

UNIT 3 - AGE OF EUROPEAN EXPLORERS

OVERVIEW:

This unit will examine the motives that led to European Exploration in the late 15th and 16th centuries. Several primary sources will be examined to this end. We will also discuss the impact of European encounters around the world during this period in time. We will conclude this unit with an in-class essay assessment.

READING SELECTIONS:

- A. Ellis and Esler. World History: The Modern Era. Chapter 2-3 (Pages 82-136.)**
- B. Gomes Eannes de Azurara, “The Chronicle of Discovery and Conquest of Guinea.” p. 188-9 (Sherman Ch 14)**
- How does the reader explain the motives for Prince Henry's obsession with exploration at the time? What are some key examples from the text? How does this narrative demonstrate a history of conflict between the Moors and Portuguese?
- C. King Affonso I: Letter to King John III of Portugal. (Ellis & Esler: WH) p. 94**
- What motives are revealed in this primary source account? What is King Affonso critical of in the article? How does this relate back to what we have learned about Prince Henry?
- D. Columbus, “Letter to Lord Sanchez” p. 189-190 (Sherman Ch 14)**
- How did Columbus view the natives? What does Columbus seem most concerned with? How does this letter reflect his motives?
- E. Bernal Diaz, “Memoirs: The Aztecs.” p. 190-191 (Sherman Ch 14)**
- What impressed Diaz? Why was Diaz astonished at the wealth of this civilization? How does this account compare with that of Columbus’s Letter to Lord Sanchez (Reading D)?
- F. GAoM – “The Eve of Adventure.” (Hand Out)**
- See Essential Questions #1 and #2
- G. Charles Mann, "1491: Rewriting the History of the Americas Before Columbus", 2006. (Handout in class)**
- How does the author support his conclusion that the Europeans (Spanish) were “responsible but not guilty” (p147) of the deaths associated with the conquest of Mexica? List his examples/reasons.
 - Compare the worldviews of the Spanish and Mexica.
- H. M.L. Bush, “The Effects of Expansion on the Non-European World.” p. 196-197 (Sherman Ch 14)**
- See Essential Question #3
- I. Visual Source: “The Conquest of Mexico as Seen by the Aztecs”, p. 193. (Sherman Ch 14)**
- Note the symbols of conquest and destruction shown in the illustration and compare to the writing of Bernal Diaz (Reading E).

The Classical Academy

TERMS: In addition to knowing the definition of the following terms (who, what, where, when), know the why it is important to the story of this unit? How are the terms related or connected to the bigger story?

Ch 2.1 “Ellis” p84-89

Prince Henry the Navigator
Cartographer
Bartholomeu Dias
Vasco da Gama
Cape of Good Hope
Christopher Columbus
Isabella of Castile
Ferdinand of Aragon
Treaty of Tordesillas
Line of Demarcation
Ferdinand Magellan

Ch 2.2 “Ellis” p90-94

Affonso I

Ch 3.1 “Ellis” p110-114

Tainos
Conquistadors
Hernan Cortez
Tenochtitlan
Malinche (Dona Marina)
Moctezuma
Francisco Pizzaro
Atahualpa

Ch 3.2 “Ellis” p.115-119

encomienda
Bartolome de Las Casas
Peons

Ch 3.4 “Ellis” p125-128

Triangular Trade
Middle Passage
Olaudah Equiano

Ch 3.5 “Ellis” p.129-130

Columbian Exchange

ESSENTIAL QUESTIONS: Use your knowledge of the terminology and readings to support the following questions.

1. What motivated Europeans to search the globe at this time in history? (Think three G’s) Give specific examples for each motive. What motivated them the most? [*Ellis Ch 2.1 p.84-89 and Reading F; Supported by Readings C, D, E, G, I*]
2. How did the Renaissance, the Protestant Reformation, and Scientific Revolutions each contribute to and support an Age of Exploration? [*Ellis Ch 2.1 p.84-89 and Reading F; See also Clark, “Early Modern Europe: Motives for the Scientific Rev.” p 231 Sherman*]
3. In what ways were the Spanish (Castilian) and Portuguese empires similar? In what ways were they different? What were the different consequences for non-Western societies in those respective empires? [*Ellis Chapter 3.2 p.115-119; Reading H*]
4. Identify and discuss differences between the Native American and European worldviews. What has been the impact of these differing worldviews? [*Reading D, E, G*]
5. What effects did European exploration have on non-Western societies in Africa? How did Europeans change the nature of African slavery? [*Ch 3.4 p.125-128*]