

**Unit Organizer**  
**5<sup>th</sup> Grade History and Geography**

**European Exploration, Trade, and the Clash of Cultures**

Colorado State Standards:

Geography Standard 1.1: Know how to use and construct maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.

Geography Standard 1.2: Develop knowledge of the earth to locate people, places and environments.

Geography Standard 1.3: Students know how to analyze the dynamic spatial organization of people, places, and environments.

Geography Standard 2.3: Know how culture and experience influence people's perceptions of places and regions.

Geography Standard 4.1: Students know the characteristics, location, distribution, and migration of human populations.

Geography Standard 4.3: Students know the patterns and networks of economic interdependence.

Geography Standard 4.5: Students know how cooperation and conflict among people influence the division and control of Earth's surface.

Geography Standard 5: Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

History Standard 1.1: Know the general chronological order of people and events in history.

History Standard 2.3: Apply knowledge of the past to analyze present-day issues and events.

History Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Core Knowledge Unit:

III. European Exploration, Trade, and the Clash of Cultures

A. Background

- Beginning in the 1400's Europeans set forth in a great wave of exploration and trade.
- European motivations
  - Muslims controlled many trade routes.
  - Profit through trade in goods such as gold, silver, silks, sugar, and spices.
  - Spread of Christianity: missionaries, Bartolome de las Casas speaks out against enslavement and mistreatment of native peoples.
- Geography of the spice trade
  - The Moluccas, also called 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

## B. European Exploration, Trade, and Colonization

- Portugal

Prince Henry the Navigator, exploration of the West African coast

Bartholomeu Dias rounds the Cape of Good Hope

Vasco da Gama: spice trade with India, exploration of East Africa

Portuguese conquer East African Swahilli city-states

Cabral claims 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, making the first found-the-world voyage

Balboa reaches the Pacific

- England and France

Search for Northwest Passage (review from grade 3)

Colonies in North American and 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 (review from grade 3), later lost to England

## C. Trade and Slavery

- The sugar trade

African slaves on Portuguese sugar plantations on islands off West African coast, such as Sao Tome

Sugar plantations on Caribbean islands

West Indies: Cuba, Puerto Rico, Bahamas, Dominican Republic, Haiti, Jamaica

- 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

Previous Unit: Meso-American Civilizations

Next Unit: The Renaissance and the Reformation

Standards for Achievement and Performance:

Can you...

- Discuss reasons for European exploration?
  - The need for spices and the European trade rivalry it led to
  - Muslim control of the spice trade led to Europe's search for a sea route
- Locate Europe, West Indies, East Indies, Africa, Brazil, the Malay Peninsula, the Philippines and China on a map?
- Define the terms "archipelago", "Ring of Fire", "Slave Coast", "Middle Passage" and "Triangular Trade"?
- Identify the navigational tools used by the explorers?
- Explain the Treaty of Tordesillas?
- Chart the routes of the Portuguese explorers: Bartholomue Dias, Vasco de Gama, Pedro Cabral, and Ferdinand Magellan?
- Discuss the accomplishments of the Portuguese explorers?
- Identify the contributions to exploration of Prince Henry the Navigator?
- Identify the Spanish explorers and conquistadors: Ponce de Leon, Coronado, de Soto, Cortes and Pizarro?
- Locate Balboa's route to the Pacific?
- Discuss the results from the clash of cultures that occurred when Columbus met the Tainos.
- Discuss the influence missionaries, such as Bartolome de las Casas, had on treatment of conquered natives?
- Trace the route of the Dutch from the Netherlands to the East Indies and Japan?
- Identify the Cape of Good Hope as the origin of Dutch settlement in South Africa and explain why Dutch settlement started there?
- Discuss the English and French search for the Northwest Passage and the establishment of colonies and trading posts in North America and India?
- Identify elements that contributed to the slave trade in Africa?

Vocabulary

Archipelago

Cartographer

Charter

Circumnavigate

Hull

Monopoly

Mutiny

Royal standard

Scurvy

Straight

### Character Education

**Perseverance**- as demonstrated by explorers continuous pursuit to find new land and waterways.

**Cooperation**- as demonstrated by explorers such as Marco Polo, Dias, da Gama and Columbus, who shared knowledge, maps and ideas.