

THE AGE OF DISCOVERY (1400–1550)

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THE AGE OF DISCOVERY (1400–1550)

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THE AGE OF DISCOVERY (1400–1550)

Grades 5-8

Running Time: 23 minutes

INTRODUCTION AND SUMMARY

This useful two-part program for grades five through eight takes students through one of the most exciting eras of history: The Age of Discovery.

Using colorful historic art work, animated maps, and beautiful live-action video from around the world, students learn about trade with Far East in the fifteenth century and how restrictions on that trade helped bring about the Age of Discovery. The program details the roles of Prince Henry the Navigator, Christopher Columbus, Vasco Da Gama, Amerigo Vespucci, John Cabot, Ferdinand Magellan, and Hernando Cortez. The long-term effects of European colonization are also presented.

LINKS TO CURRICULUM STANDARDS

The design of this program was guided by the curriculum standards defined by the National Center for History in Schools (U.C.L.A) and various state-level requirements. In accordance with these guidelines in this program we have:

- a) Concentrated on European explorers who sought new trade routes, economic gain, adventure, national glory and the glory of God.
- b) Traced the routes of explorers using animated maps
- c) Discussed technological developments such as new ship designs, new navigational tools and the movable-type printing press.
- d) Attempted to provide a sense of what the early explorers must have felt as they left chartered seas,
- e) Told what happened to the native peoples as a result of European colonization.

TEACHER PREPARATION/INSTRUCTIONAL NOTES

Before presenting this lesson to your students, we suggest that you review history textbooks on the subject of early European world exploration. We also advise you to pre-view the video and review the guide and accompanying blackline master activities in order to familiarize yourself with their content.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so, for only by tailoring this program to your class will they obtain the maximum instructional benefits afforded by the materials.

It is also suggested that the video presentation take place before the entire group under your supervision. The lesson activities grow out of the context of the video; therefore, the presentation should be a common experience for all students.

You should also duplicate selected Blackline Master materials from the materials included in this guide.

STUDENT PREPARATION

Students should read textbook materials on the Age of Discovery. Students should also be given the vocabulary list (**Blackline Master #3**) and timeline (**Blackline Master #4**) handout sheets and be encouraged to learn as much as possible from them by doing the associated activities.

PRETEST

An optional pretest is provided (**Blackline Master #1**). This test will help you determine the level of student comprehension prior to participating in this lesson. An Answer Key appears on pages 8-13 of this Teachers Guide.

STUDENT OBJECTIVES

After viewing the video and participating in the follow-up activities students will be able to:

1. Explain why Europeans began long range explorations of the world after 1450.
2. Discuss the ways in which the labors of Prince Henry the Navigator, Christopher Columbus, and Ferdinand Magellan, Amerigo Vespucci, Vasco Da Gama, and other leaders of the Age of Exploration increased the knowledge of navigation and geography in the fifteenth and sixteenth centuries.
3. Discuss the conquest of the Aztec and the Incas.
4. List some the changes, both positive and negative, that European exploration of the New World brought about.
5. Trace on a map the routes of some of the most important voyages of discovery of the fifteenth and sixteenth centuries.

INTRODUCE THE VIDEO

Introduce the video with a discussion of the fifteenth century world, specifically the birth of the Renaissance. Ask what students know about this era.

Discuss and give examples of the cultural isolationism that existed in the world before the Age of Exploration.

Hand out the list of discussion questions duplicated from **Blackline Master #2** and **Video Quiz** from **Blackline Master #9**.

VIEW THE VIDEO

Running time: 23 minutes. This video is divided into two parts with a short break in the middle. You may wish to stop after viewing Part One, have a discussion and then view Part Two the following day.

DISCUSSION QUESTIONS

The questions appear on **Blackline Master #1** and may be distributed to students prior to discussion.

1. What are some reasons why Native Americans resent the fact that Columbus was glorified for so long?

Native customs and languages were lost, native people were treated badly and sometimes even enslaved, native people lost their traditional lands, diseases brought by Europeans are estimated to have killed nearly 80% of the native population of the New World.

2. Why do so many people feel that Columbus shouldn't be credited with the discovery of the Americas?

The Vikings explored and settled along what is today the eastern coast of Canada around the year 1000. Columbus thought he was exploring Asia and had no idea that he had discovered continents previously unknown to Europeans.

3. In the 1400's, there was little communication and trade over long distances and yet today it is hard to imagine a world without these things. How do countries benefit from these exchanges? How are these exchanges damaging?

Countries benefit from international trade by being able to obtain goods or services that are unavailable (or that are extremely expensive) in their own countries. Increased communication allows people to benefit from the insights, traditions, literature, science, etc., of other cultural traditions. Increased communication can also help prevent wars and break down the barriers which create a sense of cultural superiority. On the negative side, world trade has often brought exploitation of laborers and environmental destruction. Opening up new avenues of communication (such as TV and movies) seems to bring about a decline of traditional cultural expressions and values.

4. In the fifteenth and sixteenth centuries, what were some of the greatest differences between European and New

World civilizations?

Europeans were Christians; New World people were a variety of religions. Most Europeans had written languages. In the New World, only the Maya had a true written language, and by the fifteenth to sixteenth centuries, Maya culture had been in decline for centuries. Europeans had advanced technology and had produced such things as clocks, guns, glass lenses, chemicals, printing presses, etc. In the New World, technology was very limited, although metal working in gold, silver, and copper was very sophisticated. Europeans had many types of domesticated animals: horses, pigs, sheep, goats, chickens, cows, etc. In the New World, only dogs and turkeys had been domesticated.

5. What cultural attitudes existed on the part of fifteenth century Europeans that made them feel it was alright to buy and sell Africans or enslave native Americans?

Attitudes of European racial superiority often came from possessing technological superiority, and from possessing greater material wealth. This made the Europeans view many other races as inferior or “savage.” Also, the European notion that they were bringing Christianity to heathens provided additional justification for their activities. It should be pointed out that many of the extremely sophisticated Asian civilizations viewed the Europeans as smelly, uncouth, savages.

6. How did restrictions on trade with the Far east help initiate the Age of Discovery?

In Europe, among the upper classes, a great demand existed for Asian luxury items, such as spices, jewels, silks, and porcelains. These items were available in Europe primarily from the Genoese and Venetians who had long-standing trading arrangements with the Moslem nations that controlled the land and sea routes to the Far east. Both Genoa and Venice had gotten rich from the Asian trade. Trading agreements between the Italians and Moslems were very restrictive and prevented all other European nations from participating in this lucrative trade. It was the desire to gain wealth by trading with the Far East that led Portugal, Spain,

England, and other European nations to search for a way to the Far East which bypassed Moslem lands; as a result, the Age of Discovery was inaugurated.

7. What were some of the factors unique to the Renaissance that helped propel the Age of Discovery?

A growing interest in the “external” physical world, as compared to the “inward” spiritual focus of the Medieval era, led to a desire to learn more about the world, its people, and its creatures. New inventions, such as the quadrant and the ships called caravels, made it possible to sail far from shore and carry large amounts of food and other supplies. The invention of a movable-type printing press allowed news of discoveries to reach people across Europe rapidly. The shift from the old, self-sufficient, manorial system of the Medieval era to the Renaissance era saw a growth of cities, and with that came a growth in trade. The desire for new trade goods and new markets for finished products helped fuel the Age of Discovery.

FOLLOW-UP ACTIVITIES

BLACKLINE MASTERS

The following Blackline Master activities are designed to reinforce comprehension of the Student Objectives. An Answer Key appears on pages 8-13 of this Guide.

(1.) **BLACKLINE MASTER #1** is a **PRETEST** that, when compared to the **Blackline Master #8: Quiz**, results will help you gauge comprehension of the Student Objectives.

(2.) **BLACKLINE MASTER #2** is **DISCUSSION QUESTIONS** that will help enliven the learning process and reinforce the Student Objectives.

(3.) **BLACKLINE MASTER #3** is a **VOCABULARY LIST** that will introduce students to unfamiliar words used in the program, or words pertaining to the subject of the

program they may encounter in outside reading. The Crossword Puzzle, **Blackline Master # 5**, can be used as a vocabulary building activity, as well.

(4.) **BLACKLINE MASTER #4** is a **TIMELINE** to provide a convenient tool for seeing how historical events occur in relation to one another over time.

(5.) **BLACKLINE MASTER #5** is a **CROSSWORD PUZZLE** that challenges students to use some of the words from the vocabulary list presented in this program.

(6.) **BLACKLINE MASTER #6: MAP ACTIVITIES** asks students to trace the voyage routes of Magellan, Vasco de Gama, Bartholomeu Dias, Christopher Columbus, Amerigo Vespucci, and John Cabot. Students should be provided with copies of the world map contained herein. Voyage routes may be traced on individual maps, or on the same map using a different colored pen or pencil for each voyage.

(7.) **BLACKLINE MASTER #7** is a **NEW WORLD FACT SHEET** which is intended simply to provide fascinating bits of information.

(8.) **BLACKLINE MASTER #8** is a **QUIZ** that covers material presented in this program. Distribute copies of the world map included herein for the Map Activity portion of the Quiz.

(9.) **BLACKLINE MASTER #9** is a printed version of the **VIDEO QUIZ** that appears at the end of this program.

EXTENDED LEARNING ACTIVITIES

Papers or oral reports could be prepared on the following subjects:

1. How trade was carried out between Europe and Asia in the 1400's, with an emphasis on what things were traded, where trade goods came from, who bought them, and how they were used.
2. Changes in ship design and navigation from 1300 to 1550.
3. The stories of the voyages of exploration carried out by the following explorers: the Vikings in the North Atlantic, Bartholomeu Dias, Christopher Columbus, Vasco Da Gama, Amerigo Vespucci, John and Sebastian Cabot, Ferdinand Magellan, Ponce de Leon, Coronado, and DeSoto. (Emphasis should be placed on how the world was changed as a result of their discoveries.)
4. The life of Prince Henry the Navigator

BLACKLINE MASTER ANSWER KEY

Blackline Master #1: Pre-Test

1. True
2. True
3. False, Spain and Portugal were the leaders.
4. False, Magellan led that expedition.
5. True
6. False, the Aztecs had no gunpowder.
7. True
8. True
9. False, the Europeans didn't discover Australia until the 1600's. It was Magellan's voyage that proved the world is round.
10. True

Blackline Master #3: Vocabulary List Exercise

1. Any three: Teochitlan, Tikal, Teotihuacan, Cuzco
2. Any three: Eric the Red, Leif Erickson, Columbus, Vespucci, John Cabot, Sebastian Cabot, Francis Drake, Verazzano
3. Astrolabe, Quadrant, Sextant

Blackline Master #4: Timeline Exercise

1. Navigation School 1417 DaVinci 1492
2. Printing Press 1440 World Voyage 1519-22
3. Columbus Voyage 1502-04 Anatomy Book 1543

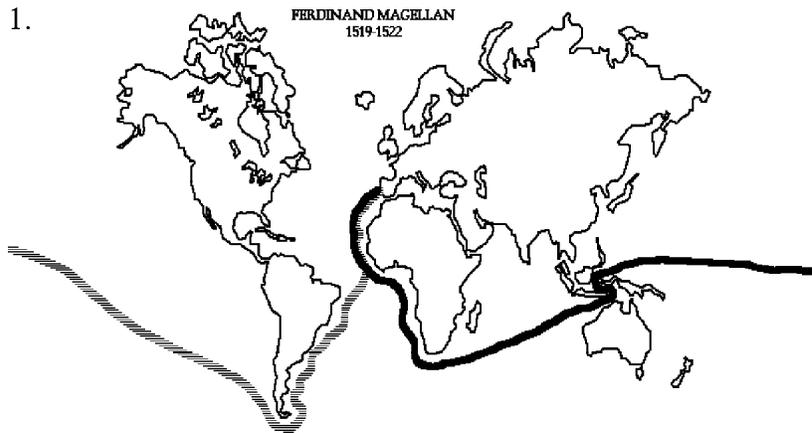
Blackline Master #5: Crossword Puzzle

A
C O L U M B U S
O A I N C A S
R G A
T E
H O R S E S L M
Z L E
A X
N A V I G A T I O N
M C
E O
R
S P A I N
G
O

Blackline Master #6: Map Activities

Departure voyage

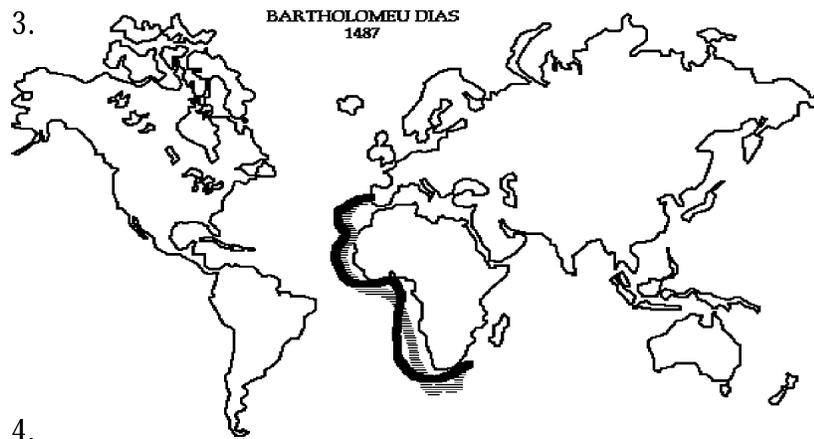
■ Return voyage



2.



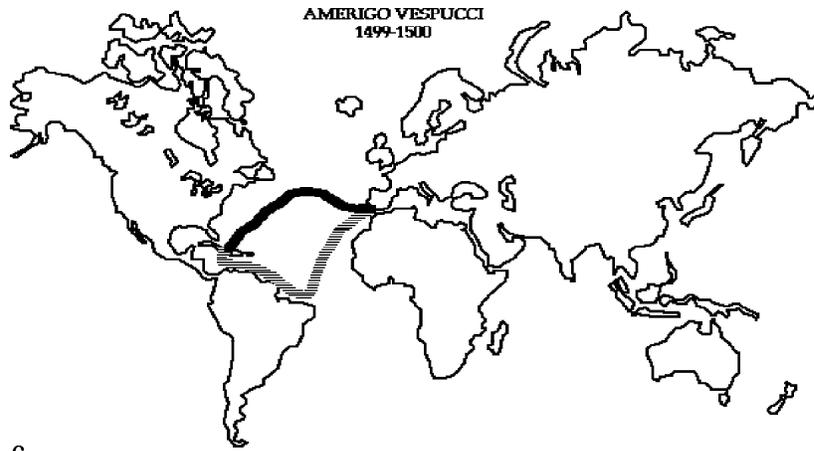
3.



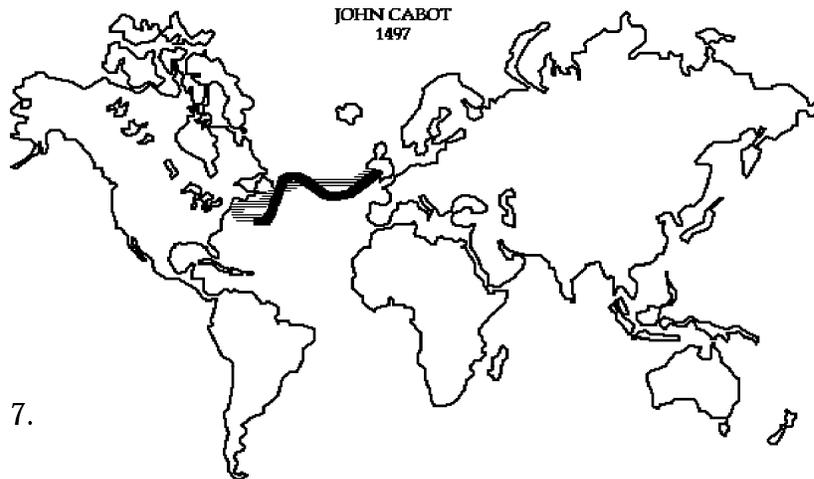
4.



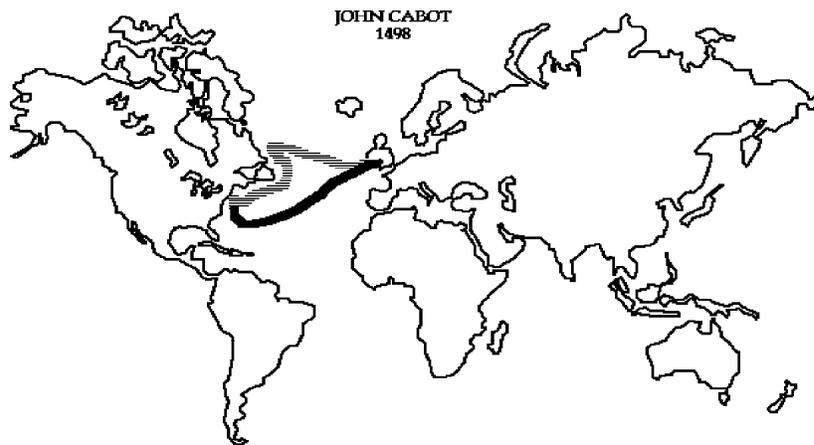
5.



6.



7.



Blackline Master #8: Quiz Answers

1. MATCHING

- a. Columbus
- b. Pizarro
- c. Cabot
- d. Prince Henry the Navigator
- e. Dias
- f. Vasco da Gama
- g. Magellan

2. TIMELINE

K, E, F, B, I, H, J, D, G, C,

3. ESSAY QUESTIONS (Possible answers)

- a. Guns, armor, steel swords and pikes, horses, war dogs.
- b. (1) Massive migration of both Europeans and Africans to the New World. Africans come through enslavement
- (2) Mass destruction of Native Americans by diseases brought by Europeans
- (3) New sources of wealth for Europeans
- (4) Increased knowledge of geography
- (5) Increased communication between the world's diverse cultures
- (6) Introduction of Christianity

4. MAP ACTIVITIES

a.



Blackline Master #9: Video Quiz

1. Moslem
2. Prince Henry the Navigator
3. India (or the Far East or the Eastern part of Asia)
4. False, Columbus landed on land today that belongs to the Bahamas; he never reached lands that today make up the United States
5. Caravels
6. True
7. Cortez
8. Pizarro
9. True
10. England

INTERNET RESOURCES

- (1.) The **Mariners' Museum** of Newport News, Virginia, has a marvelous website at

<http://www.mariner.org/age/index.html>

This site includes an Age of Exploration curriculum guide, involving activities in history, geography, and vocabulary, as well as links to other pertinent sites.

- (2.) The **Internet Medieval History Sourcebook** at

<http://www.fordham.edu/halsall/mod/modsbook.html>

contains seemingly endless information on world history since the Medieval age.

- (3.) **Cartographic Images** at

<http://www.iag.net/~jsiebold/carto.html>

offers ancient maps, early medieval maps, late Medieval maps, Renaissance maps, cartography links, and map history discussion groups.

- (4.) The **Perry-Castenada Library Map** collection of the University of Texas at Austin publishes Historical Maps of the United States at

http://www.lib.utexas.edu/Libs/PCL/Map_collection/histus.html

with access to maps of early Indian tribes, exploration, and territorial growth.

UNITED LEARNING WORLD HISTORY TITLES

Ancient Egypt: The Gift Of The Nile (3000-30 B.C.)
Catalog #10510V

Ancient Americans: The Mayas and Aztecs
Catalog #10520V

Discovering Ancient Greece (1500-100 B.C.)
Catalog #10318V
The World Of Ancient Rome (753 B.C. - 476 A.D.)
Catalog #10302V

The Dark Ages: Europe After The Fall Of Rome (410-1066
A.D.)
Catalog #10316V

Medieval Times: Life In The Middle Ages (1000-1450 A.D.)
Catalog #10094V

The Black Death (1347-1351)
Catalog #10433V

Exploring The Renaissance (1350-1650 A.D.)
Catalog#10301V

The Protestant Reformation (1517-1565)
Catalog #10425V

The Age Of Reason (1642-1800)
Catalog #10317V

Pilgrims And Puritans: The Struggle For Religious Free-
dom In England (1517-1692)
Catalog #10434V
The Industrial Revolution (1750-1915)
Catalog #10187V

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THE AGE OF DISCOVERY 1418–1560

Script of Narration

Six centuries ago the world was a much different place than it is today.

In Europe, castles overlooked the countryside, and most people knew little about the world beyond their own small communities, no matter whether they lived in Europe, in Asia, or in Africa.

In fact, in the 1400's most people still thought the world was flat, and understanding of geography was so poor that the best map of the world was over one thousand years old, having been made not long after the time of Christ.

But by the end of the 1400's, knowledge of the world and its people improved rapidly as more and more ships set out from European ports to explore unknown regions of the earth during the great Age of Discovery.

Now let us learn why, and how, this incredible period of history came to be.

In the 1400's, the Age of Discovery got started for one main reason: The fact that Moslem nations controlled the rich trade in silks, spices, jewels, and porcelains from the great Asian civilizations of the far East, a trade that few European countries were allowed to share in.

The Moslem nations could control this trade because they ruled key lands between Europe and the great trading centers of Eastern Asia, and they refused to let European Christians pass through them.

Moslem traders brought goods from the Far East in two ways: by camel caravans thousands of miles overland or in small ships from India which crossed the Indian Ocean into the Red Sea.

From Red Sea ports, Asian goods usually were carried overland to the Nile River, where they went by ship down the river to the Mediterranean Sea.

Once they reached the Mediterranean ports, the Moslem traders would sell their goods only to merchants from the Italian city states of Genoa and Venice, and the Italian merchants then brought the Asian goods to Europe where they were resold for a big profit, and because of this both of these city states grew rich and powerful.

Other European countries wanted to share in the wealth brought by trade in Asian spices and silks, but the Italian and Moslem traders refused to let them in.

This was why, in the early 1400's, Spain and Portugal started to look for ways of going around the Moslem countries so they could trade directly with Asia, but it was clear that to do this new sea routes to the East would have to be found. But to be able to sail such extremely long distances, they had to learn a lot more about the science of navigation, which lets sailors find the positions of their ships at sea, or they could get hopelessly lost.

To solve the problems posed by long sea voyages, this man, a prince named Henry the Navigator from the tiny country of Portugal, founded a school of navigation here on the rocky windswept tip of the European continent.

Prince Henry even had this house built for himself a few miles from his school, even further out on the rocky peninsula, in a place where he could be almost completely surrounded by the sea.

At his school, Prince Henry gathered together experts to teach Portuguese sea captains new methods of seafaring based on astronomy and mathematics.

Here at the navigation school, these experts developed methods that allowed sailors to steer by learning the position of heavenly bodies using new instruments called the astrolabe and the quadrant.

Henry's goal of trying to reach Asia was also made a lot easier by the invention of new types of ships called caravels, that had better rudders for steering as well as improved sails.

The ship seen here looks a lot like an early Portuguese caravel. It is a copy of the Mayflower, the English ship that carried the pilgrims to Massachusetts, and even though the Mayflower was built 150 years after Prince Henry's death, it still had quite a bit in common with the first caravels.

For, just like the Mayflower, the earliest caravels sat high in the water, were light and fast, but were still wide enough to be able to carry the large amounts of water and food needed for long months at sea.

Here in Lagos, Portugal, not far from his school of navigation, Prince Henry founded shipyards to build new caravels, and with these new ships and the well-trained seamen coming from his school, the Portuguese started to explore down the coast of Africa. And although Prince Henry's main goal was to find a new trade route to Asia, the Portuguese voyages also had other goals, such as to claim land and establish new trading posts that would increase Portugal's wealth and power and to bring the Christian religion to people in unknown regions of the world..

The explorations of the west coast of Africa continued throughout the lifetime of Henry the Navigator, but it was not until 1488, 28 years after Prince Henry's death, that the first Europeans, sailing under the command of Bartholomew Diaz, reached the tip of Africa.

And it took ten more years to achieve Prince Henry's final goal of finding a new sea route to Asia, but, in 1498, Vasco da Gama, another Portuguese explorer, reached India, where he started Portugal's first great colonial empire.

One of the most unfortunate consequences of the early Portuguese explorations was the rebirth of the slave trade and over the next few centuries, the business of buying and selling human beings became one of the main sources of Portugal's wealth.

In the 1480's, over ten years before the Portuguese reached India, this man, an Italian named Christopher Columbus, had the idea that Asia could be reached by sailing around the world west from Europe.

While living at this monastery in Spain, Columbus was finally able to convince the Spanish rulers, King Ferdinand and Queen Isabella, to support his unusual project.

And by the summer of 1492, here in the muddy waters of the Rio Tinto harbor, three ships, the Nina, Pinta, and Santa Maria, awaited his command, and at dawn on the third of August, Columbus' ships sailed out of this harbor on what would become the world's most famous voyage.

But things did not go smoothly at first, for along the coast of Africa rough seas twice caused damage to one of the ships, and the sailors had to wait a whole month in the Canary Islands while repairs were made. But on September sixth, Columbus' ships finally sailed west into the unknown waters of the Atlantic Ocean.

The ships sailed on for over a month, but as time went by the crew, having seen nothing but water for so long, began to doubt they would ever see land again. Some feared sea monsters would get them, while others worried that if the world was flat they might sail off its edge, and after 34 days at sea, they begged Columbus to turn back, but he refused.

Columbus' refusal to turn back was one of the most important moments in history, for just two days later, on October 12th, 1492, land was sighted.

This was the day Columbus had longed for. For he thought he had reached Asia. Little did he know that his long journey from Spain had only carried him to the Bahama Islands, southeast of present-day Florida.

END OF PART ONE

PART TWO THE NEW WORLD

Not long after claiming the island he had discovered for Spain, Columbus sailed off to do more exploring.

He even sent small boats up some of the rivers searching for the great cities he had heard of, but, except for a few native villages, all he found was wilderness.

Many years were to pass before the Spanish were to learn that great civilizations existed in this part of the world. In fact, in modern-day Guatemala, this temple still stands in the ancient Mayan city of Tikal which was abandoned hundreds of years before Columbus was even born.

Before returning to Europe in January of 1493, Columbus collected specimens of strange creatures, exotic plants, and even a few native people to show the King and Queen, and, on one of the larger islands, he left forty crewmen behind to establish a Spanish colony.

It was April before Columbus laid eyes on the familiar landscape of Spain again and when he finally reached the royal court, King Ferdinand and Queen Isabella were so pleased with what they learned, they decided to set him up with a fleet of 17 ships filled with supplies, horses, farm animals, and 1500 settlers for his new colony.

But when Columbus got back to his colony, he discovered that all the men he left behind had been killed by the island people, probably because the Spanish settlers had been so cruel to them.

However, Columbus soon started a new colony, and then for three years continued his explorations around the Caribbean Sea.

And it is interesting to note that, even though Columbus returned to the West Indies two more times, when he died he still believed he had been exploring Asia.

THE NEW WORLD

But this man, Amerigo Vespucci, had different ideas.

During a voyage from 1499 to 1500, he sailed along the coast far south of the Caribbean. This journey and others made him think the coast-

line he was seeing belonged not to Asia, but to an unknown continent he called “The New World.” And when he got back to Europe, Vespucci took advantage of a new invention to publish his ideas - a printing press like this one which used movable type, and, thanks to this invention, his ideas spread rapidly across Europe.

So when a new map of the world appeared in 1507, the southern continent was named “America” in honor of Amerigo Vespucci, because the mapmaker mistakenly thought he had been the first European to reach the New World.

Actually the first Europeans got to the New World around the year 1000. They were the Vikings who explored part of what is today the east coast of Canada,

and the first explorers to reach that part of the New World during the Age of Discovery were John Cabot and his son Sebastian, who came from England in 1497 and returned the next year sailing down the coast of North America as far as the Chesapeake Bay.

THE FIRST VOYAGE AROUND THE WORLD

By 1519, there were still some people who thought Asia could be reached by sailing west from Europe. One such man was Ferdinand Magellan, who left this harbor in Spain on September 20th of 1519 with a fleet of five ships and 241 men.

A year later Magellan discovered a passage around the tip of South America, today called the Straits of Magellan.

The voyage through this passage was very difficult and took five weeks, but finally they reached the calmer waters of a vast ocean that Magellan named the “Pacific,” which means peaceful.

Then, for over three months they saw nothing but the endless sea. The men on the ships grew weak, because all they had to eat were leather hides, wormy biscuits, and whatever rats they could catch, so with each day their fear and misery increased.

But after sailing thousands of miles west of Cape Horn, Magellan's ships reached an island where they could take on fresh water and food.

This amazing voyage lasted another year, but it finally ended on September 6th, 1522, when a single ship entered the same harbor it had left nearly three years earlier, but that ship carried only 17 men because all the other 224 crew members, including Magellan himself, had died along the way

But the sailors who survived made history, for they had shown that Asia could be reached by sailing west from Europe, but, much more importantly, their voyage proved that the world was round

THE SPANISH CONQUESTS OF MEXICO & PERU

The same year that Magellan left for Asia, this man, Hernando Cortez, sailed from Spain with a fleet of 11 ships and 600 men to conquer Mexico.

At that time, most of Mexico was ruled by Montezuma the Second, the emperor of the Aztec tribe, whose magnificent capital of Tenochtitlan was built where modern day Mexico City now stands.

This part of Mexico was the center of Mexican civilization. In fact, hundreds of years before the Aztecs, an ancient tribe called the Teotihuacans built the enormous temple seen here.

In 1519, the Aztecs were the greatest civilization in the New World, but in spite of their greatness, Cortez and his soldiers had some big advantages over them.

First, the Spaniards possessed deadly cannons and guns, and the Aztecs did not.

Second, the Spaniards possessed strong metal armor to protect themselves from spears and arrows, and the Aztecs did not.

And third, the Spaniards had horses to carry men and supplies, and the Aztecs did not.

With such powerful weapons, and with the help of other tribes who hated the Aztecs, it took only a few years for Cortez to bring Spanish rule to Mexico.

And just ten years later, the forces of Francisco Pizarro brought Spanish rule to Peru as well by destroying the magnificent Inca empire.

EXPLORERS AND COLONIES

After Peru and Mexico fell to Spain, men such as Coronado and Desoto set off to explore lands that are today part of the southern United States, lands which they claimed for Spain.

It was through explorers like these that European nations were able to increase their power by founding colonies throughout the New World.

European nations grew richer because of the things their colonies produced such as gold, silver, furs, sugar, or cotton, but things changed even more in the lands where the colonies were founded.

For as European customs were introduced native customs and languages began to disappear.

Here in Mexico for example, temples where tens of thousands of human sacrifices had been performed each year were torn down and replaced by churches.

Missionaries arrived in large numbers and native people became Christians.

European tools and inventions were brought to the colonies, and, as more and more settlers arrived from Europe, the native people were sometimes forced to work as slaves in mines and plantations.

And as time went by, up to eight-tenths of the native population of the New World died from European diseases.

The Age of Discovery that began in the 1400's, brought about changes that have lasted forever. Some were good, and some were bad.

But by expanding knowledge of the world and its people, trade and communication increased and as more and more ships crossed the great oceans, the different races, cultures, and religions of the world began to learn from one another and, in this way, a foundation was laid down for the modern interdependent world in which we live today.

VIDEO QUIZ FOLLOWS

VIDEO QUIZ

1. In the 1400's, the Spanish and Portuguese were inspired to find new routes to the Far East because nations of the _____ religion controlled trade with Asia.
2. This man named _____ founded an important school of Navigation in Portugal.
3. Vasco da Gama was the first European to reach _____ by sailing around the Cape of Good Hope
4. True or False: Christopher Columbus discovered the land that today makes up the United States.
5. New types of ships called _____ were used by many explorers during the Age of Discovery.
6. True or False: Magellan died during his attempt to sail around the world.
7. The Spanish conqueror of Mexico was named _____ .
8. The Spanish conqueror of Peru was named _____ .
9. True or False: Columbus made several voyages to the West Indies during his lifetime.
10. John Cabot sailed to North America from the country of _____ in 1497.

PRETEST

TRUE OR FALSE

Directions: Indicate whether each statement is true ("T") or false ("F").

- ___ 1. Christopher Columbus was the leader of the first European expedition that attempted to find a new trade route to Asia by sailing west from Europe.
- ___ 2. Columbus started the first Spanish colony in the New World.
- ___ 3. In the fifteenth century, Spain and France were the leaders in world exploration.
- ___ 4. Vasco da Gama led the first European expedition that sailed around the tip of South America.
- ___ 5. In 1400, no Native American had ever seen a horse.
- ___ 6. The development of gunpowder by the Aztecs made it easy for them to win most of their battles with the Spanish.
- ___ 7. Amerigo Vespucci was the first European to realize that South America was an undiscovered continent, instead of being part of Asia.
- ___ 8. The earliest long distance explorations by fifteenth century Europeans were along the coast of Africa.
- ___ 9. The discovery of Australia by Europeans in 1410 was what made them think the world was round.
- ___ 10. In 1420, the best map of the world was over one thousand years old.

DISCUSSION QUESTIONS

Directions: Discuss the answers to these questions. Use this sheet to keep notes. Use the back of the sheet if necessary.

1. What are some reasons why Native Americans resent the fact the Columbus was glorified for so long?
2. Why do so many people think that Columbus shouldn't be credited for discovering America?
3. In the 1400s, there was very little trade or communication between continents and yet today it is difficult to imagine a world without these things. How do the countries of the world benefit from these exchanges? How are they harmed?
4. What were some of the greatest differences between European and New World civilizations in the 1400s?
5. What cultural attitudes existed on the part of fifteenth century Europeans that made them feel it was alright to buy and sell Africans or enslave native Americans?
6. How did restrictions on trade with the Far East help initiate the Great Age of Exploration?
7. What were some of the factors unique to the Renaissance that helped propel the Great Age of Exploration?

VOCABULARY LIST

Directions: From the vocabulary list below, identify the following by filling in the blanks:

1. Find the names of three cities in the New World built before the time of Columbus.

_____ and _____ and _____

2. Find the names of three explorers who were not born in Portugal or Spain.

_____ and _____ and _____

3. Using the vocabulary list, find the names of three navigational instruments.

_____ and _____ and _____

ASTROLABE A navigational instrument used by explorers during the Age of Exploration to find the altitude of stars. This information helped determine the position of a ship at sea. In the 1700s, the astrolabe was replaced by the sextant.

ATAHUALPA (ah-tah-whall-pah) Ruler of the Inca Empire at the time of the Spanish conquest in 1533.

AZTEC A North American tribe that developed a high level of civilization and ruled central Mexico from 1300 to 1519.

BALBOA, VASCO NUNEZ DE (1475–1517) Spanish explorer who, by crossing the Isthmus of Panama, discovered the Pacific Ocean in 1513.

BLACK DEATH The bubonic plague; a disease carried by rat fleas which can bring rapid death. In the mid 1300s, about 25 million people, a third of the population of Europe, was wiped out by the Black Death.

CABOT, JOHN (1450–1498) The Italian navigator who in 1497 sailed for England across the North Atlantic and reached North America. Some believe he was the first European to reach the mainland of North America.

CABOT, SEBASTIAN (1474–1557) Son of John Cabot, he explored the coast of Greenland and North America in 1509.

CAO, DIOGO Portuguese explorer who discovered the mouth of the Congo River.

CARAVEL A small, fast, type of sailing ship that sat high in the water and that was used by most Spanish and Portuguese explorers in the fifteenth and sixteenth centuries.

CIBOLA The mythical seven cities of gold believed to be in the Southwestern part of today's United States. It was the search for Cibola that inspired the expedition of Coronado in 1540.

CIRCUMNAVIGATE (sir-come-nav-uh-gate) To sail around something. For example, some of Magellan's crew succeeded in circumnavigating the world from 1519–1522.

CIVILIZATIONS Distinct groups of people who have achieved a high level of social organization and are usually very advanced in both art and science.

CODEX A colorfully illustrated Aztec book. The Spanish conquerors of Mexico destroyed nearly all of the Aztec's books

VOCABULARY LIST

CONQUISTADORS (Con-kees-tuh-doors) Spanish conquerors.

CORONADO, FRANCISCO (1510–54) Spanish explorer of the Southwestern U.S. in 1540–1541.

CORTEZ, HERNAN (1485–1547) The man who led the Spanish conquerors of the Aztecs from 1519 to 1521.

CRUSADES (1096–1270) Unsuccessful war by Christians against the Moslems to recover the Holy Land. After the Crusades, the Moslems refused to allow Christian travel in their lands.

CULTURE All the things that make up a civilization ,such as its art, institutions, habits, and special skills.

CUZCO Capital of the Inca Empire located in Peru.

Dias, BARTHOLOMEU (1450–1500) Portuguese navigator and explorer who reached the Cape of Good Hope in 1488.

DORANTEZ, ESTEBAN (died 1541) The shipwrecked African slave who guided the Coronado expedition into the lands of what is today the Southwestern U.S. He was killed at Hawikuh Pueblo, New Mexico, in 1541.

DRAKE, FRANCIS (1543–1596) Famous English explorer and adventurer. He was the first Englishman to sail around the world (1577–80). He looted Spanish New World settlements and was personally responsible for destroying much of the Spanish navy, as well as the Portuguese School of Navigation founded by Prince Henry the Navigator.

ERICSON, Leif The Viking adventurer who is thought to have discovered Vinland (North America) in the late tenth or early eleventh century.

ERIC THE RED Father of Leif Ericson. Eric the Red was a Viking navigator who discovered and colonized Greenland in the tenth century.

GAMA, VASCO DA (1469–1524) Portuguese navigator who in 1498 discovered a sea route to India from Portugal by sailing around Africa. Vasco Da Gama also founded colonies in Africa.

HENRY THE NAVIGATOR (1394–1460) Portuguese prince whose school of navigation (founded 1416) helped start the Age of Exploration. Prince Henry was very influential helping Portugal become a leader in colonial expansion.

INDIANS Columbus called the native American people “Indians” because he believed the islands he had found were near India.

INCAS A powerful South American civilization from the thirteenth to sixteenth centuries once located in Peru and Bolivia.

MAGELLAN, FERDINAND (1480–1521) Portuguese navigator and explorer who led the first expedition around the world (1519–1522) but was killed along the way. Magellan named the Pacific Ocean, a name which means “calm” or “peaceful.”

MARINER Seaman or sailor.

VOCABULARY LIST

MAYA Tribe of southern Mexico; Honduras and Guatemala that developed a very powerful civilization between 300 and 810 A.D.

MOLUCCAS The Spice Islands of the East Indies. Today the Moluccas are part of Indonesia.

MONTEZUMA THE SECOND (1466–1520) Aztec Emperor from 1502 to 1520.

MOVABLE-TYPE PRINTING A method of printing first developed by the Chinese in the eleventh century and reinvented in Germany around 1440. By being able to “type-set” or reuse and rearrange the letters used to print pages of books, books were finally able to be mass produced for the first time in history. Inexpensive books made access to information much more available to ordinary people during the Renaissance.

NAVIGATION The science of locating and plotting the position of ships at sea.

NAVIGATOR A person skilled at navigation.

PIZARRO, FRANCISCO (1471–1541) The man who led the Spanish conquest of the Incas in 1533.

PRE-COLUMBIAN Refers to the time before Columbus arrived in the New World.

PTOLEMY (tall-oh-me) An astronomer, mathematician, and geographer who lived in the second century A.D. in Alexandria, Egypt. In the 1400s, his map of the world was considered the best there was.

QUADRANT An instrument used in navigation for determining the altitudes of heavenly bodies.

RENAISSANCE (ren-is-sonce) The period in the history of Europe that follows the “Middle Ages” (the Medieval era). The Renaissance was a “rebirth” of interest in art and science that began in different countries at different times after about 1400. Both the Age of Exploration and the Protestant Reformation began during the Renaissance.

SAN SALVADOR The name Columbus gave to the island in the present day Bahamas on which he landed on October 12, 1492.

SOTO, HERNANDO DE (1500–42) Served as second in command under Pizarro during the Inca conquest. (DeSoto actually supported the Inca emperor Atahualpa whom Pizarro had hanged.) DeSoto went on to explore the Southeastern region of today’s United States and is credited with being the European discoverer of the Mississippi River.

SEXTANT A navigational instrument which helps determine the position of a ship by measuring the angle between the horizon and heavenly body. Invented around 1730, sextants replaced the astrolabes used by most explorers of the Age of Exploration.

SLAVERY A relationship between two persons in which one is owned by the other as property. In the empires of ancient Greece and Rome, most people (up to 90%) were slaves. Spain and Portugal became the world’s greatest slave traders in later history when they took over the traffic in African slaves from the Arabs. The Spanish also enslaved huge numbers of the Latin American native population, especially the Aztecs, Incas, and Mayas.

VOCABULARY LIST

SMALLPOX A highly contagious, often deadly viral disease that causes thousands of tiny sores all over the body. Smallpox was accidentally brought to the New World by Europeans. Native Americans had no natural immunity to smallpox and epidemics of the disease brought death to large numbers of their population. Smallpox was also the first disease to be prevented by vaccination by Edward Jenner in 1796.

TENOCHITLAN (te–noch–tee–TLAHN) Capital city of the Aztecs founded around 1330 on site of present day Mexico City, Mexico.

TEOTIHUACAN (Tay–oh–tee–wha–Con) A great city of ancient Mexico known for its huge pyramids. The people who built this city, the Teotihuacans, controlled the Valley of Mexico for many centuries.

TREATY OF TORDESILLAS (tor–day–see–yahs) Treaty of 1494 by which, with the pope's approval, the undiscovered territories of the world were divided between Spain and Portugal. All lands west of the Cape Verde Islands were to be Spanish; all those to the east, Portuguese.

TIKAL (tee–KAHL) A huge Mayan city located in today's country of Guatemala.

VIKINGS Roving Scandinavians whose lives were based on plundering and seafaring. Vikings made it all the way to North America four centuries before Columbus. Vikings are also known as Norsemen.

VERRAZANO, GIOVANNI An Italian who explored the coast of North America for France in 1492.

TIMELINE

Directions: Using the timeline information listed below, answer the following questions in the spaces provided:

1. Which came first: Leonardo Da Vinci's design for a flying machine or the establishment of the Portuguese school of navigation? _____
2. Which happened first: the invention of European movable-type printing presses or the first voyage around the world? _____
3. Which came first; Columbus's last voyage to the New World or the publication of the first book on human anatomy? _____

1250 A.D. Incas settle at Cuzco, Peru, which would become the capital of their empire. Cliff cities are built on Mesa Verde in Southern Colorado by people known as the Anasazi.

1330 A.D. The Aztecs found their great city of Tenochitlan where they see an eagle sitting on a cactus with a snake in its beak.

1346 A.D. In Europe the Black Death, a huge outbreak of plague carried by rat fleas, kills 25 million people, one third of the population.

1347 A.D. The first guns appear in Europe

1390 A. D. The author of the "Canterbury Tales," Geoffrey Chaucer writes a book that tells how to construct and use the astrolabe, an instrument for navigating by the stars.

1400 A.D Major improvements are made in building sailing ships.

1406 A.D. The long lost map of the world drawn in the 2nd century by the geographer Ptolemy is rediscovered in western Europe. It becomes the best existing map of the world. Ptolemy's map makes Columbus think that Asia can be reached by sailing west from Europe.

1416 A.D. Prince Henry the Navigator organizes a school of Navigation and base for explorations on Cape St. Vincent in Portugal.

1420 A.D. The first Caravels are built. For the first time an Asian ship enters the Atlantic Ocean by rounding the Cape of Good Hope.

1440 A.D. The Guttenberg bible is printed on a printing press that uses movable type. This invention made it possible for books to be made cheaply and for knowledge to spread more rapidly than ever before in history.

1431 A.D. The first Chinese ship reaches Africa

1442 A.D. The first auctions of black slaves take place in Portugal in a slave market near the school of navigation.

TIMELINE

1453 A.D. Moslem Turks capture the great Christian City of Constantinople. Some historians use this date as the beginning of the Renaissance. After this time the Genoese put their financial support behind Portuguese efforts to find a new route to Asia.

1465 A.D. Navigation by the stars has become greatly improved.

1487 A.D. Bartholomew Dias becomes the first European to reach the southern tip of Africa; The Cape of Good Hope.

1492 A.D. Christopher Columbus lands in the Bahamas. After seven centuries the last Moslems are driven from Spain. Leonardo da Vinci draws plans for a flying machine.

1493 A.D. Columbus discovers that native Americans use tobacco as a medicine.

1494 A.D. Treaty of Tordesillas divides the world's undiscovered lands between Spain and Portugal.

1496–97 A.D. John Cabot sails from England and explores the North Atlantic.

1497–98 A.D. Portuguese explorer Vasco da Gama reaches India by rounding the tip of Africa.

1498 A.D. Columbus discovers the South American continent but believes it is part of Asia.

1499 A.D. Amerigo Vespucci explores along the coast of South America and decides it is a new continent and is not part of Asia.

1500 A.D. The Inca empire extends along much of the west coast of South America.

1502–04 A.D. The last of Columbus's four voyages to the New World.

1504 A.D. Using a book on astronomy, Columbus predicts a total eclipse of the moon. He uses this information to frighten a group of Native Americans.

1506. A.D. Columbus dies.

1507 A. D. A new map of the world uses the name "America" for the newly discovered southern continent in honor of Amerigo Vespucci.

1509 A.D. Sebastian Cabot explores the coast of Greenland and enters Hudson's Bay.

1512 A.D. Portuguese explorers reach the Spice Islands in the East Indies (The Moluccas).

1513 A.D. Balboa crosses the Isthmus of Panama and discovers the Pacific ocean. Ponce de Leon lands in Florida.

1514 A.D. Smallpox brought by Europeans begins to wipe out native populations in the Americas.

1517. A.D. Martin Luther starts the Protestant Reformation in Germany.

TIMELINE

1519 A.D. Ferdinand Magellan leaves Spain with five ships to find a “southwestern passage” to Asia. Hernan Cortez enters the Aztec Capital of Tenochitlan to meet with the Aztec emperor.

1520 A.D. Magellan rounds Cape Horn at the tip of South America and enters an ocean he names the “Pacific.”

1521 A.D. Fall of the Aztec Empire to Spanish Forces. The capital of New Spain (Mexico City) is built on the ruins of the Tenochitlan.

1522 A.D. The last remaining of Magellan’s five ships with a crew of 17 men returns to Spain ending the first voyage around the world.

1533 A.D. Atahualpa, emperor of the Incas, is hanged by the Spanish conqueror Pizzaro. Spain conquers the Inca empire which was already being destroyed by a smallpox epidemic and civil war.

1535 Spanish conquerors found the city of Lima, Peru.

1539.A.D. Spanish explorer De Soto explores what is today the Southeastern U.S.

1540 A.D. The Spanish explorer Coronado explores the American Southwest.

1541 A.D. The Spanish explorer Hernando DeSoto explores the Mississippi River.

1542 A.D. Giovanni Verrazano explores the coast of North America for France.

1543 A.D. The astronomer Nicholas Copernicus publishes a book which says that the Earth and the other planets revolve around the sun. Biologist Andreas Versalius publishes the first accurate book on human anatomy.

1565 A.D. Spanish found the city of Saint Augustine in Florida.

1577–80 A.D. Sir Francis Drake becomes the first Englishman to circumnavigate the globe.

1586 A.D. Sir Walter Raleigh imports the habit of tobacco smoking from Virginia to England.

1587 A.D. Sir Francis Drake destroys much of the Spanish fleet as it lays anchored in the harbor of Cadiz, Spain.

1588 A.D. The destruction of the Spain’s great Armada by Francis Drake and another commander makes England the world’s greatest seapower.

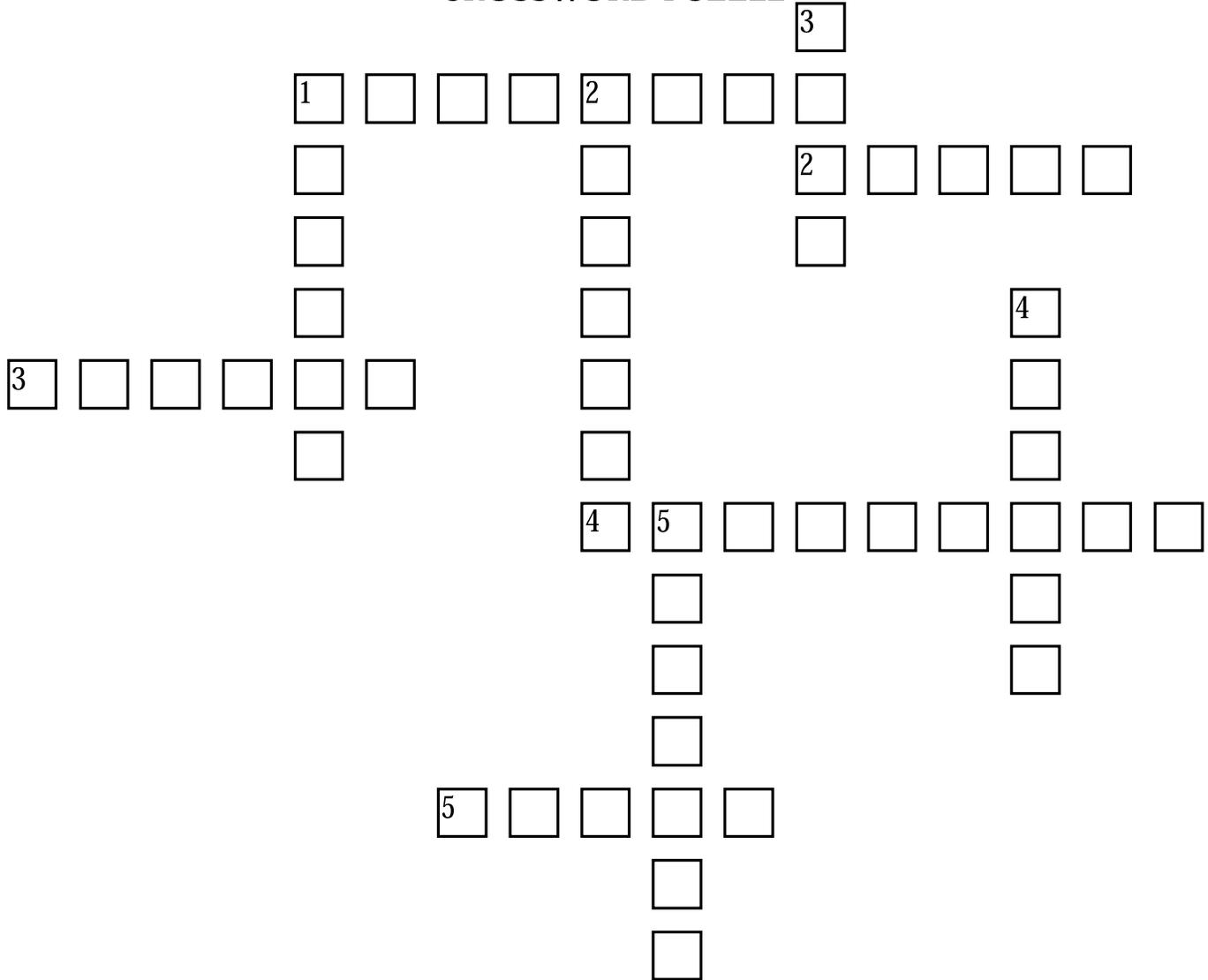
1606 A.D. Dutch explorers discover Australia.

1607 A.D. Jamestown in Virginia is established by the English.

1609 A.D. Galileo builds his first telescope.

1610 A.D. The city of Santa Fe, New Mexico is founded by the Spanish. The French establish the colony of Quebec.

CROSSWORD PUZZLE



ACROSS

1. On October 12, 1492, a fleet of three ships commanded by a man named _____ reached the islands that today we call the Bahamas.
2. A Spaniard named Pizarro conquered the great empire of the _____ in Peru.
3. The Spanish in the New World had a big advantage over the native tribes because they had _____ which allowed them to rapidly move both soldiers and equipment.
4. The science of being able to tell the position of a ship when it is far out at sea is called _____.
5. In 1492, Ferdinand and Isabella ruled the country we now call _____.

DOWN

1. The man who led the conquest of Mexico was named Hernando _____.
2. The man who led the first voyage around the world, but died on the way, was named Ferdinand _____.
3. The Age of Exploration began because people wanted to find a new route to the continent of _____.
4. In 1519, the Aztec capital stood on the site of modern day _____ City.
5. North and South America were named after an explorer called _____ Vespucci.

MAP ACTIVITIES

Directions: On the maps provided by your teacher, trace the routes of the voyages listed below. Use arrows to indicate the direction of travel for each route.

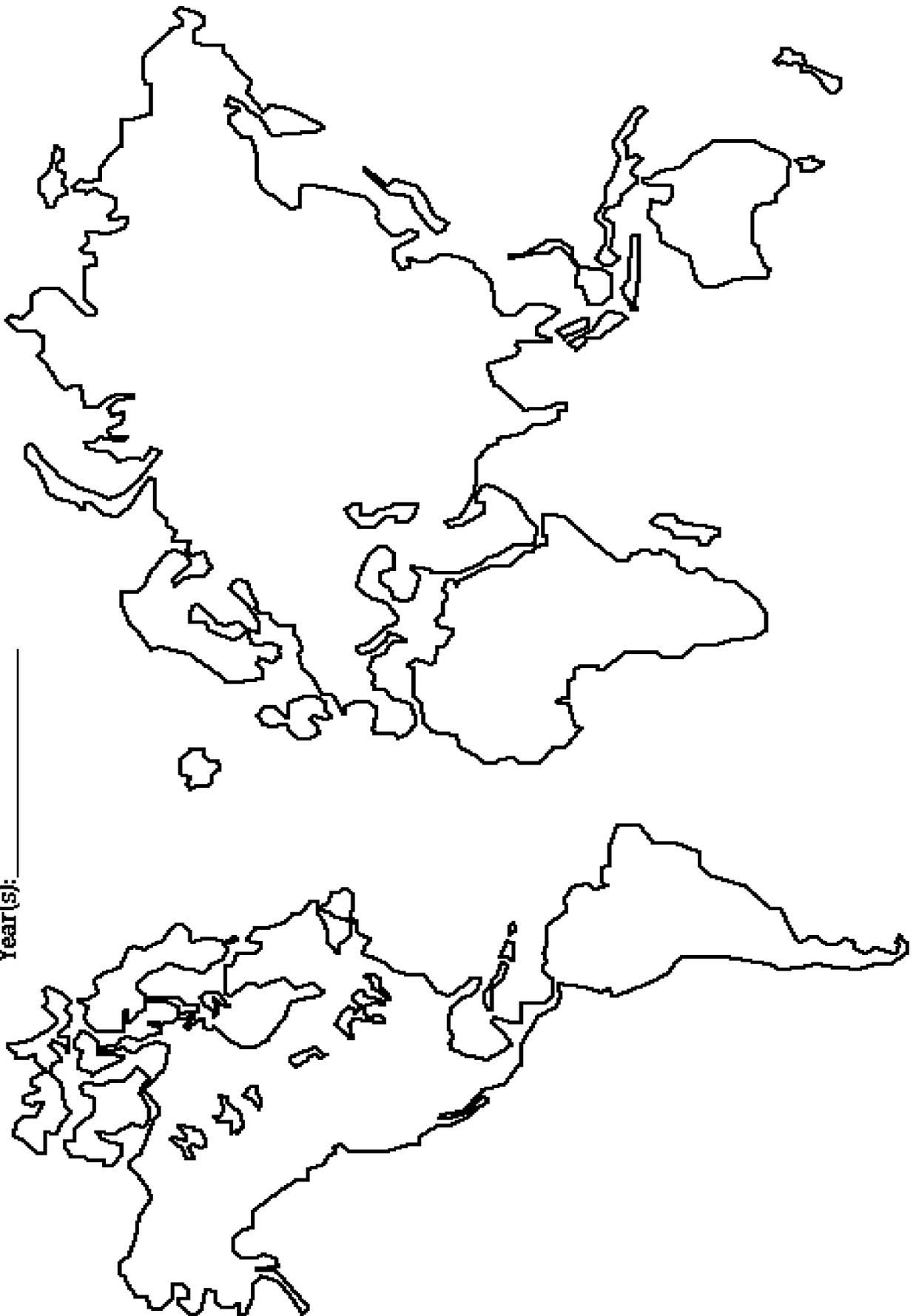
- (1.) Magellan's voyage around the world (1519-1522)
- (2.) Vasco de Gama's voyage to India (1497-1499)
- (3.) Bartholomeu Diass' voyage (1487)
- (4.) Christopher Columbus's first voyage (1492-1493)
- (5.) Amerigo Vespucci's first voyage (1499-1500)
- (6.) John Cabot's first voyage (1497)
- (7.) John Cabot's second voyage (1498)

MAP ACTIVITIES

Name _____

Explorer: _____

Year(s): _____



6a

NEW WORLD FACT SHEET

A favorite food of the Aztecs were cornmeal tamales, and although they usually filled them with beans, fruit, peppers, or fish the Aztecs sometimes added delicacies like insect eggs, boiled grasshoppers, snails, and red worms.

When Cortez conquered the Aztecs in 1521, their empire of fifteen million people stretched from the Atlantic to the Pacific and was made up of 38 different provinces containing nearly 500 towns.

There were no horses in either North or South America until the Spanish conquerors came.

The following crops were not found in Europe until they were imported from the Americas:

- Corn (Maize)
- Potatoes
- Tomatoes
- Avocados
- Chocolate
- Tobacco

By 1519, the Aztecs were sacrificing about 20,000 people a year to the gods by cutting out their beating hearts, and since most of the victims were prisoners of war, the Aztecs came to believe that war was needed for their empire to survive.

The ancient Maya people of Mexico and Central America never established a single nation. Instead, they lived in many separate kingdoms that were often at war with one another. The Mayan kings were both head warriors and priests. The kings often drew their own blood and offered it to the gods during religious ceremonies.

The Maya were the only native American people to invent a complete writing system. Even though the Aztecs used "picture writing" to record names and events only, the Maya were able to write complete sentences.

The Maya played games using rubber balls. They were not allowed to touch the balls with either their hands or feet; instead, they had to hit the balls with their chest, hips and shoulders.

About 5000 priests worked at the temple of Huizilopochtli, the Aztec god of war.

Today the flag of Mexico is decorated with an unusual picture of an eagle. This picture comes from an old legend which said that the Aztecs must build a great city wherever they saw an eagle on a cactus with a snake in its beak. That is why they built their capital, Tenochitlan, where modern day Mexico City stands.

In the early 1600's, the following supplies were needed to supply a ship and 190 men for a three months voyage at sea:

four tons of salt beef	2,800 pounds of salt pork	a few beef tongues
600 pounds of salted codfish	15,000 brown biscuits	5000 white biscuits
30 bushels of oatmeal	40 bushels of dried peas	1.5 bushels of mustard seed
one barrel of salt	100 pounds suet (beef fat)	one barrel of flour
eleven small casks of butter	one large cask of vinegar	10,000 gallons of beer
3,500 gallons of water	two large casks of apple cider	

Besides the supplies listed above, the captains stores held some cheese, pepper, currants, cloves, sugar, aqua vitae (an alcoholic drink), ginger, prunes, bacon, marmalade, almonds, cinnamon, wine, and rice.

QUIZ

(1.) MATCHING

Directions: Fill in the blank with the correct name from the list below.

Ferdinand Magellan	Prince Henry the Navigator
Sebastian Cabot	Bartholomeu Dias
Christopher Columbus	Montezuma II
Prince Henry the Navigator	John Cabot
Vasco da Gama	Bartholomeu Dias
Amerigo Vespucci	Francisco Pizarro

- ___ a. Even though he made four trips to the New World from 1492 to 1503, this man continued to believe he was exploring parts of Asia.
- ___ b. This man led the Spanish conquest of the Incas.
- ___ c. This explorer was the first person to sail across the North Atlantic for England.
- ___ d. This man founded a great school for navigators in Portugal.
- ___ e. This man was the first European to reach the tip of Africa.
- ___ f. This navigator was the first European to reach India by sailing around Africa.
- ___ g. This explorer assembled a fleet of five ships to find a “Southwest Passage” to Asia around South America

(2.) TIMELINE

Directions: List the following historical events in the order in which they occurred by numbering them sequentially:

- ___ a. Fall of the Inca empire
- ___ b. Invention of the movable-type printing press in Europe
- ___ c. Completion of the first voyage around the world
- ___ d. First Europeans reach India by sea around Africa
- ___ e. Vikings explore the coast of Canada
- ___ f. The first Navigation School is established in Portugal
- ___ g. Fall of the Aztec Empire
- ___ h. Columbus makes his first voyage to the New World
- ___ i. First Europeans reach the tip of Africa
- ___ j. Every person in the New World’s first European settlement dies
- ___ k. The map of the world used by Columbus is created

8b

Name _____

QUIZ

(3.) ESSAY QUESTIONS

Directions: Answer the following questions in the spaces provided. Use the back of this sheet if necessary.

a. Name three advantages the Spanish had over the native people of the Americas when it came to warfare.

b. Name three important consequences of the European colonization of the New World.

(4.) MAP ACTIVITIES

Directions: On the map provided, trace the voyage routes listed below.

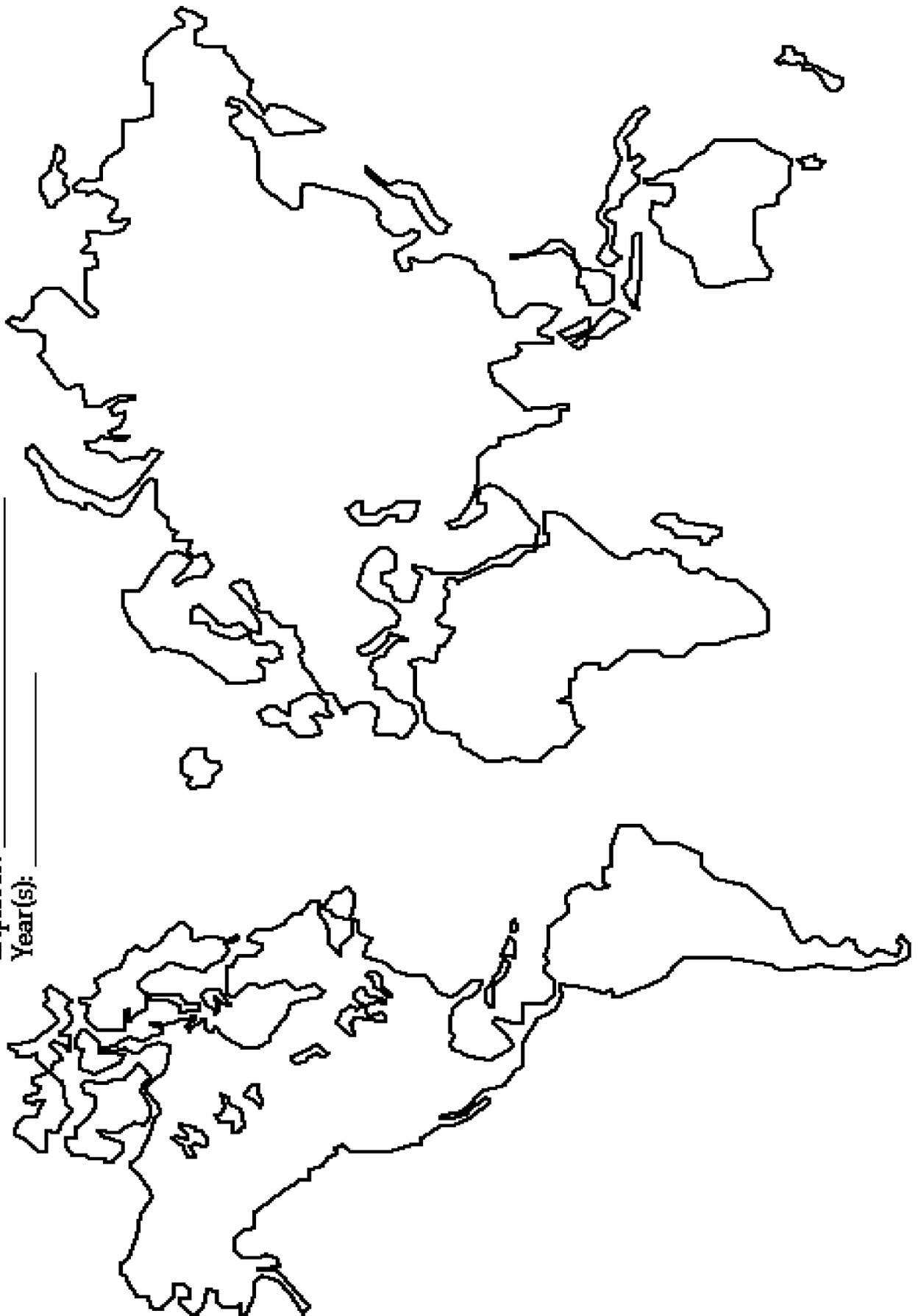
a. Vasco De Gama's voyage from 1497 to 1499

Name _____

QUIZ

Explorer: _____

Year(s): _____



9a

Name _____

VIDEO QUIZ

Directions: Answer the following questions as they appear on the screen after the video presentation. Select your answers from the list that follows each question.

1. In the 1400s, the Spanish and Portuguese were inspired to find new routes to the Far East because nations of the _____ religion controlled trade with Asia.

Buddhist	Jewish
Christian	Moslem
Hindu	

2. This man, named _____, founded an important School of Navigation in Portugal.

Bartholomeu Dias	Sebastian Cabot
Christopher Columbus	Prince Henry the Navigator
Amerigo Vespucci	

3. Vasco da Gama was the first European to reach _____ by sailing around the Cape of Good Hope.

South America	North America
India	Peru
Mexico	

4. True or False: Christopher Columbus discovered the land that today makes up the United States.

True	False
------	-------

5. New types of ships called _____ were used by many explorers during the Age of Discovery.

Frigates	Galleons
Caravels	Schooners
Ironclads	

6. True or False: Magellan died during his attempt to sail around the world.

True	False
------	-------

7. The Spanish conqueror of Mexico was named _____ .

Hernando de Vaca	Francisco Pizarro
Bartholomew Dias	Hernando Cortez

John Cabot

9b

Name _____

VIDEO QUIZ

8. The Spanish conqueror of Peru was named _____.

Hernando de Vaca
Bartholomew Dias
Ponce de Leon

Francisco Pizarro
Hernando Cortez

9. True or False: Columbus made several voyages to the West Indies during his lifetime.

True

False

10. John Cabot sailed to North America from the country of _____ in 1497.

France
Portugal
Mexico

Spain
England