

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.1

Use with Chapter 1

### Letter to Family

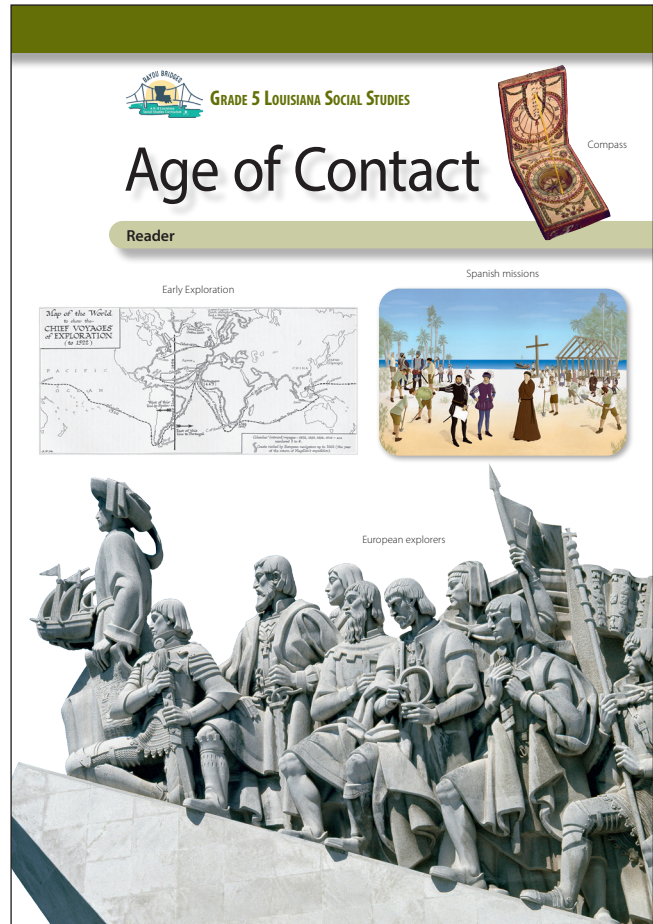
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about European exploration and conquest of the Americas, from voyages of exploration to the establishment of colonies.

In this unit, students will study the reasons for and consequences of European exploration and colonization. They will read about European conquest of Indigenous civilizations, enslavement of Indigenous peoples, and the use of the mission system to spread Christianity. They will also learn about the Columbian Exchange and the transatlantic slave trade.

As part of their study of the slave trade, students will learn about the treatment of enslaved Africans during the Middle Passage and on plantations in the Americas. This information is presented in a factual, age-appropriate way.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its purpose, message, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**

Name \_\_\_\_\_ Date \_\_\_\_\_

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Name \_\_\_\_\_

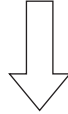
Date \_\_\_\_\_

**Activity Page 1.3**

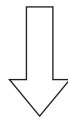
**Use with Performance Task**

**Claims and Evidence**

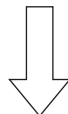
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

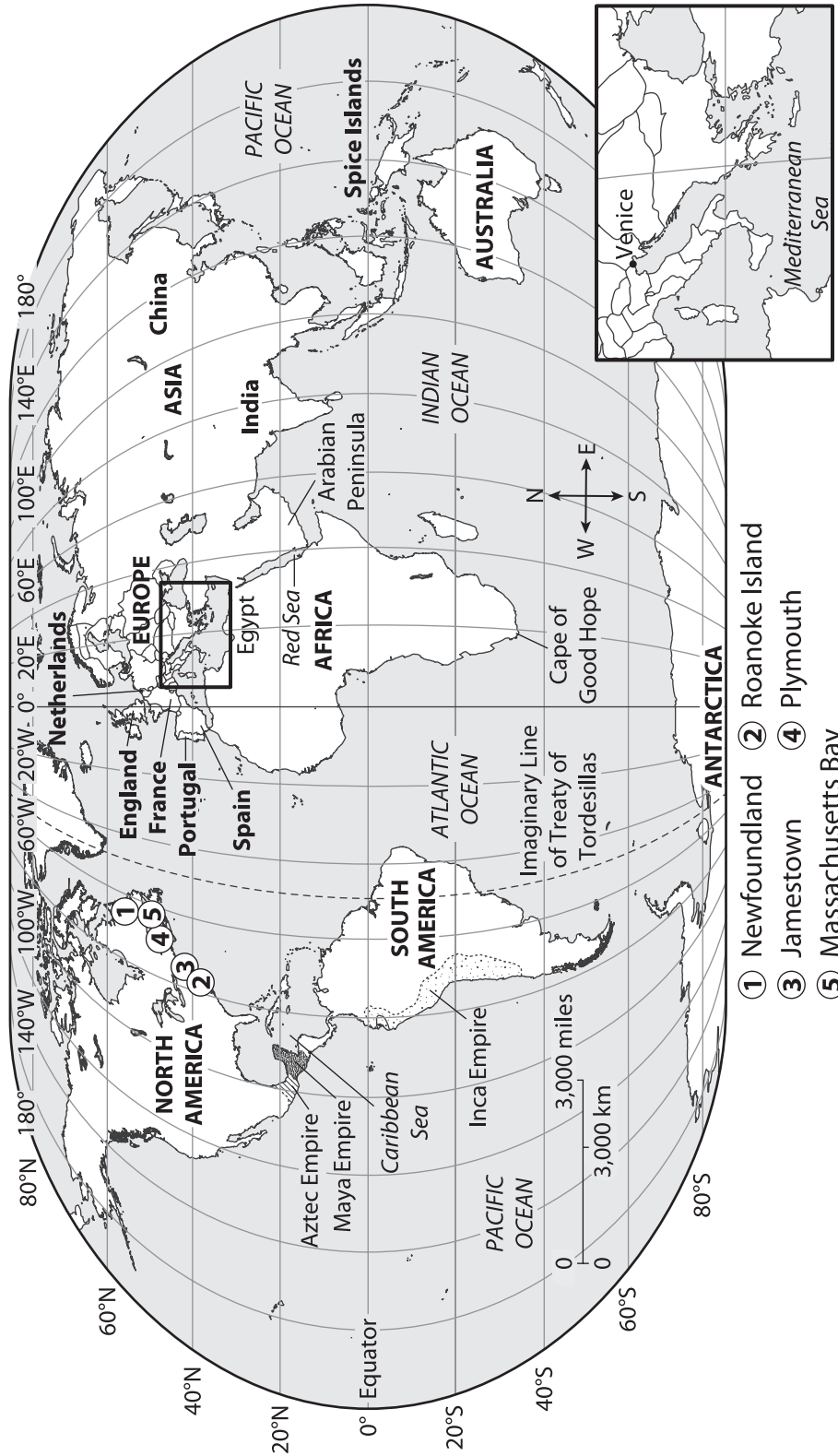
Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 1.4

Use with Chapters 1–3

## The World in 1500



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5**

**Use with Chapter 1**

**Domain Vocabulary: Chapter 1**

**Use the words in the word bank to complete each sentence.**

mercantilism	navigation	astrolabe	compass	caravel
hull	validate	colonization	mutiny	circumnavigate

1. It takes a long time to \_\_\_\_\_ the globe.
2. Your teacher must \_\_\_\_\_ your homework when you turn it in.
3. A(n) \_\_\_\_\_ uses a magnet to tell direction.
4. If sailors did not like their captain, they could \_\_\_\_\_.
5. A ship's \_\_\_\_\_ must be strong to keep water out.
6. Sailors used a(n) \_\_\_\_\_ to figure out the position of their ship.
7. European \_\_\_\_\_ of the Americas led to conflict with the people already living there.
8. The new \_\_\_\_\_ was faster than ships had been before.
9. An important skill for any sailor is \_\_\_\_\_.
10. Many European countries worked under the economic concept of \_\_\_\_\_.

Name \_\_\_\_\_

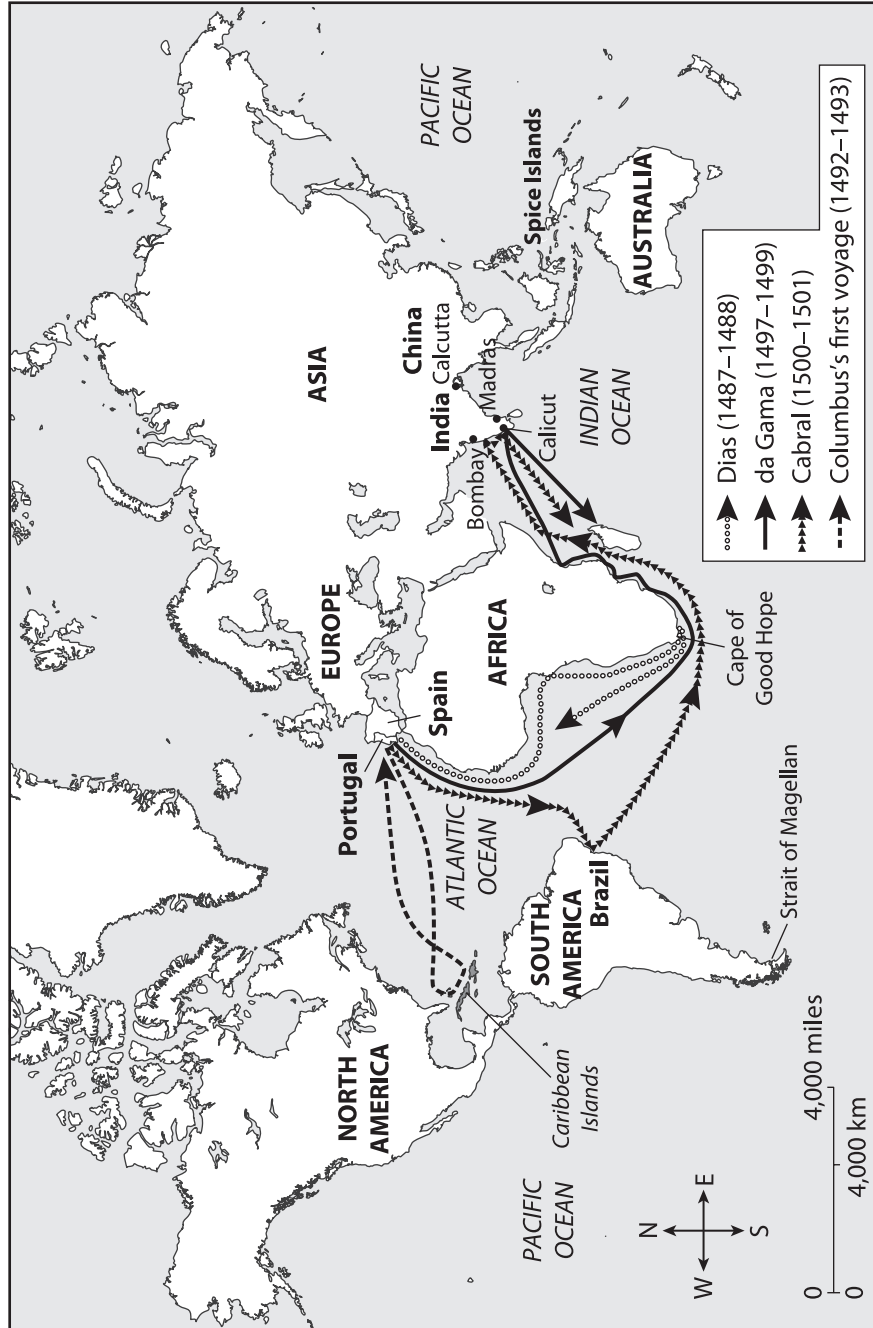
Date \_\_\_\_\_

### Activity Page 1.6

Use with Chapter 1

## Early Portuguese and Spanish Exploration

Study the map. Use it to answer the questions that follow.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.6 (continued)**

**Use with Chapter 1**

1. Which explorers sailed to or around the Cape of Good Hope?

\_\_\_\_\_

2. Which explorers reached the Americas?

\_\_\_\_\_

3. Which explorer sailed farthest west?

\_\_\_\_\_

4. Which explorer made the longest journey?

\_\_\_\_\_

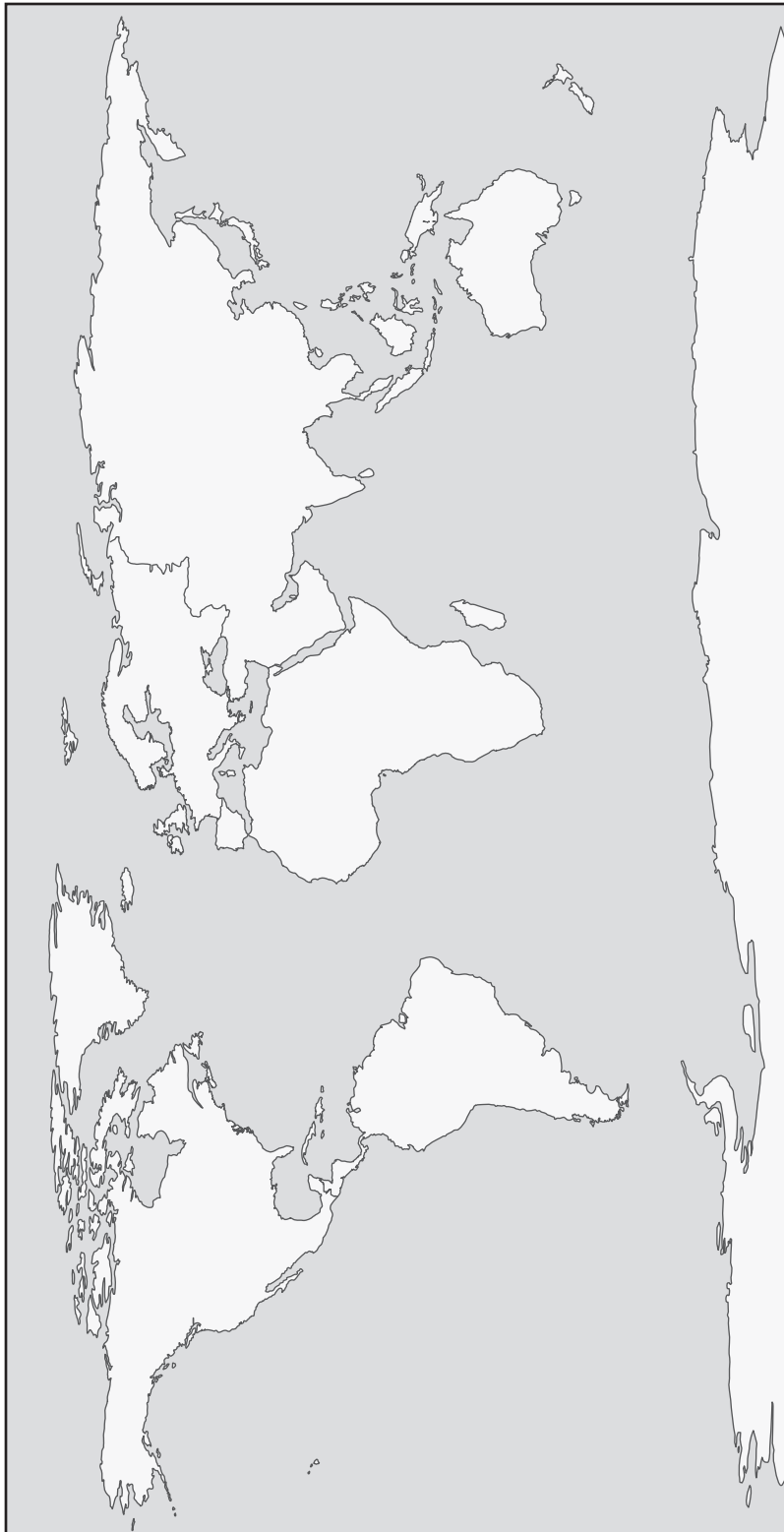
Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.7**

**Use with Chapter 1**

**Routes of the Explorers**



Name \_\_\_\_\_

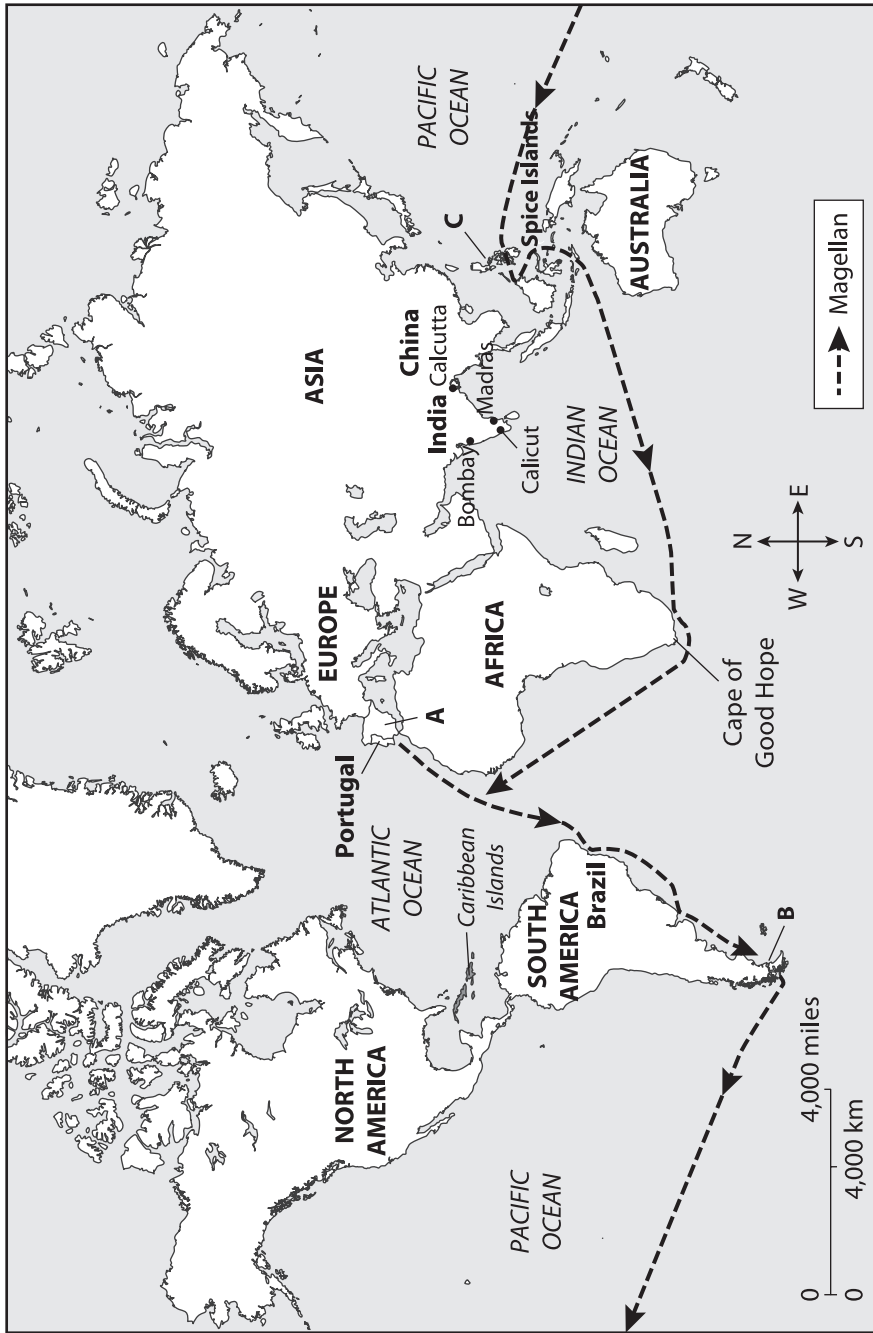
Date \_\_\_\_\_

### Activity Page 1.8

Use with Chapter 1

## Magellan's Voyage

Study the map. Use it to answer the questions that follow.





Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.8 (continued)**

**Use with Chapter 1**

1. Which letter on the map represents the strait Magellan passed through?

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2. Which letter on the map shows where Magellan's crew took over the expedition?

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3. What is the approximate distance that Magellan traveled between the Cape of Good Hope and the tip of South America?

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4. After Magellan's fleet passed south of South America, which direction did they travel?

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5. Which letter on the map represents the final destination of the voyage?

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 3.1

### Use with Chapter 3

### Domain Vocabulary: Chapters 2–3

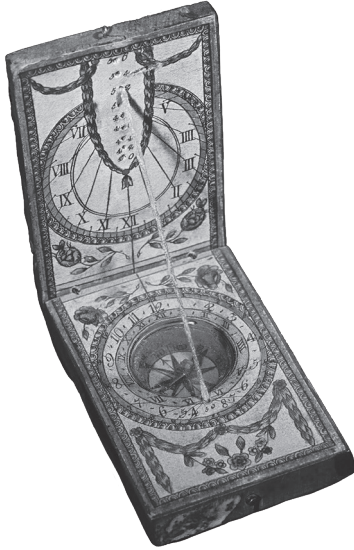
For each word, write the letter of the definition.

- |       |                        |  |
|-------|------------------------|--|
| _____ | 1. conquistador        | a) a system in which Spain offered grants of land and enslaved people to reward conquerors   |
| _____ | 2. mission             | b) providing benefits without costing much money   |
| _____ | 3. encomienda          | c) a person who owes an employer a certain amount of work for a certain amount of time in exchange for some benefit                          |
| _____ | 4. joint-stock company | d) goods transported by a ship, plane, or truck  |
| _____ | 5. plantation          | e) the Spanish word for conqueror  |
| _____ | 6. cost-effective      | f) to send goods to sell in another country  |
| _____ | 7. inhumane            | g) someone who supervises workers to make sure a job is done properly  |
| _____ | 8. cargo               | h) a large farm where one or more crops were grown by a large number of laborers; these crops were sold for a profit by the plantation owner |
| _____ | 9. chattel             | i) cruel, lacking mercy  |
| _____ | 10. export             | j) a company that raises money by selling shares, or interest in the company, in the form of stock   |
| _____ | 11. indentured servant | k) the act of preparing ground for growing crops   |
| _____ | 12. cultivation        | l) a settlement built for the purpose of converting Native Americans to Christianity and expanding territory                                 |
| _____ | 13. overseer           | m) personal property   |

## Assessment: Chapter 1—European Exploration

A. On your own paper, write the letter that provides the best answer.

1. Use the image to answer the question.



How was this object used? (5.2, 5.2.a, 5.14.a)

- a) It was used to determine direction with a magnetic pointer.
  - b) It was used to predict weather conditions by measuring air pressure.
  - c) It was used to determine position by measuring the sun, moon, and stars.
  - d) It was used to determine speed by measuring the distance between knots in a rope.
2. Why was Prince Henry of Portugal called Henry the Navigator? (5.14.a, 5.14.c)
- a) He invented the astrolabe and the compass.
  - b) He was the first to sail around the southern tip of Africa.
  - c) He made the most accurate maps of Europe, Africa, and Asia of the time.
  - d) He supported education and developments and got money for exploration.
3. Use the image to answer the question.



Which country developed this type of ship? (5.14.c)

- a) Spain
- b) France
- c) Portugal
- d) Great Britain

Use the map to answer questions 4 and 5.



4. Who explored the coast of East Africa? (5.14.b)

- a) King John I
- b) Bartolomeu Dias
- c) Vasco da Gama
- d) Henry the Navigator

5. According to the map, what did Dias do after passing the Cape of Good Hope? (5.14.b)

- a) He became the first person to sail from Portugal to Asia.
- b) He continued along the east coast of Africa.
- c) He set up a trading post in Madagascar.
- d) He turned around and went back west.

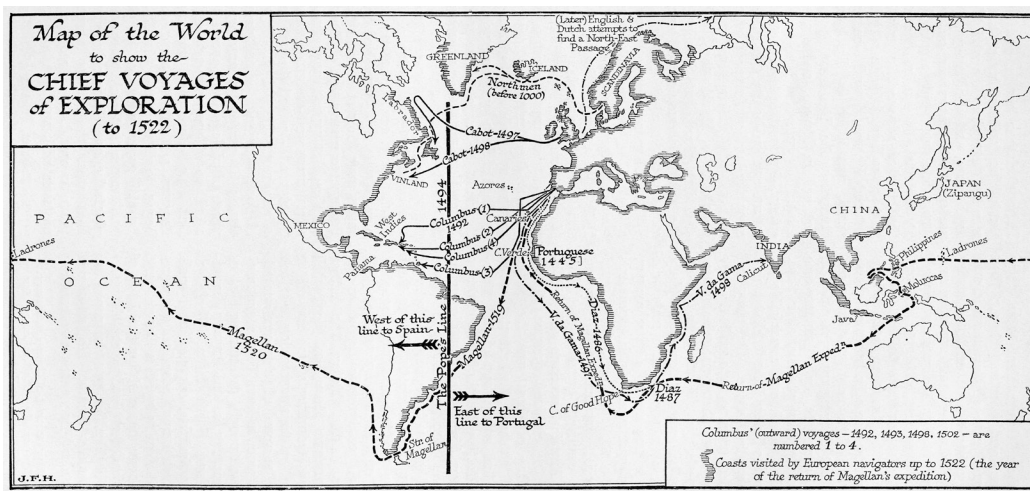
6. The following is an excerpt from Amerigo Vespucci's account of his first voyage (1497 CE):

"The wealth that we enjoy in this our Europe and elsewhere, such as gold, jewels, pearls, and other riches, they hold as nothing; and although they have them in their own lands, they do not labour [work] to obtain them, nor do they value them."

Who is Vespucci referring to in the excerpt? (5.2, 5.2.a, 5.14.b)

- a) the Catholic Church
- b) the crew of his ships
- c) King Ferdinand and Queen Isabella
- d) Indigenous peoples he encountered

7. Use the map to answer the question.



What does the line down the middle of the map represent? (5.14.b)

- a) the Treaty of Tordesillas
- b) the known world as of 1494
- c) the limits of the Catholic Church's influence
- d) the rivalry between Europe and the Americas

8. What was Vasco Núñez de Balboa was the first European to see? (5.14.b)

- a) the Mississippi River
- b) the Northwest Passage
- c) the South American continent
- d) the east coast of the Pacific Ocean

9. What was the main achievement of Magellan and his fleet? (5.14.b)

- a) They were the first Europeans to circumnavigate the globe.
- b) They discovered many forms of wildlife unknown to Europeans.
- c) They claimed much of the Americas for the Portuguese.
- d) They were the first Europeans to trade with China and India.

10. Which statement best explains an effect of the Treaty of Tordesillas in 1494?

- a) It encouraged other European countries to colonize the Americas.
- b) It created a map for future exploration.
- c) It discouraged other European countries from colonizing the Americas
- d) It created separate areas for colonization.

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Which European kingdom was most successful in its exploration of the Americas? Make a claim and support it with evidence from the chapter. (5.5, 5.5.a, 5.14)

## Assessment: Chapter 2—Colonization of the Americas

A. On your own paper, write the letter that provides the best answer.

1. Who did Columbus encounter in the Bahamas? (5.14.a)
  - a) the Portuguese
  - b) the Taínos
  - c) the Aztec
  - d) the Inca
2. How did Hernán Cortés defeat the Aztec? Select the **two** correct answers. (5.14.d)
  - a) He used their enemies to trick their leader.
  - b) He started a civil war among the Aztec leaders.
  - c) He used weapons the Aztec could not defend against.
  - d) He poisoned their food supply and attacked while they were ill.
  - e) He captured their leader, demanded ransom, and then killed him anyway.
3. Use the image to answer the question.



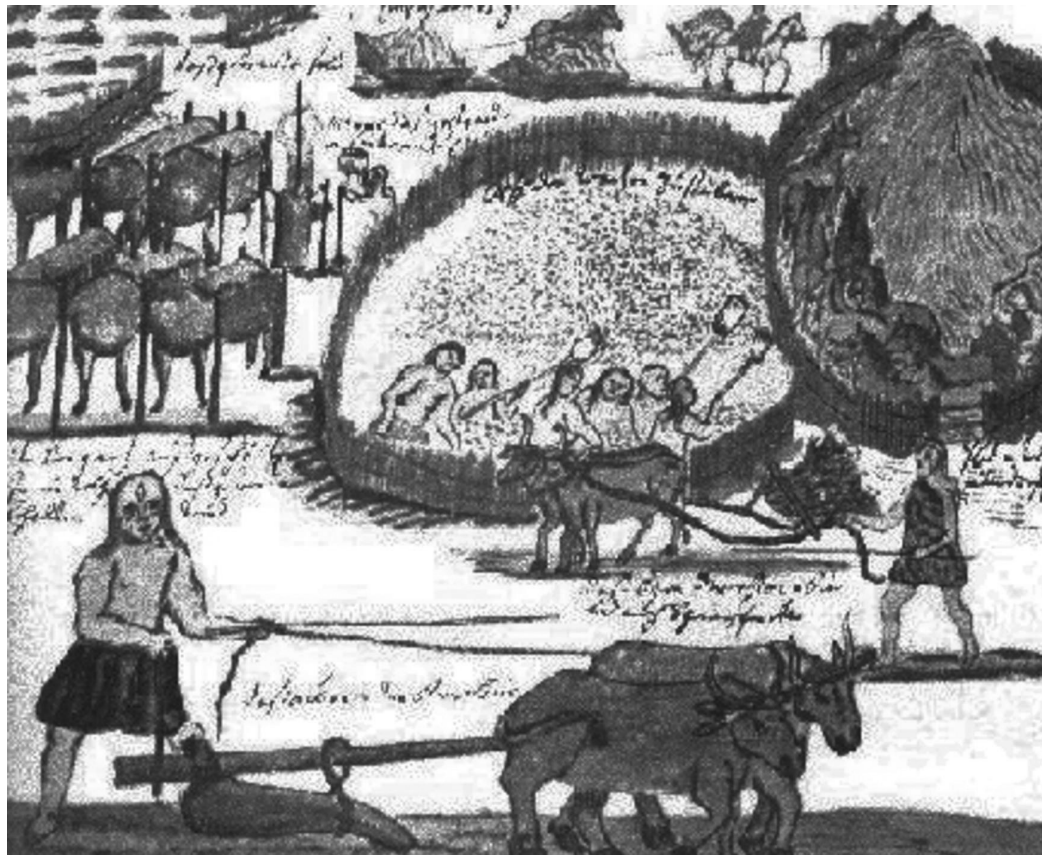
This man led the conquest of the Inca. Who was he? (5.14.d)

- a) Hernán Cortés
- b) Francisco Pizarro
- c) Hernando de Soto
- d) Christopher Columbus

4. Why did the Spanish set up missions in the Americas? (5.14.a, 5.14.f)

- a) to train Indigenous people as warriors
- b) to gain gold and silver
- c) to spread Christianity
- d) to help the poor

5. Use the image to answer the question.



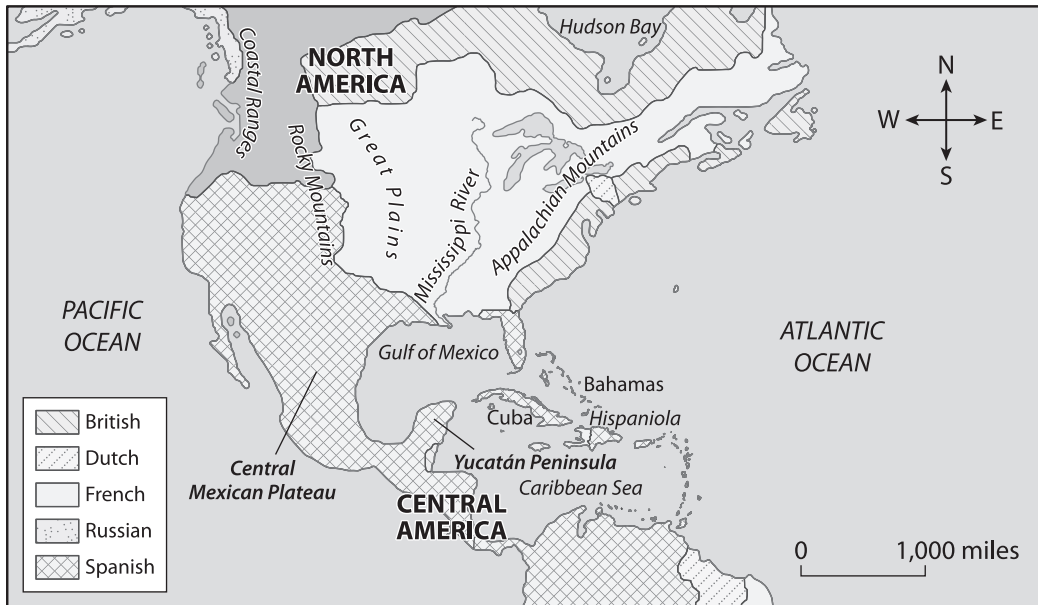
What system is shown in this image? (5.14.f)

- a) mercantilism
  - b) mission system
  - c) encomienda system
  - d) joint-stock companies
6. What arguments did Bartolomé de Las Casas use to convince people in Spain that the encomienda system was wrong? Select the **two** correct answers. (5.14.f)
- a) Encomiendas were being taken over by the Portuguese.
  - b) Indigenous people were treated badly by the Spanish.
  - c) The Spanish took lands from Indigenous people.
  - d) The encomiendas were too easy to attack.
  - e) The system was not financially stable.



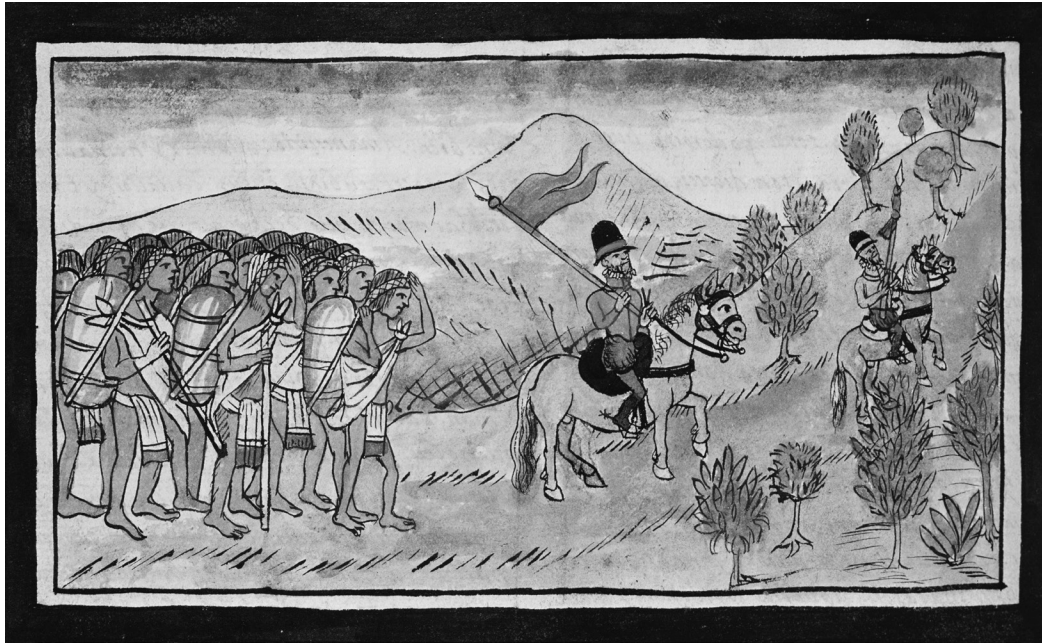
7. What was the purpose of joint-stock companies? (5.14.a)
- to provide soldiers to defend colonies
  - to provide money for building colonies
  - to provide priests to convert people to Christianity
  - to provide interpreters to speak with Indigenous people

Use the map to answer questions 8 and 9.



8. Which kingdom had colonies in the middle of North America? (5.6, 5.7, 5.14)
- the Netherlands (Dutch)
  - France
  - Spain
  - Britain
9. Which kingdom colonized most of Central America? (5.6, 5.7, 5.14)
- Great Britain
  - France
  - Spain
  - Portugal

10. Use the image to answer the following question.



What does the image show? (5.14.d)

- a) people working under the encomienda system
- b) the founding of the Jamestown colony in Virginia
- c) Hernán Cortés marching with the Tlaxcalan allies to attack the Aztec Empire
- d) Pilgrims leaving England because they objected to the practices of the Church of England

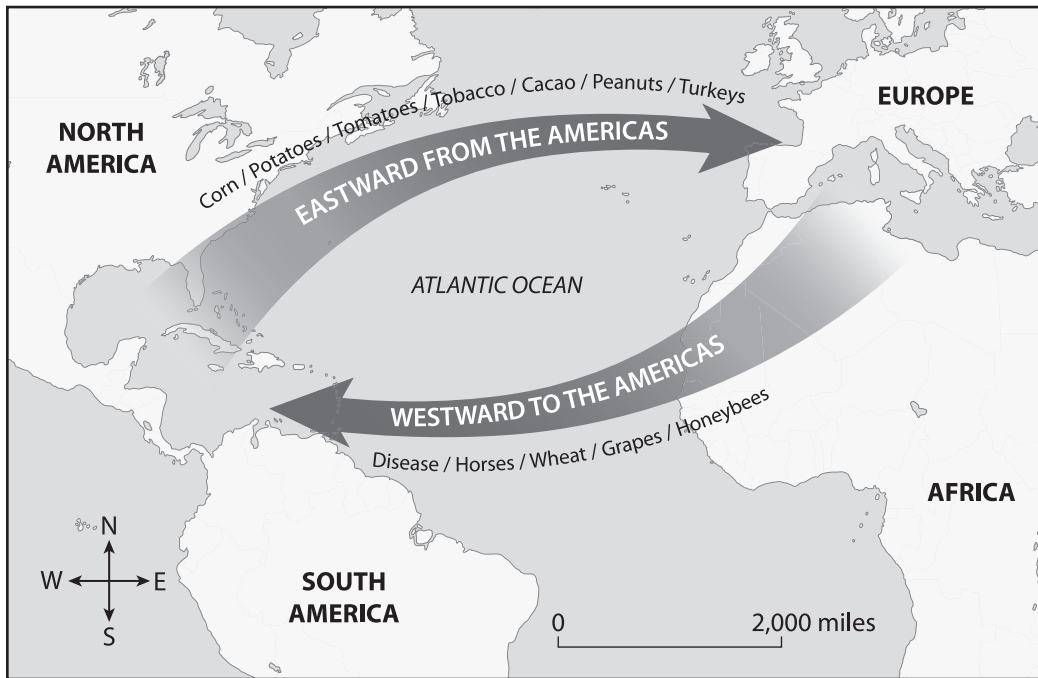
**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

How did the European kingdoms differ in their approaches to colonization? Support your answer with evidence from the chapter. (5.5, 5.5.a, 5.5.b, 5.14)

## Assessment: Chapter 3—The Columbian Exchange and the Transatlantic Slave Trade

A. On your own paper, write the letter that provides the best answer.

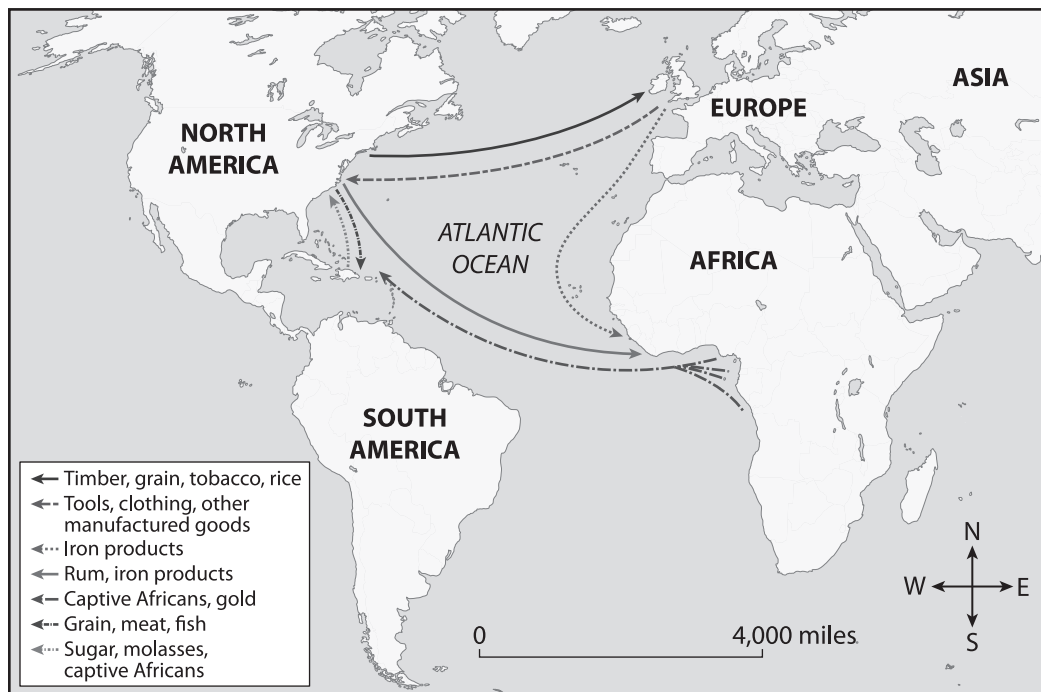
1. Use the map to answer the question.



What did the Europeans bring to the Americas that most likely made it easier to conquer the Indigenous peoples? (5.6, 5.7, 5.14.e)

- a) honeybees
  - b) disease
  - c) grains
  - d) livestock
2. Who did the Spanish first enslave to work on their plantations? (5.14.f, 5.14.g)
- a) Africans
  - b) Portuguese
  - c) other Spaniards
  - d) Indigenous peoples
3. Who brought the first Africans to the British colonies in North America? (5.14.g)
- a) the Dutch
  - b) the British
  - c) the Spanish
  - d) the Portuguese

Use the map to answer questions 4 and 5.



4. What was this series of trade routes called? (5.6, 5.14.g)
  - a) the Columbian Exchange
  - b) the Caribbean Exchange
  - c) the Encomienda System
  - d) the triangular trade
  
5. What types of goods were transported from the Americas to Europe? (5.6, 5.14.g)
  - a) manufactured goods
  - b) enslaved people
  - c) luxuries and foods
  - d) tools and equipment
  
6. How long did it take for ships carrying enslaved people from Africa to cross the Atlantic? (5.14.g)
  - a) two to four days
  - b) two to four weeks
  - c) two to four months
  - d) two to four years
  
7. How long did the transatlantic slave trade last? (5.14.g)
  - a) about fifty years
  - b) about one hundred years
  - c) about three hundred years
  - d) about seven hundred years

8. Why did British colonists stop using indentured servants and begin using enslaved Africans? Select the **two** correct answers. (5.14.g)

- a) The indentured servants began living past the end of their contracts.
- b) England passed a law that made using indentured servants illegal.
- c) Indentured servants cost more than enslaved Africans.
- d) The indentured servants threatened revolt.
- e) All the indentured servants died.

9. Who did most of the work on plantations? (5.14.g)

- a) enslaved people
- b) Indigenous people
- c) free people
- d) landowners

10. The following is an excerpt from King Nzinga Mbemba's letter to King João III of Portugal:

"We cannot reckon how great the damage is, since the mentioned merchants are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives, because the thieves and men of bad conscience grab them wishing to have the things and wares of this Kingdom which they are ambitious of, they grab them and get them to be sold;"

To what is King Nzinga referring to? (5.14.g)

- a) enslavement of Portuguese
- b) enslavement of Africans
- c) indentured servants
- d) tobacco exports

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

How was the rise of slavery in the Americas tied to plantations? Support your answer with evidence from the chapter. (5.3, 5.5, 5.5.a, 5.5.c, 5.14.f, 5.14.g)



Name \_\_\_\_\_

Date \_\_\_\_\_

## **Performance Task Activity: *Age of Contact***

What was the greatest effect or consequence of the Age of Contact? Create a presentation that makes a claim and supports it with evidence from the unit.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *Age of Contact* as well as from the sources and resources in the unit activities.

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