was the Columbian Exchange positive or negative for people in the Americas?

Support your opinion with a brief explanation with evidence from your chart.



What factors should guide economic decision making?

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Lesson 8:

Trans-Atlantic Slave Trade

(Day 1 of 3)

Opening



Recall the world's most popular foods list from lesson 7.

Which food was number 1?



Opening

Rank	Commodity	Production (metric tons, 100kg)
1	Sugar Cane	1,842,266,284

How did it get so popular?



Sugar

Where did sugarcane originate?

In the Old World or the New World?



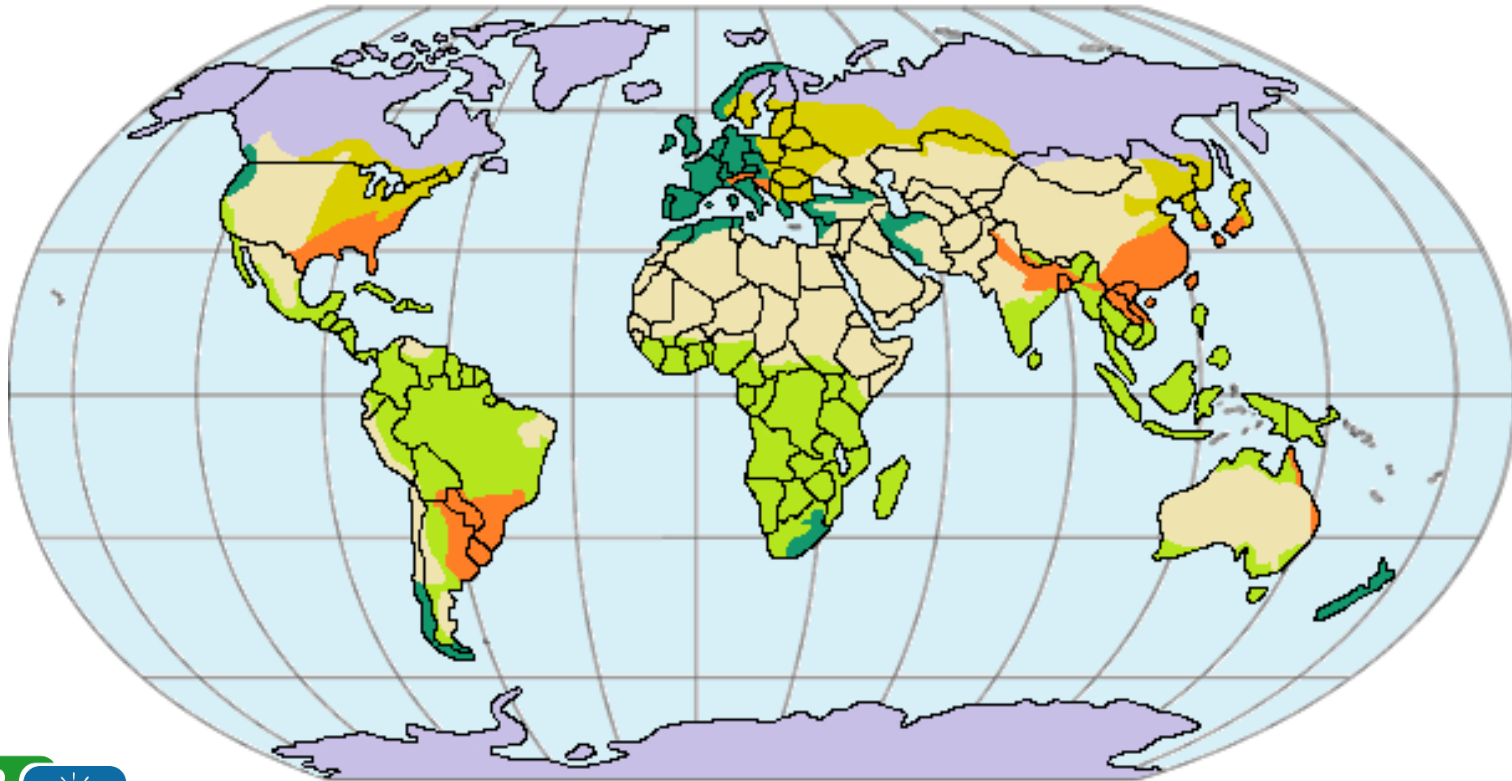
Sugar

Where did sugarcane originate?



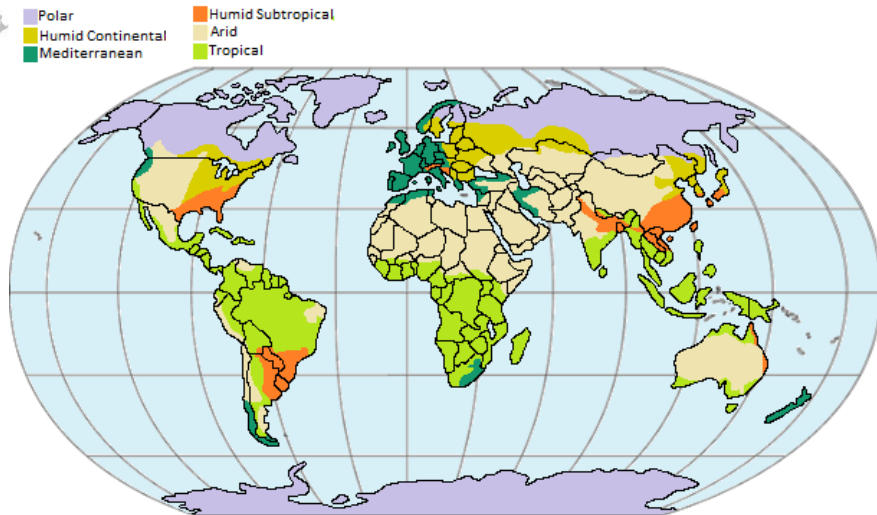
Sugar

What conditions/climate does sugarcane need to thrive (grow well)?



Opening

Shade where you think sugarcane would grow the best around the world.



Sugar — Share Out



Cane Growing Areas



Sugar

How did sugar become so common for people around the world?



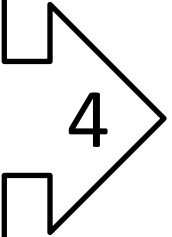
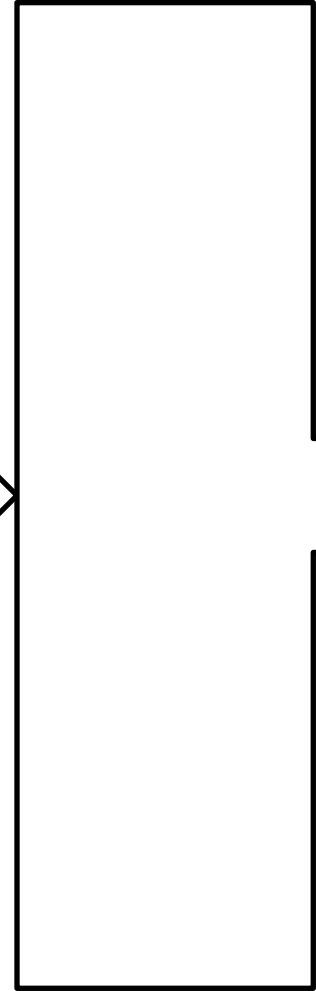
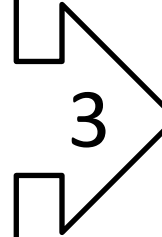
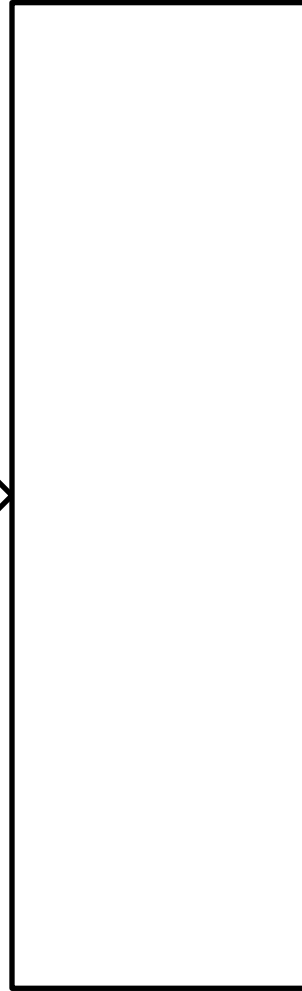
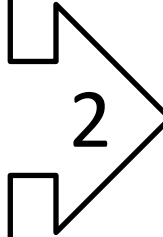
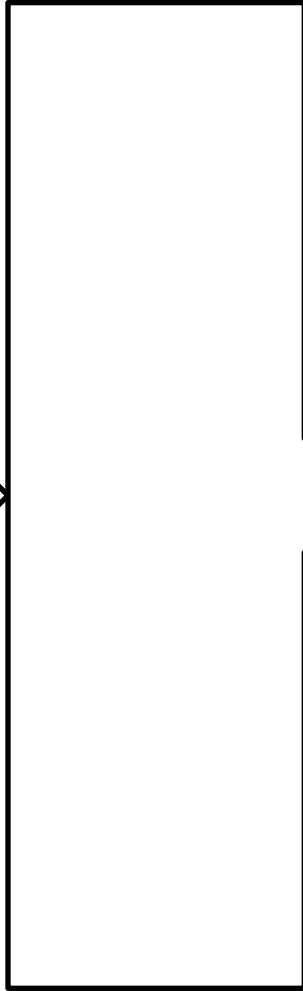
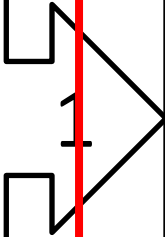
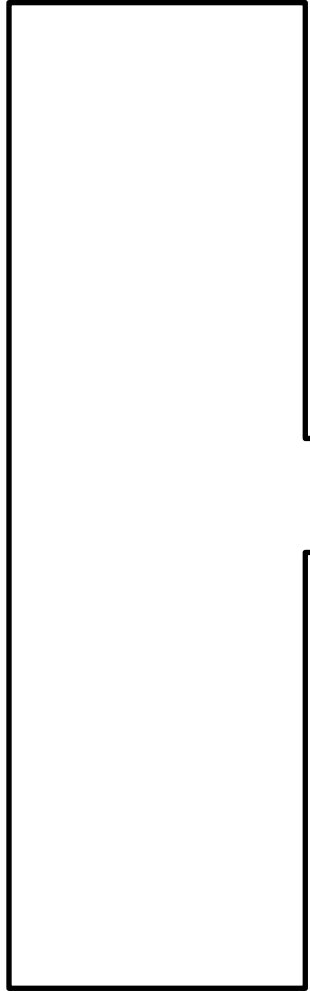
Sugar

Directions:

1. You will read 4 different sources to help you figure out the chain of events that led to sugar becoming so common for people around the world.
2. After reading each source, you will write down the **most important idea** from that source that caused sugar to become more common and accessible to more people.
3. We will analyze the first source and complete box 1 together for a model.



Sugar - Model



Vocabulary

What is **supply**?



Vocabulary

supply: the total amount that you have available of a product



Vocabulary

What is **demand**?



Vocabulary

demand: the number of people who want a certain product



Supply and Demand

If sugar production is high, what does that do to the number of people who can buy it?

If more people can buy sugar, what would that do to the price of sugar?

If demand for sugar is high, what does that do to the production of sugar?



Vocabulary

What is a **plantation**?



Vocabulary

plantation: a large farm, especially in a tropical or subtropical area



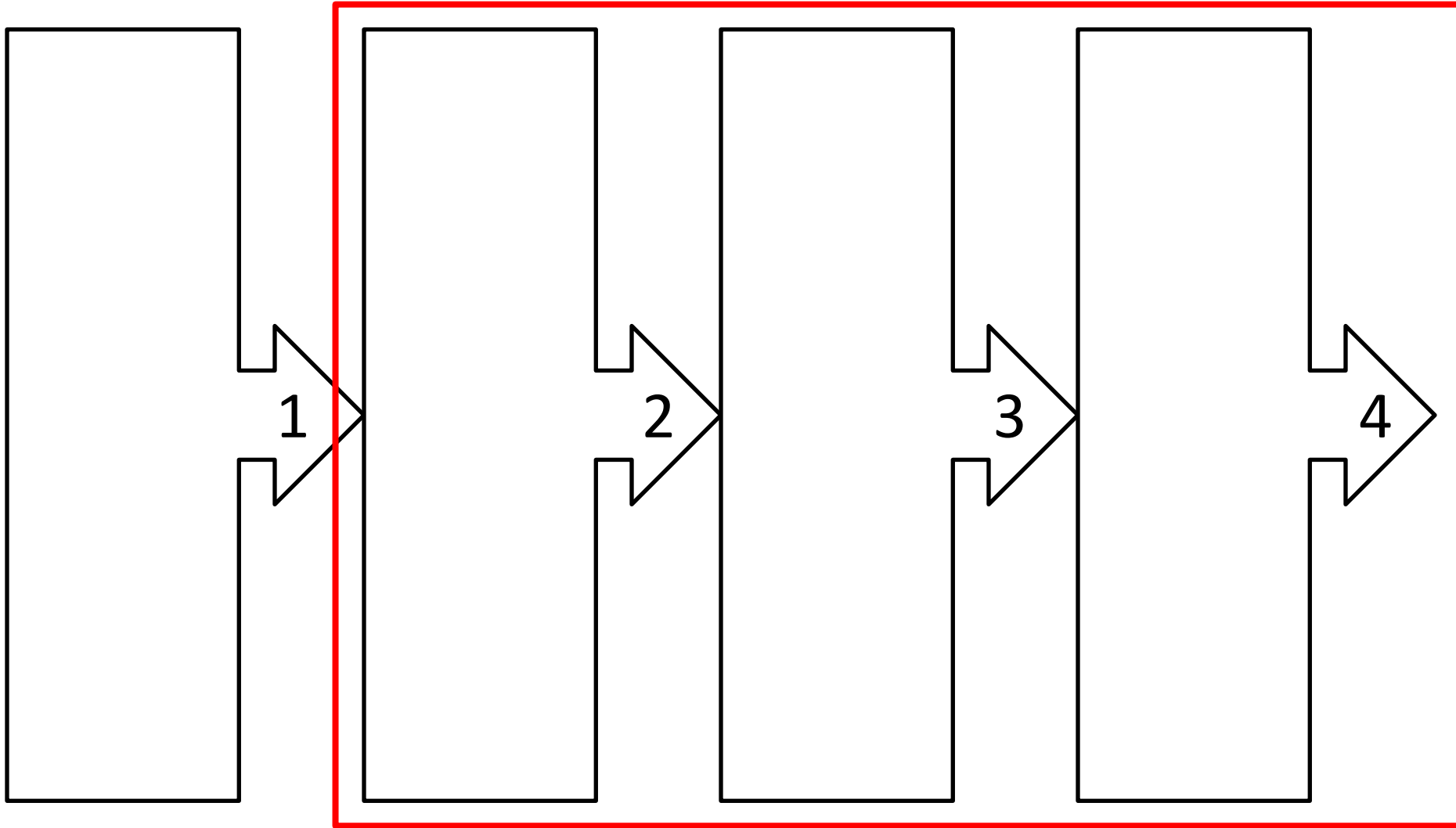
Sugar

Directions:

1. You will read the remaining 3 sources to help you figure out the chain of events that led to sugar becoming so common for people around the world.
2. After reading each source, you will write down the **most important idea** from that source that caused sugar to become more common and accessible to more people.



Sugar - Model



Exit Ticket

How did sugar become so common for people around the world? Use evidence from the passages and your note-catcher to explain.



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What was it like to be a captive African being transported on the Middle Passage?

Lesson 9:

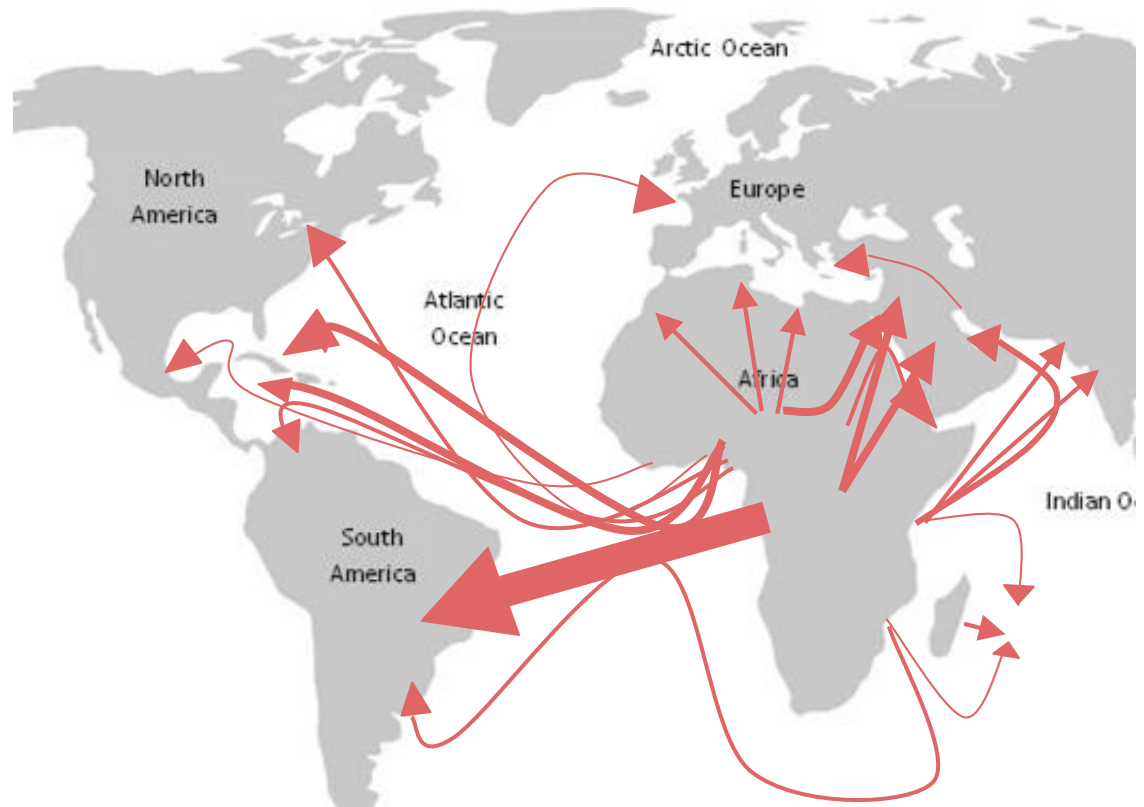
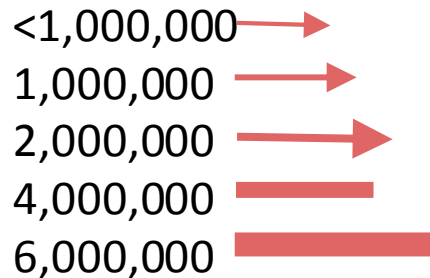
Trans-Atlantic Slave Trade

(Day 2 of 3)

Opening

Why are the majority of slaves being sent to Brazil and the Caribbean?

Number Of Slaves:



Vocabulary

What does it mean to **transport**?



Vocabulary

transport: to carry from one place to another



Vocabulary

What does it mean to be **coerced**?



Vocabulary

coerced: to persuade or pressure a person to do something by using threats or intimidation



Cause and Effect

Directions:

1. In your workbooks read the excerpts on a chain of events in history that lead to the need for African Slaves.
2. Answer the questions following each excerpt.
3. Completing the cause and effect chart by using events from the excerpts to answer the opening question.

Why are the majority of slaves being sent to Brazil and the Caribbean?



Cause and Effect

First,	Then,	As a result...



Exit Ticket

Why are the majority of slaves being sent to Brazil and the Caribbean? Provide evidence from the passages and note-catcher.

How should people be treated?

What motivated Europeans to explore the Americas?

How can we tell what the early European explorers valued through their explorations?

What perceptions did the Native Americans have of European explorers?

Why were there demographic changes in colonies of Latin America?

How has the Columbian Exchange affected people around the world?

How has the Columbian Exchange affected people in the Americas?

How did sugar become so common for people around the world?

Why are the majority of slaves being sent to Brazil and the Caribbean?

What was it like to be a captive African being transported on the Middle Passage?

Lesson 10:

Trans-Atlantic Slave Trade

(Day 3 of 3)

Opening

You are all on a school bus. It is crowded, hot and you're not allowed to get up or off the bus without permission.

To make matters worse, the bus driver announces that the bus trip is going to take about three months!



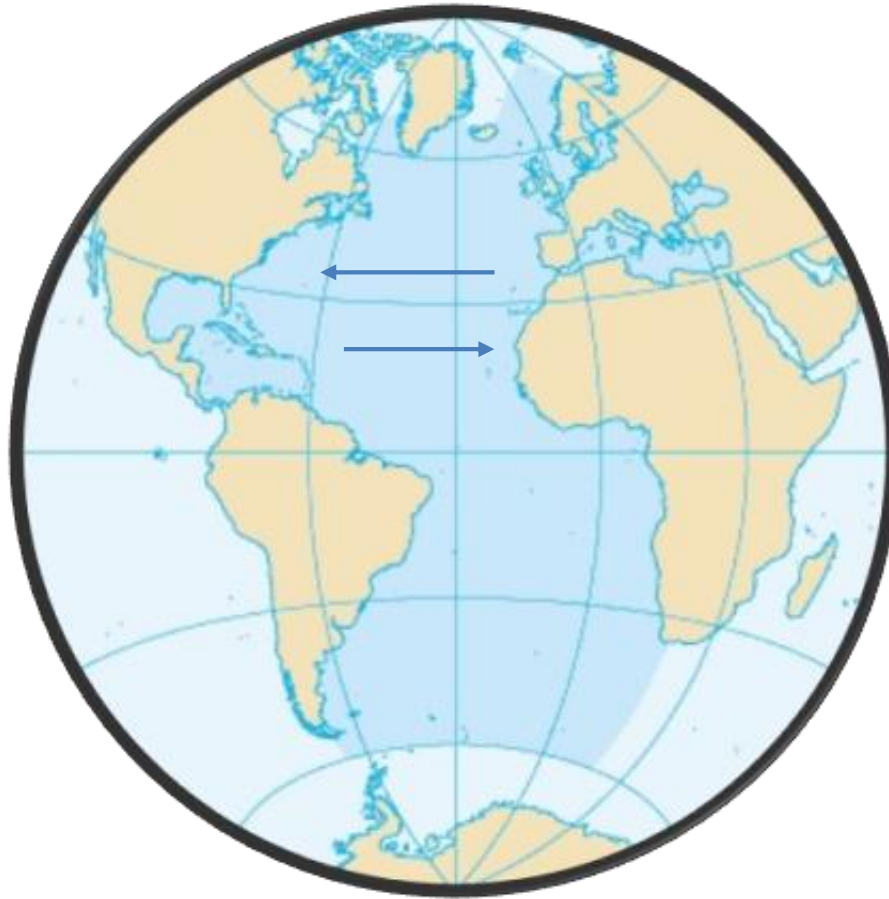
Opening

*What questions come to mind
when you think about this
scenario?*



Vocabulary

What does **transatlantic** mean?



Vocabulary

transatlantic: (the prefix *trans* means across) going or reaching across the Atlantic Ocean



The Middle Passage

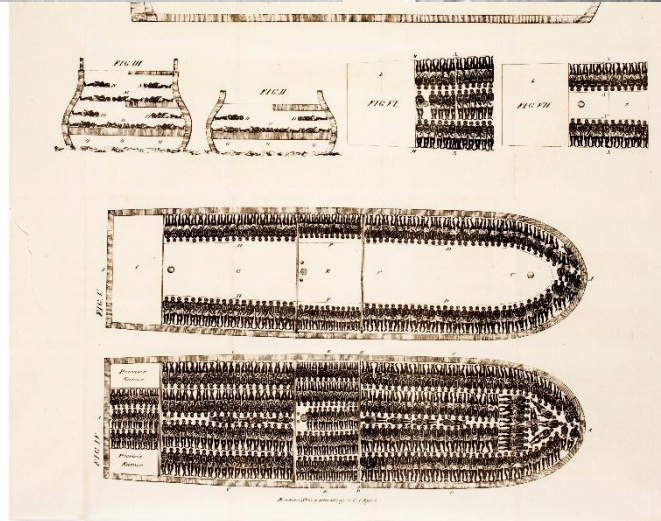
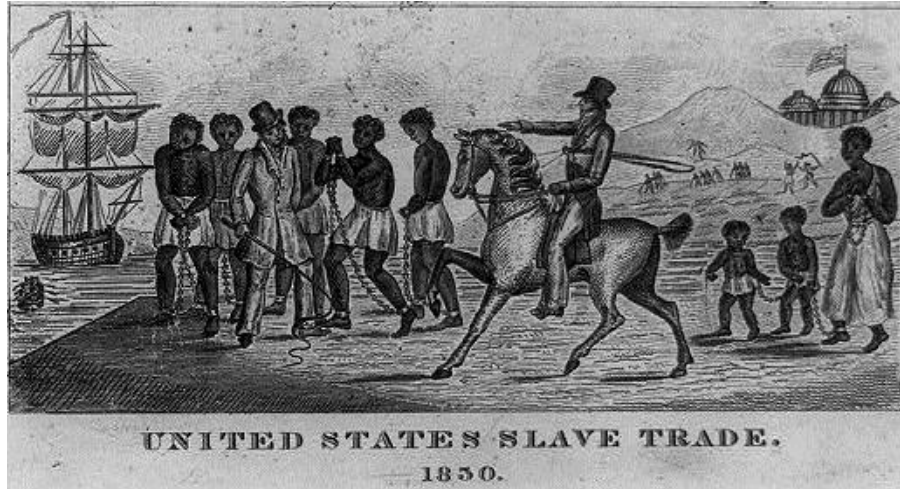
What was the Middle Passage?

The Atlantic Slave Trade



Middle Passage

Olaudah Equiano



Middle Passage

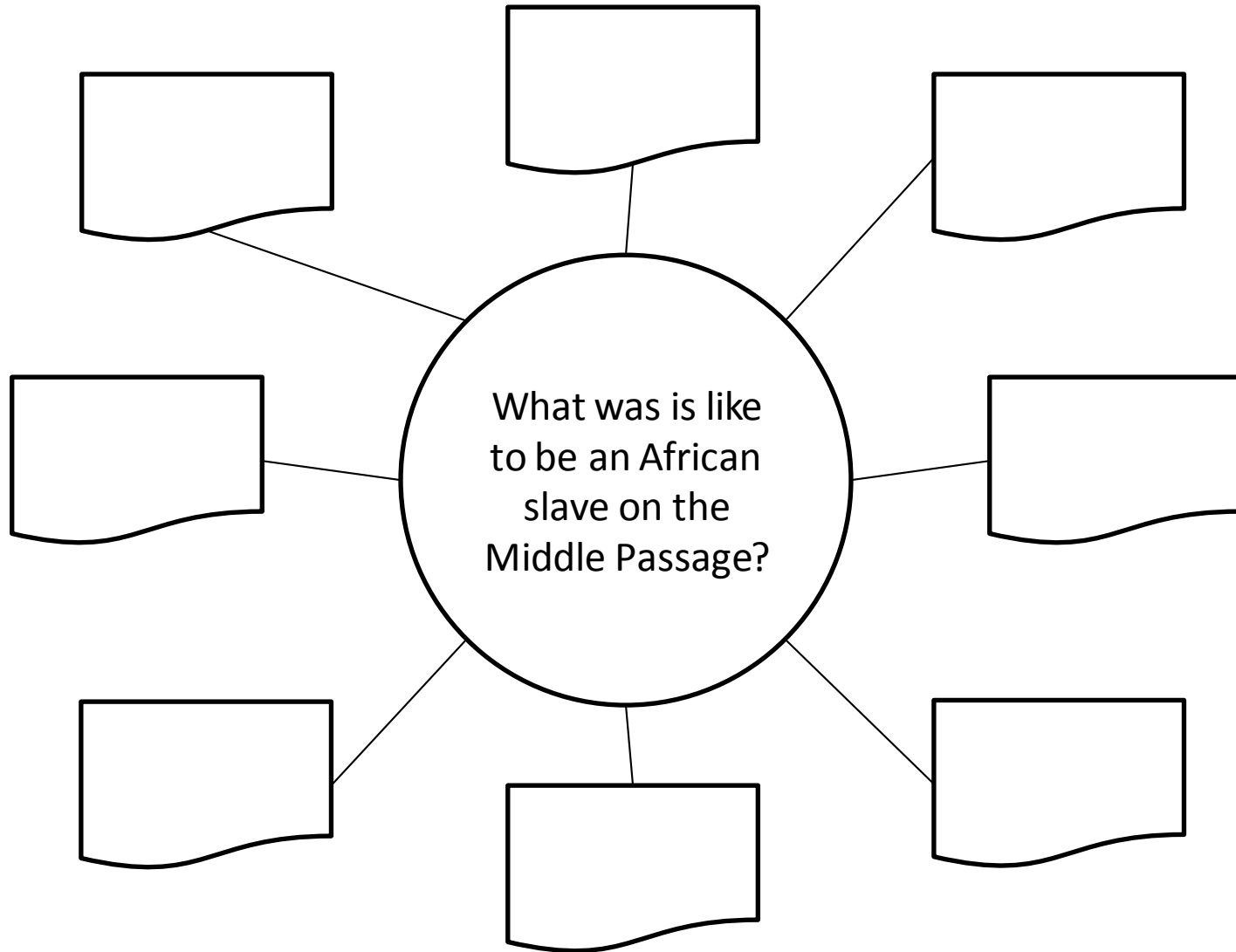
Directions:

1. Now that you have a better understanding of the Middle Passage from the video, read through the other resources in your workbook.
2. Complete the mental map focusing on the question:

“What was it like to be an African Slave on the Middle Passage?”



Middle Passage



Exit Ticket

What was it like to be a captive African being transported on the Middle Passage? Provide evidence from the video and the passages in your response.

Lesson 11:

Review

Opening

What is a Reader's Theater?



Reader's Theater

Read through and practice the Exploring and New Land Reader's Theater.



Reader's Theater

Answer the questions in your workbook based on the Exploring and New Land Reader's Theater.



Exit Ticket

Study for the assessment!