

CHAPTER  
**10**

# Age of Exploration and Trade

## ESSENTIAL QUESTION

# Why do civilizations rise and fall?

Think about how this question might relate to early European explorers, trade, and the impact on the cultures these explorers encountered.



### TALK ABOUT IT

Discuss with a partner what type of information you would need to know to answer this question. For example, one question might be: What factors contributed to the fall of the Taino civilization on the island of Hispaniola?

**DIRECTIONS:** Now write three additional questions that would help you explain some of the reasons why civilizations rise and fall.

### MY RESEARCH QUESTIONS

*Supporting Question 1:*

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*Supporting Question 2:*

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*Supporting Question 3:*

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**3 EXPLAINING CAUSE AND EFFECT** What were some factors that caused Europeans to begin exploring? Use the chart to organize your information.

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**4 ANALYZING** How did Vasco da Gama landing on India's coast change the world?

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## ESSENTIAL QUESTION

*Why do civilizations rise and fall?*

## Magellan's Voyage

**DIRECTIONS:** Study the excerpt below and answer the accompanying questions.

**EXPLORE THE CONTEXT:** *Magellan; The First Voyage Round the World*, by George M. Towle, was written as one in a series of history books. The story provides insights into what early explorers encountered in their quest to discover unknown lands and seas.

### SECONDARY SOURCE: BOOK EXCERPT

“What made the heat still more unendurable, the supply of fresh water was now almost exhausted; what remained had become so filthy and nauseous that the wanderers could not drink it without shuddering, and it often made them ill. Then Magellan was grief-stricken to be forced to reduce the rations of his brave and suffering comrades. The only food left consisted of course biscuit and these were, as one who was on board says, “reduced to powder, and full of worms.” They had been gnawed and defiled by rats, and were scarcely eatable. But even such food was a rich and rare luxury compared to that to which the poor fellows were at last reduced. In no long time not a biscuit, not a crumb remained. Then they were obliged to do the very thing that Magellan had spoken of, when he said he would go forward, “even if they had to eat the leather off the yards.” This miserable apology for food was now, indeed, all that was left. The gaunt and famished sailors tore off the ox-hides under the main yard, which had been placed there to protect the rigging from the strain of the yard. The leather was so tough that the hungry teeth could make no impression upon it. They attached pieces of it to strong cords, and let them trail in the sea for four or five days. When they were thus soaked through, the sailors made a poor pretense of cooking the leather. They placed it over the fire, until it was singed, and then ate it greedily. ”

—from *Magellan; or The First Voyage Round the World*, 1879



### VOCABULARY

*unendurable*: not able to tolerate

*comrades*: members of the same group

*defiled*: ruined, made filthy

*obliged*: felt the responsibility to do it

*gaunt*: bony, thin

*famished*: starving

*rigging*: the lines and wires that support the masts on sailing vessels

*pretense*: to act as if something were

true; pretending

*singed*: charred, scorched, blackened

**1 COMPARING AND CONTRASTING** Reread the “Voyage of Magellan” in Lesson 1 and compare the information with this excerpt.

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**2 IDENTIFYING PERSPECTIVES** What does this excerpt lead you to believe about Magellan’s character?

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**3 HISTORY** What does this excerpt illustrate about the perils of sailing in the age of European exploration?

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**4 SUMMARIZING** Write a brief summary of this excerpt. Analyze the details supporting the central idea before beginning to summarize.

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## ESSENTIAL QUESTION

*Why do civilizations rise and fall?*

## Vasco da Gama Reaches India

**DIRECTIONS:** Study the excerpt below and answer the accompanying questions.

**EXPLORE THE CONTEXT:** This excerpt is a narrative of the voyages of Vasco da Gama. Some historians believe it is more accurate than other accounts. Gaspar Correa traveled to India only a few years after the land was discovered. Correa found the diary of a priest, Joam Figueira, who reportedly had accompanied da Gama on his voyages. To preserve everything he had learned about the events in India, Correa began writing. This passage has been translated from the Portuguese.

### SECONDARY SOURCE: BOOK EXCERPT

“... this was a great mountain which is on the coast of India, in the kingdom of Cananor, which the people of the country in their language call the mountain Delielly, and they call it “of the rat,” and they call it Mount Dely, because in this mountain there were so many rats that they never could make a village there. . . . and they went on approaching the land until they saw the beach, and they ran along it and passed within sight of a large town of thatched houses inside a bay, which the pilots said was named Cananor, where many skiffs were going about fishing; and several came near to see the ships and were much surprised, and went ashore to relate that these ships had so much rigging and so many sails and white men; which having been told to the King he sent some men of his own to see, but the ships had already gone far, and they did not go.”

—from *The Three Voyages of Vasco da Gama and His Viceroyalty*, 1525



### VOCABULARY

*Cananor:* a monarchy-ruled region in old India

*thatched:* a roof covering of leaves, straw, etc.

*skiffs:* small boats to sail or row

*rigging:* the ropes that attached to sails on the masts and yards

**1 ANALYZING** From this description, how were the explorers greeted when they were first sighted? Explain.

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**2 COMPARING AND CONTRASTING** How is the excerpt similar to or different from the lesson text describing Vasco da Gama's discovery? Explain which one helps you understand the human interaction best and why you think so.

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**3 ECONOMICS** How would Vasco da Gama's discovery of India's coast have an economic impact on both countries?

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**4 INFERRING** In Lesson 1, you read of the early European explorers and their discovery of new lands and cultures. What do you believe were the motivations that caused explorers and monarchies to risk lives and fortunes to accomplish these great explorations? What was often the impact to the cultures found? Explain your views, citing text evidence to support them.

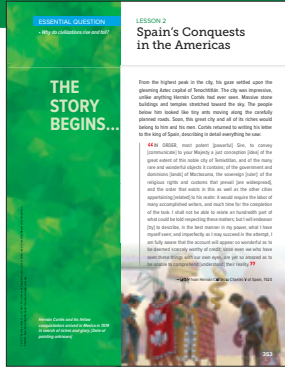
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# Spain's Conquests in the Americas

**DIRECTIONS:** Search for evidence in Chapter 10, Lesson 2 to help you answer the following questions.

- 1 COMPARING AND CONTRASTING** Look closely at the interactions between Cortés and the Aztec rulers and Cortés and some of the Maya people. Use the Venn diagram below to show the similarities and differences.

## ESSENTIAL QUESTION

*Why do civilizations rise and fall?*

As you gather evidence to answer the Essential Question, think about:

- Spain's invasions of Cuba and Mexico in search of gold and power.
- the conquest of Peru, allowing Spain to have access to most of South America.

### My Notes

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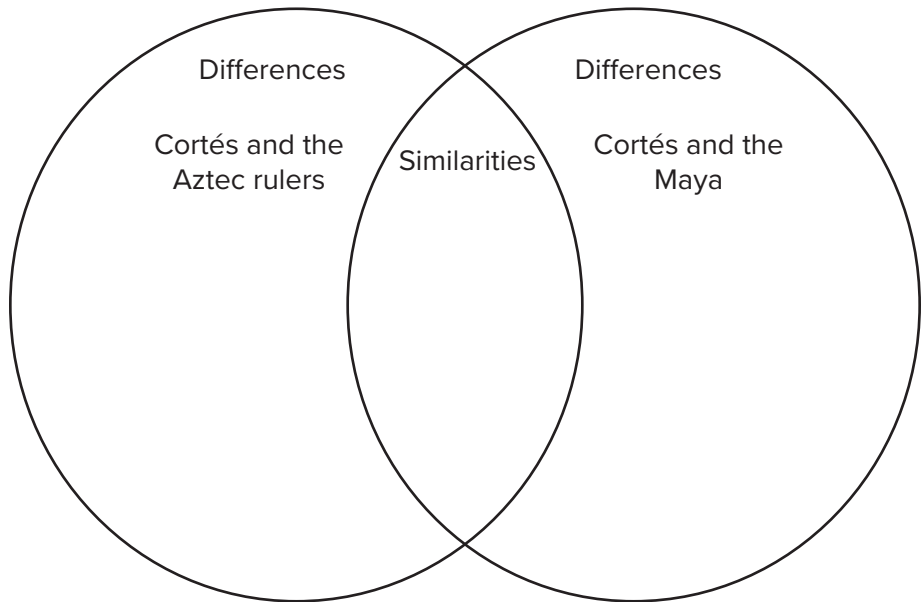
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## ESSENTIAL QUESTION

*Why do civilizations rise and fall?*

## The Execution of Vasco Núñez de Balboa

**DIRECTIONS:** Study the excerpt below and answer the accompanying questions.

**EXPLORE THE CONTEXT:** Vasco Núñez de Balboa is well known as a Spanish explorer, but his life and journeys are not discussed as much as other Spanish explorers. In this excerpt from his biography, Balboa has been charged with treason, imprisoned, and brought out to his execution.



### SECONDARY SOURCE: BIOGRAPHY

“But the day had arrived, Balboa’s last on earth. The hot afternoon wore away and the sun sank towards the mountains which the prisoner had been the first to explore, and touched with its rays the roofs of the dwellings he himself had erected. The dungeon door was thrown open, and forth came Balboa, preceded by his jailer and loaded with clanking chains. But the burden of the chains was as naught to the armor he had carried in the days of his great deeds, and he bore himself erect, dauntless in mien as of yore. . . .

Preceding the prisoner walked the public crier, who announced: ‘This is the punishment inflicted by command of the king and his lieutenant, Don Pedrarias de Avila, governor of this colony, upon this man, as a traitor, and usurper of lands belonging to the crown.’ ‘Nay, nay,’ exclaimed the still loyal Balboa when he heard this lie proclaimed; ‘It is false! You, my former comrades, know it is false. Never hath thought of such a crime entered my mind. I have ever served my king with truth and loyalty, and ever sought to augment his dominions!’ ”

— from *Vasco Núñez de Balboa*, by Frederick A. Ober, 1906

### VOCABULARY

*naught:* nothing

*dauntless:* fearless

*mien:* facial expression

*yore:* days in the past

*public crier:* someone from the court who announces

*usurper:* one who uses force to take what is not his

*augment:* to increase in size

*dominions:* government territory

**1 COMPARING AND CONTRASTING** How does the description of Balboa’s conviction of wrongdoing in Lesson 2 compare with the excerpt? Does one support the other, and if so, how?

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**2 DESCRIBING** Balboa calls the charges against him false. Underline the words that are used to describe Balboa that appear to support his claim of innocence.

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**3 CIVICS** What civic virtues, or dedication to the monarchy at his own expense, are found in Balboa’s statements?

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**4 HISTORY** What were the effects of the charge of treason against Balboa? Cite evidence from Lesson 2.

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## ESSENTIAL QUESTION

*Why do civilizations rise and fall?*

## A Chronicle of the Spanish Conqueror Cortés

**DIRECTIONS:** Study the excerpt below and answer the accompanying questions.

**EXPLORE THE CONTEXT:** The excerpt jumps into a description of the conflict between Spanish explorer Hernán Cortés and the Aztec ruler, Montezuma II. Based on an Aztec legend, a God who opposed human sacrifice said he would someday return. Because of this, Montezuma did not act aggressively toward Cortés when the Spanish landed.

### SECONDARY SOURCE: BOOK

“In the mind of Montezuma, meanwhile, the grave question has been: Can these Spaniards, these strangers of the sunrise, be gods? When Grijalva’s expedition appeared off the coast in 1518, it had been reported to Tenochtitlan that in the ‘waters of heaven,’ as the open sea was called, ‘floating towers’ had appeared, from which had descended beings with white faces and hands, with beards and long hair, and wearing raiment of brilliant colors and ‘round headcoverings.’ Could these beings be priests or heralds of the Fair God Quetzalcoatl, come, according to the Maya-Nahua tradition, to resume sway over his people? Before proof could be adduced, Grijalva had departed; and then, shortly, had come swift messengers with news of Cortés and with pictures of his ‘floating towers’ and of his fair-visaged, yet bearded attendants, handling the thunder and bestriding fierce creatures . . .”

—from *The Spanish Conquerors, a Chronicle of the Dawn of Empire Overseas*, 1919

### VOCABULARY

*grave*: serious or solemn

*Grijalva*: another explorer (from Cuba) who visited the coast of Mexico

*expedition*: journey

*raiment*: clothing

*sway*: to have power over something or someone

*visage*: the appearance or expression of a person’s face

*bestriding*: putting a leg on either side of something, such as a horse

**1 HISTORY** How is the reaction of Montezuma to the strangers in his land related to another event in recent history for the Aztec? Use details from the excerpt to support your response.

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**2 COMPARING AND CONTRASTING** Examine the description of Montezuma’s reaction to Cortés in Lesson 2 and see whether the excerpt corresponds. Describe whether the ideas are in agreement, and support your claim with evidence from the text.

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**3 ANALYZING** What words are used to describe a possible danger to the Aztec? Underline the vocabulary that applies and explain what you think the words represent. Cite evidence of something similar in Lesson 2.

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**4 DRAWING CONCLUSIONS** How does Montezuma’s religious belief affect his strategies to defeat the Spanish? Cite evidence from the excerpt and the lesson.

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**3 DESCRIBING** What steps did England take to establish North American settlements?

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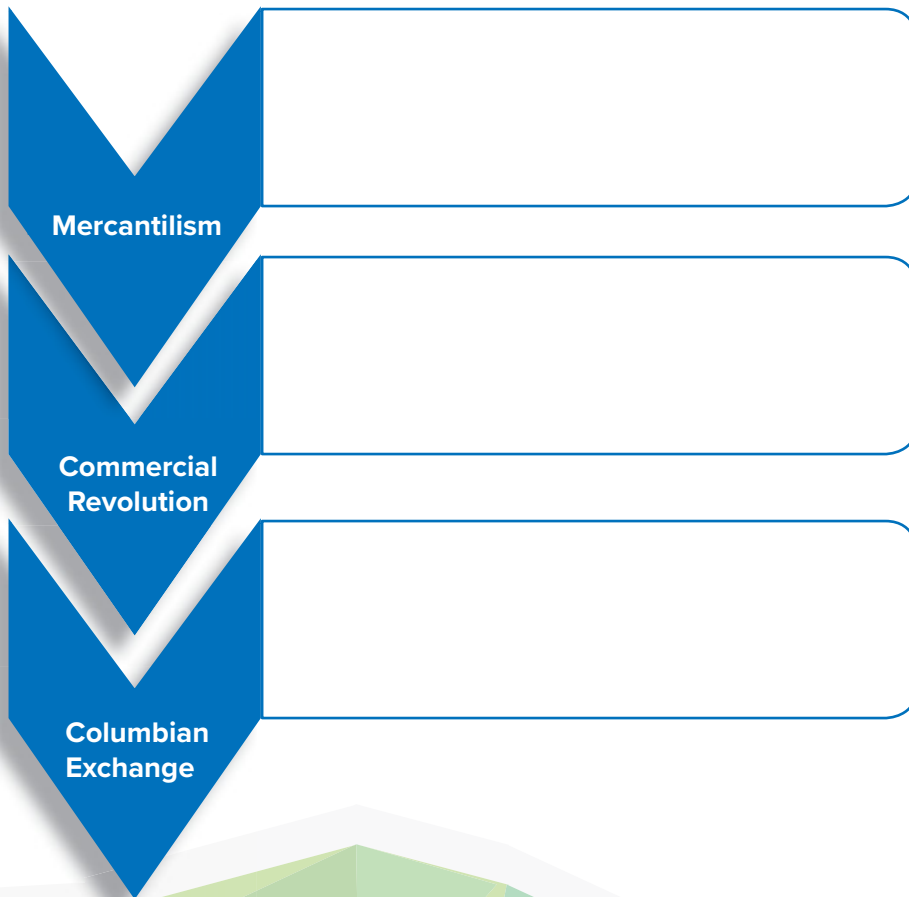
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**4 EXPLAINING** As Europeans established empires in the Americas, world trade changed in many ways. Three results of those changes in world trade were mercantilism, the Commercial Revolution, and the Columbian Exchange. In the chart below, explain what each of those was.



## ESSENTIAL QUESTION

*Why do civilizations rise and fall?*

## New Amsterdam

**DIRECTIONS:** Examine the image below and answer the accompanying questions.

**EXPLORE THE CONTEXT:** This image shows a harbor scene in New Amsterdam, now known as New York City, in 1667. The original illustration was created c. 1700s.

**PRIMARY SOURCE: ILLUSTRATION**

- 1 **GEOGRAPHY** What features of New Amsterdam's geography made it a promising site for Henry Hudson's North America settlement?

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**2 DESCRIBING** Describe the modes of transportation shown. After referring to the text, what can you infer about the larger sailing vessels in the New Amsterdam harbor?

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**3 INFERRING** What might the image reveal about the Dutch settlement on Manhattan Island that is *not* found in the text?

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**4 HISTORY** What was happening globally that may have motivated the Dutch to begin overseas explorations? Cite details from the text that support your claim.

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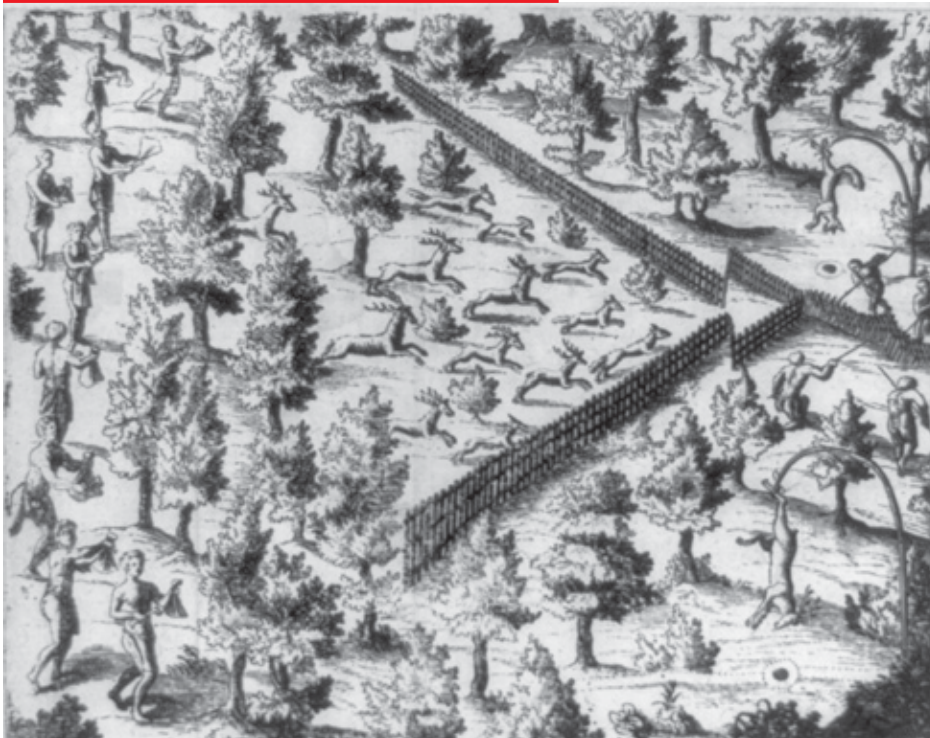
## ESSENTIAL QUESTION

*Why do civilizations rise and fall?*

## The Fur Trade

**DIRECTIONS:** Examine the image below and answer the accompanying questions.

**EXPLORE THE CONTEXT:** The French who explored and settled in North America established trade relationships with many Native American groups. The French were especially interested in trading or trapping for furs to send back to Europe. Deer hide, known as buckskin, was important in this trade. This engraving shows the Native Americans trapping deer. This piece was originally a wood engraving made c. 1600 by Samuel de Champlain, an explorer hired by the French. During his explorations he wrote journals and sketched images of what he saw and found.

**PRIMARY SOURCE: ENGRAVING**

**1 ANALYZING** How are the Iroquois depicted in this image? Describe their actions and what they are doing behind the deer.

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**2 DRAWING CONCLUSIONS** Using the visual information in the image, explain why Native Americans might build fencing in the woods.

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**3 ECONOMICS** How might the actions of the Iroquois impact them economically?

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**4 ANALYZING SOURCES** Using the text from Lesson 3, how might this image relate to European colonies?

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## ESSENTIAL QUESTION

*Why do civilizations rise and fall?*

**1 Think About It**

Review the Supporting Questions that you developed at the beginning of the chapter. Review the evidence that you gathered in Chapter 10. Were you able to answer each Supporting Question?

If there was not enough evidence to answer your Supporting Questions, what additional evidence do you think you need?

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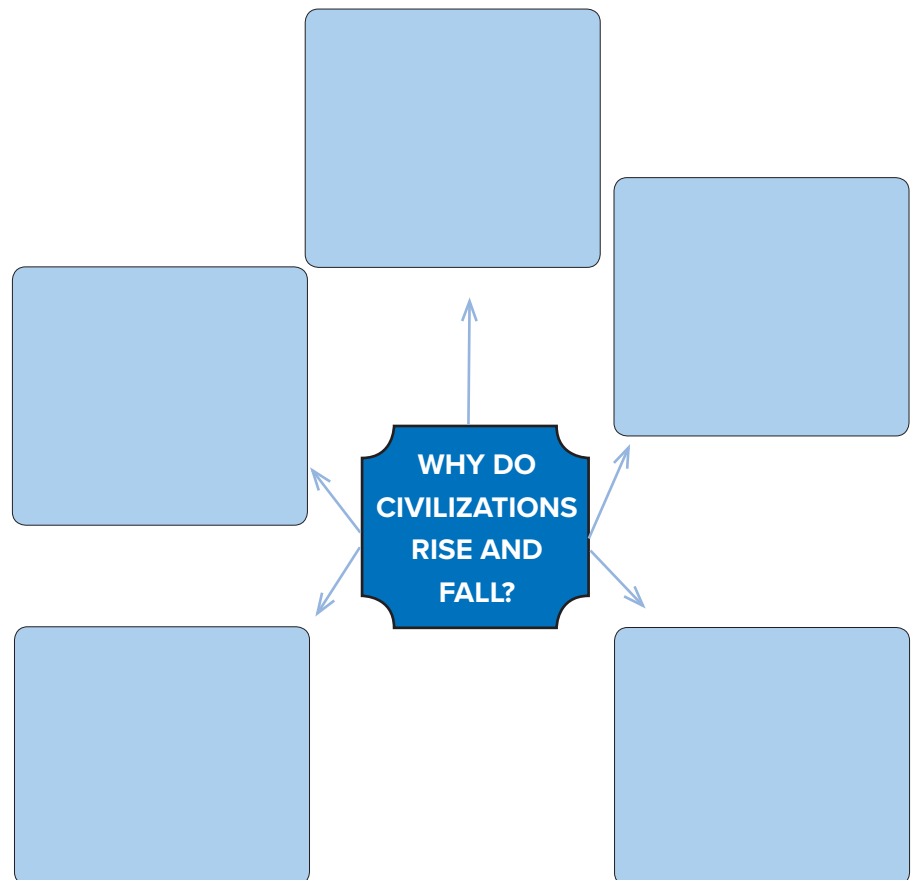
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**2 Organize Your Evidence**

Use the chart to organize the evidence you will use to support your position statement. Remember to cite the source of each piece of evidence.



### 3 Talk About It

Work with a partner or small group to discuss your position statement and the evidence you have gathered. Before you write your final conclusion, gather ideas from your classmates. Group members should take turns sharing their ideas, asking questions, and offering insights. Use your lesson readings to guide you as you support your ideas.

### 4 Write About It

Write your position statement for the ESSENTIAL QUESTION, using your gathered information: *Why do civilizations rise and fall?*

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### 5 Connect to the Essential Question

With your partner or group, create a slide show presentation about why civilizations rise and fall, using what you've learned in this chapter about civilizations. In developing your presentation, use the evidence you gathered to answer the Supporting Questions. Find images on the Internet to enhance your presentation to make it more visually interesting.

