

Grade 5 History & Geography

Unit 3: The Age of Exploration

10 lessons and a unit quiz. Use this pack with the **The Age of Exploration Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: The Spice Islands	PDF pages 8–15	AP 1.1
☐	Chapter 2: Motives and Means	PDF pages 16–23	AP 2.1
☐	Chapter 3: Portuguese Exploration	PDF pages 24–35	AP 3.1
☐	Chapter 4: Christopher Columbus	PDF pages 36–47	AP 1.1, AP 3.1, AP 4.1
☐	Chapter 5: A Spanish Empire and Its Critics	PDF pages 48–53	AP 1.1, AP 3.1, AP 5.1
☐	Chapter 6: Magellan’s Voyage	PDF pages 54–59	AP 1.1, AP 3.1, AP 6.1
☐	Chapter 7: England Explores and Colonizes	PDF pages 60–71	AP 1.1, AP 3.1
☐	Chapter 8: France and the Fur Trade	PDF pages 72–79	AP 1.1, AP 3.1
☐	Chapter 9: Dutch Trade	PDF pages 80–87	AP 1.1, AP 3.1, AP 9.1
☐	Chapter 10: Slavery	PDF pages 88–101	AP 10.1
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: The Spice Islands

THE BIG QUESTION

According to the author, how did the search for the Spice Islands change history?

Words to know

- **medieval** — relating to the Middle Ages in Europe *Many medieval castles still stand in Europe.*
- **spice** — a plant used to add flavor to food *Pepper is a common spice.*
- **archipelago** — a chain of islands *The Malay Archipelago is the largest in the world.*
- **rain shadow** — an area that gets less rain because it is on the protected side of a mountain *People living in a rain shadow become used to a dry climate.*
- **navigational** — related to controlling the movement of a ship *Today's navigational systems are often satellite-based.*
- **trader** — a person who buys and sells goods *A good spice trader could become wealthy.*
- **monopoly** — a situation in which one person, country, or company has complete control of the supply of a good or service *Any monopoly that exists today is tightly regulated.*
- **trading center** — a place where people buy and sell goods *A flea market is really a small trading center.*
- **merchant** — a person who buys and sells goods to earn money *Venetian spice merchants bought spices from Arab traders and sold them to Europeans for a profit.*
- **negotiate** — to discuss the terms of an agreement *She's trying to negotiate a loan with her bank.*
- **Mongol** — a native of the Asian nation of Mongolia *Today, many Mongols live in China and Russia.*
- **porcelain** — a type of fine pottery *China's Tang Dynasty is remembered for its beautiful porcelain.*
- **diplomatic mission** — a group of people who serve as representatives of their government in another country *She works in Japan as part of the U.S. diplomatic mission there.*

Read

Read Chapter 1 in the Student Reader: PDF pages 8–15. Look at the pictures and maps together.

Talk it over

1. What were the two reasons that people in medieval Europe wanted spices?

2. Why were spices so expensive in Europe?
3. What options might the Europeans have considered to make spices more affordable?
4. Where are the Maluku Islands located?
5. What is the “Ring of Fire”? What does it mean for the islands of the Malay Archipelago?
6. Why is the Malay Archipelago a good place to grow spices?
7. Why didn’t Europeans buy their spices directly from the people who produced them?
8. Who dealt most directly with Arab spice traders?
9. How did Venetian and other Italian merchants profit from buying the Arab traders’ expensive spices?
10. How did the Mongols contribute to a revival of overland East-West trade during the later 1200s?
11. What were some things Europeans were interested in trading during the time of Marco Polo?
12. How did Marco Polo help inspire the Age of Exploration?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: According to the author, how did the search for the Spice Islands change history?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.1: The World in 1500 — Teacher Guide PDF page 109

Chapter 2: Motives and Means

THE BIG QUESTION

What developments enabled Europeans to travel farther?

Words to know

- **motive** — the reason for taking a specific action *Her motive for studying was to do well on the test.*
- **cure** — to preserve meat, fish, or other food by smoking, drying, or salting it *Finding ways to cure food was important to early people.*
- **navigation** — the act of planning and directing the movement of a ship, plane, or other vehicle *Calm and experienced navigation by the driver got the car through the blizzard.*
- **uncharted** — never mapped *The continents of North and South America were uncharted before the Age of Exploration.*
- **hull** — the sides and bottom of a boat *The ship's hull was damaged by its collision with the shore.*
- **rig** — to prepare for sailing *It took weeks to properly rig the ship.*
- **astrolabe** — a navigational tool used to determine the position of the sun, a star, or other object in the sky *Early astronomers used an astrolabe to make maps of what they observed in the sky.*
- **sextant** — a navigational instrument that uses a telescope and scale to determine latitude and longitude *European explorers often determined their location at sea with a sextant.*
- **magnetic compass** — a device that uses a magnetized pointer to show direction *The needle of a magnetic compass always points north.*
- **hourglass** — a glass device that measures time using the flow of sand *An hourglass begins tracking time when it is turned over.*

Read

Read Chapter 2 in the Student Reader: PDF pages 16–23. Look at the pictures and maps together.

Talk it over

1. What would most likely happen to food that was stored without being cured?
2. What did the Turks do in the 1400s that made it even more important for Europe to find a sea route to Asia?
3. What effect did the Crusades have on Europeans?
4. Do these two sections explain European motives or means for exploration? How do you know?

5. Why were Arab traders better at navigation and shipbuilding than medieval Europeans?
6. What prompted the Portuguese to develop caravels?
7. Why did the Portuguese include both lateen and square sails on caravels?
8. How did sailors use the astrolabes, sextants, and magnetic compasses?
9. What was one way that sailors kept track of their speed?
10. What were two ways that sailors kept track of time?
11. How do you know this section describes the means of European exploration?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What developments enabled Europeans to travel farther?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 2.1: Domain Vocabulary: Chapters 1-2 — Teacher Guide PDF page 110

Chapter 3: Portuguese Exploration

THE BIG QUESTION

Why do you think Portugal is described as a seagoing pioneer?

Words to know

- **expedition** — a special journey taken by a group that has a clear purpose or goal *As a child, she dreamed of leading an expedition to Mars.*
- **interpreter** — a person who translates from one language to another *My uncle works as an interpreter for American tourists in France.*
- **Moor** — a North African follower of Islam during the Middle Ages *Moors attacked and conquered parts of Spain during the 700s.*
- **fleet** — a group of ships sailing together with the same purpose and under the control of the same leader *Pedro Cabral sailed with a fleet of thirteen ships on his voyage.*
- **landfall** — the reaching of land, after a trip by sea *The ship made landfall after being at sea for three weeks.*
- **trade wind** — a wind that almost always blows in a particular direction *An easterly trade wind can be easily found in that part of the tropics.*
- **scurvy** — a disease caused by a lack of vitamin C *It was common for medieval sea voyagers to die of scurvy.*
- **iron ore** — rock from which iron can be obtained *Most iron ore is a compound of iron and other minerals.*

Read

Read Chapter 3 in the Student Reader: PDF pages 24–35. Look at the pictures and maps together.

Talk it over

1. Why did the Portuguese launch voyages of exploration?
2. Why was Portugal's Prince Henry called "the Navigator," even though he never went on a single expedition?
3. How did the Portuguese become the first Europeans involved in the slave trade?
4. What were Bartolomeu Dias and his fleet the first to do?
5. When did Dias move from the Atlantic Ocean to the Indian Ocean?
6. How did Dias and his crew realize that they had drifted onto a different ocean?
7. Why did Dias most likely name the southern tip of Africa the Cabo Tormentoso?
8. How did da Gama and his men know that they could reach India by rounding the southern tip of Africa?

9. What two things helped da Gama and his men get across the Indian Ocean in twenty-three days?
10. Why might the Portuguese king have considered da Gama's expedition a success, despite its terrible outcome?
11. What became Portugal's main goal after da Gama's expedition to India?
12. In what part of Africa did the Portuguese gain the strongest control over trade?
13. Where in Africa did the Portuguese try to expand their influence after their initial establishment of trade? What was the result of those attempts?
14. Which Portuguese explorer did Pedro Alvares Cabral consult before leading his own expedition to India?
15. What happened because Cabral took that explorer's advice?
16. The Portuguese decided not to settle or set up trading centers at Vera Cruz. Where did they set up trading centers instead?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why do you think Portugal is described as a seagoing pioneer?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: Cool Facts About European Explorers — Teacher Guide PDF pages 111–112

Chapter 4: Christopher Columbus

THE BIG QUESTION

Why do you think Columbus kept a secret log?

Words to know

- **league** — a unit of distance equal to approximately three miles *The league was a standard unit of measure for much of Europe's history.*
- **log** — a written record of a ship's progress *The log revealed that the crew was unhappy for most of the voyage.*
- **mutiny** — the rebellion of a ship's crew against the captain *The sailors considered mutiny several times.*
- **royal standard** — a flag that represents a king or queen *The crew claimed the island for their country by planting the royal standard on the beach.*
- **diplomat** — someone who represents the government of one country in another country *The diplomat returned home when his life was threatened.*
- **indigenous** — native to a particular region or environment *The explorers found that many of the indigenous plants were safe to eat.*

Read

Read Chapter 4 in the Student Reader: PDF pages 36–47. Look at the pictures and maps together.

Talk it over

1. Which European monarchs paid for Christopher Columbus's expedition?
2. Under what conditions did they agree to fund Columbus's voyage?
3. How did Columbus attempt to keep his crew from worrying about sailing into the unknown?
4. What did Columbus risk by taking this approach?
5. What saved Columbus from possible mutiny by his crew?
6. Why did Columbus call the Taino people "Indians"?
7. Why did the Spanish and the Tainos communicate with sign language even though Columbus had brought a translator?
8. In light of the fact that Columbus thought he was in another part of the world, how did he manage to return safely to Spain?
9. What area of the world did Ferdinand and Isabella think Columbus had reached? How can we tell that Ferdinand and Isabella were pleased by the results of Columbus's voyage?
10. Was everyone at the time convinced that Columbus had discovered a westward route to Asia?

11. What countries signed the Treaty of Tordesillas?
12. What were the terms of the Treaty of Tordesillas?
13. What groups were ignored under the terms of the Treaty of Tordesillas?
14. Why did Queen Isabella tell Columbus to determine where the treaty line was?
15. How many voyages did Columbus make to the Americas?
16. What can be concluded about how good the Columbus brothers were at administering a government? Why?
17. How long was it between Columbus's first voyage and Vespucci's South American exploration?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why do you think Columbus kept a secret log?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: The World in 1500 — Teacher Guide PDF page 109
- Activity Page 3.1: Cool Facts About European Explorers — Teacher Guide PDF pages 111-112
- Activity Page 4.1: Early Portuguese and Spanish Exploration — Teacher Guide PDF page 113

Chapter 5: A Spanish Empire and Its Critics

THE BIG QUESTION

How did European explorers and colonists treat the indigenous people of the Americas?

Words to know

- **immunity** — a body's ability to remain free of illness even after being exposed to the cause of the illness *Vaccinations can give people immunity to some diseases.*
- **plantation** — 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 *The owner of a large plantation was likely to need many workers.*
- **cash crop** — a crop that is grown to be sold *Tobacco has been a major cash crop for Kentucky throughout much of its history.*
- **conquistador** — the Spanish word for conqueror *The conquistador Francisco Pizarro invaded the Inca civilization.*
- **isthmus** — a narrow piece of land that connects two larger land masses *The Central American country of Panama is located on an isthmus.*
- **empire** — a group of countries or territories under the control of one government or ruler *Some consider the Roman Empire to have been the greatest empire in history.*
- **exploitation** — the practice of taking unfair advantage of a person or group *Slavery was a horrible form of exploitation.*

Read

Read Chapter 5 in the Student Reader: PDF pages 48–53. Look at the pictures and maps together.

Talk it over

1. What two things killed masses of indigenous people in the Spanish colonies?
2. In what two industries did Spanish colonists make heavy use of indigenous labor?
3. How did the Spanish meet the labor shortage created by the decline of the indigenous population?
4. Which conquistadors conquered the Aztec and the Inca?
5. What so-called “discovery” did Vasco Núñez de Balboa make?
6. Which conquistador joined Balboa on his journey to the “South Sea”?
7. What is the “South Sea” called today?
8. What was the encomienda system?
9. Who was Bartolomé de Las Casas?
10. How did Las Casas change the king’s mind about the encomienda system?

11. The author described the treatment of indigenous people as “exploitation.” How did the Spanish exploit the indigenous peoples of the Americas?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did European explorers and colonists treat the indigenous people of the Americas?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.1: The World in 1500 — Teacher Guide PDF page 109
- Activity Page 3.1: Cool Facts About European Explorers — Teacher Guide PDF pages 111–112
- Activity Page 5.1: Domain Vocabulary: Chapters 3–5 — Teacher Guide PDF page 114

Chapter 6: Magellan's Voyage

THE BIG QUESTION

How important was it for explorers to have finally circumnavigated the globe?

Words to know

- **strait** — a narrow body of water that connects two larger bodies of water *The Strait of Gibraltar connects the Mediterranean Sea to the Atlantic Ocean.*
- **circumnavigate** — to travel completely around something (such as Earth), especially by water *Magellan's crew were the first Europeans to circumnavigate the globe.*

Read

Read Chapter 6 in the Student Reader: PDF pages 54–59. Look at the pictures and maps together.

Talk it over

1. What type of person was Magellan?
2. What was Magellan's native country, and why did he disown it?
3. What was Magellan's mission when he set sail in 1519?
4. How did the beginning of Magellan's expedition suggest the voyage would be a difficult one?
5. What happened when Magellan reached his destination?
6. Why did Magellan face a second mutiny?
7. Where did Magellan's expedition come upon a strait?
8. What is this strait called today?
9. How did Magellan's crew react to their discovery?
10. What body of water did Magellan name after making it through the strait they had found?
11. Why didn't Magellan return to Spain?
12. How might Magellan's personality have contributed to his fate?
13. What happened to Magellan's expedition after his death?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How important was it for explorers to have finally circumnavigated the globe?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: The World in 1500 — Teacher Guide PDF page 109
- Activity Page 3.1: Cool Facts About European Explorers — Teacher Guide PDF pages 111-112
- Activity Page 6.1: Magellan's Voyage — Teacher Guide PDF page 115

Chapter 7: England Explores and Colonizes

THE BIG QUESTION

How did European exploration of the Americas lead to settlement and colonization?

Words to know

- **Northwest Passage** — a sea route connecting the Atlantic Ocean and Pacific Ocean along the northern coast of North America *Trading nations sought a Northwest Passage for centuries.*
- **colonization** — the practice of bringing people from a different country to control and settle an area that already has an indigenous population *Europe's exploration of the Americas led to eventual colonization of the "New World."*
- **loot** — to steal or take something by force *The robbers planned to loot the hardware store.*
- **armada** — a large fleet of ships *The United States maintains an armada of battleships.*
- **joint-stock company** — a company that raises money by selling shares, or interest in the company, in the form of stock *Joint-stock companies were an efficient way to colonize new territories.*
- **fishery** — an area of water where fish or other sea creatures are raised and caught *Alaska has boasted the world's largest fishery for the last three decades.*

Read

Read Chapter 7 in the Student Reader: PDF pages 60–71. Look at the pictures and maps together.

Talk it over

1. What relationship did John Cabot have to Giovanni Caboto?
2. Which countries rejected Giovanni Caboto's plan to find a new route to the Spice Islands? Which one encouraged it?
3. Why was Cabot someone who could be taken seriously as an explorer?
4. Why was his second voyage judged a success?
5. How did his third and final voyage end?
6. What difficulties greeted those who searched northern or southern North America for a Northwest Passage?
7. When the early explorers made maps of North America, what future events did they help cause?
8. Who was Sir Francis Drake?
9. Why did Sir Francis Drake spend his adult life seeking revenge against Spain?

10. What did Drake do to make sure he could circumnavigate the globe like Magellan?
11. What kind of tactics did Drake use in his attacks on Spanish ships?
12. What did Spain insist that England do with Sir Francis Drake and the treasures he had taken?
13. How did Queen Elizabeth respond to Spain's demands?
14. What two factors contributed to the defeat of the Spanish Armada in 1588?
15. How did the English approach to colonization differ from that of the Spanish?
16. How did the settlers and colony at Jamestown manage to survive?
17. What areas in the Americas became part of England's colonial empire?
18. Why did England's East India Company base its operations in India?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did European exploration of the Americas lead to settlement and colonization?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: The World in 1500 — Teacher Guide PDF page 109
- Activity Page 3.1: Cool Facts About European Explorers — Teacher Guide PDF pages 111–112

Chapter 8: France and the Fur Trade

THE BIG QUESTION

The French and the English had different approaches to settlement in North America. In what ways were they different?

Words to know

- **cartographer** — a mapmaker *A good cartographer could find a lot of work during the Age of Exploration.*
- **growing season** — the days available in a year to plant and harvest crops *A region's climate largely determines its growing season.*
- **portage** — to carry boats and supplies overland from one waterway to another *Canals reduce the need for travelers to portage their belongings.*

Read

Read Chapter 8 in the Student Reader: PDF pages 72–79. Look at the pictures and maps together.

Talk it over

1. For which country did Giovanni da Verrazano sail?
2. What were the goals of Verrazano's voyage?
3. What was Verrazano the first European to do?
4. What bodies of water did Jacques Cartier explore for France?
5. What present-day Canadian city takes its name from a hill named by Cartier?
6. How did the area's Native Americans behave toward Cartier and his men?
7. Why did Cartier's effort to establish a French colony fail?
8. What caused France's renewed interest in colonizing North America?
9. Which colonies did Samuel de Champlain establish?
10. Why was farming difficult in New France?
11. How was French treatment of Native Americans different from that of the English?
12. Which river was explored by Marquette, Jolliet, and de La Salle?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: The French and the English had different approaches to settlement in North America. In what ways were they different?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: The World in 1500 — Teacher Guide PDF page 109
- Activity Page 3.1: Cool Facts About European Explorers — Teacher Guide PDF pages 111–112

Chapter 9: Dutch Trade

THE BIG QUESTION

How did the death of a king affect the Spice Trade?

Words to know

- **charter** — a document issued by an authority giving a group certain rights *The charter from the king allowed the colony to pass its own laws.*

Read

Read Chapter 9 in the Student Reader: PDF pages 80–87. Look at the pictures and maps together.

Talk it over

1. Who wound up ruling both Portugal and Spain after the death of Portugal's King Henry in 1580?
2. How did the Dutch react to the defeat of the Spanish Armada in 1588?
3. How did Jan van Linschoten help the Netherlands enter the spice trade?
4. Where did the Dutch establish their trade center in the late 1500s?
5. Which joint-stock company was granted a charter by the Dutch government in the early 1600s? What rights did the charter grant?
6. What settlement did the Dutch build at Africa's Table Bay?
7. What did Dirk Hartog and Abel Tasman accomplish?
8. How was Abel Tasman honored for his trip around Australia?
9. What country was Henry Hudson from? For what country did he explore?
10. What body of water did Hudson at first mistake for the Northwest Passage?
11. Which joint-stock company tried to earn a profit using the land claimed for the Dutch by Henry Hudson?
12. Where did the Dutch build the city of New Amsterdam? By what name is this city known today?
13. How did the English gain control of New Netherland?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the death of a king affect the Spice Trade?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: The World in 1500 — Teacher Guide PDF page 109

- Activity Page 3.1: Cool Facts About European Explorers — Teacher Guide PDF pages 111–112
- Activity Page 9.1: Domain Vocabulary: Chapters 6–9 — Teacher Guide PDF pages 116–117

Chapter 10: Slavery

THE BIG QUESTION

How did the Age of Exploration lead to the development of the slave trade?

Words to know

- **cost-effective** — providing benefits without costing a great deal of money *Leaving water-filled ice trays outside on freezing nights is a costeffective way of making ice cubes.*
- **inhumane** — cruel, unacceptable *Purposely hurting animals is considered inhumane.*
- **cargo** — goods transported by a ship, plane, or truck *Millions of tons of cargo are transported by truck every day.*
- **export** — to send goods to sell in another country *Colonists exported the cash crops that they grew, including tobacco and sugar.*
- **indentured servant** — a person who owes an employer a certain amount of work for a certain amount of time in exchange for some benefit *Employers would pay for the passage of an indentured servant to travel from Europe to the Americas.*
- **cultivation** — the planting, growing, and harvesting of crops *The cultivation of crops such as sugar and tobacco required hard manual labor by many workers.*
- **overseer** — someone who supervises workers to make sure a job is done properly *An overseer on a plantation often had total authority over the enslaved workers he supervised.*

Read

Read Chapter 10 in the Student Reader: PDF pages 88-101. Look at the pictures and maps together.

Talk it over

1. Which European countries were the first to become involved in the African slave trade?
2. Why did the Spanish and Portuguese decide they needed enslaved workers for their colonies?
3. What effect did European involvement during the Age of Exploration have on the existence of slavery?
4. What is one way that slavery as practiced by Africans often differed from slavery as practiced during the Age of Exploration?
5. Who did Spanish colonists use at first to mine silver and gold in the Americas?
6. Why was it difficult for plantation owners in places like the Caribbean to use indigenous people for cheap labor?

7. How did the British become involved in slavery?
8. What other form of trade did many European sugar growers engage in as they became more established?
9. Who took over both Portugal's slave trade and its spice trade when that nation's power collapsed?
10. What was the Middle Passage?
11. What adjectives describe the experience of the Middle Passage?
12. What awaited enslaved persons on the other side of the Middle Passage?
13. About what percentage of enslaved Africans did not survive the Middle Passage?
14. Why did demand for enslaved labor come later from American plantations than from elsewhere?
15. What were "freedom dues"?
16. What changed that made enslaved labor more profitable and efficient than the use of indentured servants?
17. The first sentence of the section says, "The life of an enslaved person was very hard." Which details in the section support this statement?
18. For whom was the Age of Exploration a time of hardship?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the Age of Exploration lead to the development of the slave trade?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 10.1: The West Indies — Teacher Guide PDF page 118

UNIT QUIZ

The Age of Exploration

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which Venetian explorer's accounts of his travels to Asia encouraged exploration?
 - a) Marco Polo
 - b) Giovanni de Verrazano
 - c) Giovanni Caboto
 - d) Christopher Columbus
2. What tools did navigators use to know where they were and where they were going?
 - a) hull and caravel
 - b) astrolabe and magnetic compass
 - c) hourglass and sextant
 - d) lateen and knots
3. Who provided leadership for Portuguese exploration in the 1400s?
 - a) Vasco da Gama
 - b) Prince Henry the Navigator
 - c) Bartolomeu Dias
 - d) Pedro Alvares Cabral
4. What landmark was Bartolomeu Dias the first European to reach?
 - a) Straits of Magellan
 - b) Northwest Passage
 - c) Tasmania
 - d) Cape of Good Hope
5. What important route did Dias's discovery lead to?
 - a) a westward route to the Spice Islands
 - b) a polar route to the Americas
 - c) a route to the Indian Ocean
 - d) a path around South America
6. Where did Vasco da Gama explore?
 - a) Newfoundland
 - b) the eastern coast of North America
 - c) the eastern coast of Africa
 - d) Caribbean islands
7. Although Pedro Alvares Cabral set sail for India, where did he accidentally end up reaching first?
 - a) Brazil
 - b) the Canary Islands
 - c) North America
 - d) Java

- 8.** Where did Christopher Columbus make landfall on his first voyage?
- a) the East Indies
 - b) the Bahamas
 - c) Cape of Good Hope
 - d) Virginia
- 9.** Why did Columbus call the people he encountered “Indians”?
- a) It was the Spanish word for strangers.
 - b) They looked like people he had seen in India.
 - c) That is the name they called themselves.
 - d) He thought he had reached the East Indies.
- 10.** What did the Treaty of Tordesillas do?
- a) divided the western hemisphere into North and South America
 - b) legalized the slave trade
 - c) divided the land in the western hemisphere between Spain and Portugal
 - d) permitted slavery in the Americas
- 11.** What name was given to the system of land and labor grants that the Spaniards set up to encourage settlers in their newly conquered lands?
- a) encomiendas
 - b) haciendas
 - c) Tordesillas
 - d) conquistadores
- 12.** Who was the Spanish missionary who tried to end the enslavement of Indians?
- a) Hispaniola
 - b) Las Casas
 - c) Pizarro
 - d) Balboa
- 13.** Where are the Straits of Magellan?
- a) where the Panama Canal is now
 - b) at the opening of the Mediterranean Sea
 - c) near the southern tip of South America
 - d) between the Great Lakes and the St. Lawrence Seaway 96
- 14.** What was the first English colony in North America?
- a) Plymouth
 - b) Jamestown
 - c) Roanoke Island
 - d) Massachusetts Bay
- 15.** What was the first permanent English settlement in North America?
- a) Jamestown, Virginia
 - b) Elizabeth, New Jersey
 - c) Victoria, Canada
 - d) New Amsterdam, New York

- 16.** Which explorer did not visit North America?
- a) Ferdinand Magellan
 - b) Giovanni da Verrazano
 - c) Jacques Cartier
 - d) Henry Hudson
- 17.** What body of water did Vasco Núñez de Balboa reach with Francisco Pizarro?
- a) the Indian Ocean
 - b) the Pacific Ocean
 - c) the Straits of Magellan
 - d) the Panama Canal
- 18.** Which trade got France interested in building colonies in the land called New France?
- a) slave trade
 - b) sugar plantations
 - c) fur trade
 - d) tobacco industry
- 19.** Who was the first European to sail up the Atlantic coast of the present-day United States?
- a) Christopher Columbus
 - b) Sir Francis Drake
 - c) Henry Hudson
 - d) Giovanni da Verrazano
- 20.** Which North American area did Jacques Cartier claim for France?
- a) Louisiana
 - b) Canada around Montreal
 - c) the Great Lakes
 - d) the Mississippi River
- 21.** Who were the first Europeans to reach the Mississippi River?
- a) Verrazano and Hudson
 - b) Sieur and La Salle
 - c) Marquette and Jolliet
 - d) Champlain and Cartier
- 22.** What did Henry Hudson accomplish?
- a) He sailed up a river into what is now New York State and also found a huge inland sea in Canada.
 - b) He sailed up the Mississippi River to the Pacific Ocean.
 - c) He bought Manhattan Island from Native Americans.
 - d) He found a Northwest Passage across northern Canada.

23. What was the Middle Passage?

- a) the journey of enslaved Africans from the market to the plantations where they worked
- b) the journey around the Cape of Good Hope on the way to the Indian Ocean
- c) the journey through the Straits of Magellan on the way to the Pacific Ocean
- d) the journey of enslaved Africans from Africa to the Americas

24. Which country took over the Spice Trade after Portugal weakened?

- a) England
- b) France
- c) Spain
- d) the Netherlands

Answers

Chapter 1: The Spice Islands

1. **What were the two reasons that people in medieval Europe wanted spices?**

They wanted spices to flavor their food and to preserve it.

2. **Why were spices so expensive in Europe?**

Getting spices required a lot of time, effort, and danger.

3. **What options might the Europeans have considered to make spices more affordable?**

Possible answers: Explorers might find shorter routes to places with spices. They might find spices in places that were closer. They might find places where they could raise spices themselves instead of buying them.

4. **Where are the Maluku Islands located?**

They are in the Malay Archipelago.

5. **What is the “Ring of Fire”? What does it mean for the islands of the Malay Archipelago?**

The Ring of Fire is an arc of volcanoes along the rim of the Pacific Ocean. It means the Malay Archipelago experiences volcanic eruptions and earthquakes.

6. **Why is the Malay Archipelago a good place to grow spices?**

It has rich soil, it is hot, and it gets a lot of rain.

7. **Why didn’t Europeans buy their spices directly from the people who produced them?**

Possible answers: They did not know exactly where the Spice Islands were nor were their ships and navigational skills suited for sailing long distances. In addition, the Arab traders made up stories about sea monsters and other dangers to discourage the Europeans from exploring farther.

8. **Who dealt most directly with Arab spice traders?**

Merchants from Venice and other parts of Italy dealt most directly with them.

9. **How did Venetian and other Italian merchants profit from buying the Arab traders’ expensive spices?**

They profited by selling the spices to their other European customers at even higher prices than they had paid for them.

10. **How did the Mongols contribute to a revival of overland East-West trade during the later 1200s?**

They did so by making and keeping the ancient routes safe.

11. **What were some things Europeans were interested in trading during the time of Marco Polo?**

Possible answers include: spices, silk, gems, porcelain, and tea.

12. **How did Marco Polo help inspire the Age of Exploration?**

Polo and his cell mate in jail wrote an account of Polo’s travels. Polo’s descriptions of

far-off exotic lands helped inspire Christopher Columbus's journeys some two centuries later.

Chapter 2: Motives and Means

1. **What would most likely happen to food that was stored without being cured?**

It would quickly spoil and rot, becoming unfit to eat.

2. **What did the Turks do in the 1400s that made it even more important for Europe to find a sea route to Asia?**

They shut down the Silk Road.

3. **What effect did the Crusades have on Europeans?**

They made the Europeans more curious about the non-European world.

4. **Do these two sections explain European motives or means for exploration? How do you know?**

They explain European motives because they tell why Europeans wanted to explore.

5. **Why were Arab traders better at navigation and shipbuilding than medieval Europeans?**

Arabs had been traveling greater distances by sea for far longer than Europeans had.

6. **What prompted the Portuguese to develop caravels?**

They wanted to be able to make long sea explorations.

7. **Why did the Portuguese include both lateen and square sails on caravels?**

Lateen sails were effective for catching winds close to shore and made the ship easier to handle. Square sails were far better for the types of winds found on the open ocean when traveling long distances.

8. **How did sailors use the astrolabes, sextants, and magnetic compasses?**

Sailors used astrolabes and sextants to determine the ship's location. They used magnetic compasses to determine the direction in which the ship was sailing.

9. **What was one way that sailors kept track of their speed?**

They counted the knots on a rope as it slipped through their hands during a certain period of time.

10. **What were two ways that sailors kept track of time?**

They used hourglasses, and they noted the movement and position of the sun. Page 17 G5_U3_Chap02_SE.indd 17

11. **How do you know this section describes the means of European exploration?**

The section describes how Europeans were able to explore. It describes the technologies that allowed them to do so.

Chapter 3: Portuguese Exploration

1. **Why did the Portuguese launch voyages of exploration?**

They wanted to set up new trade routes, spread Christianity, and gain knowledge.

2. **Why was Portugal's Prince Henry called "the Navigator," even though he never went on a single expedition?**
He encouraged the growth of Portuguese exploration, lending support to the design and building of ships, to mapmaking, and to the development of navigational instruments. Page 20
3. **How did the Portuguese become the first Europeans involved in the slave trade?**
In 1441, they brought Africans back to Europe to be sold.
4. **What were Bartolomeu Dias and his fleet the first to do?**
They were the first Europeans to find a route to the Indian Ocean.
5. **When did Dias move from the Atlantic Ocean to the Indian Ocean?**
He did that when he passed the southern tip of Africa.
6. **How did Dias and his crew realize that they had drifted onto a different ocean?**
They spotted land to their west instead of their east.
7. **Why did Dias most likely name the southern tip of Africa the Cabo Tormentoso?**
It was most likely because Dias and his crew encountered a storm there.
8. **How did da Gama and his men know that they could reach India by rounding the southern tip of Africa?**
Dias had proven that it could be done.
9. **What two things helped da Gama and his men get across the Indian Ocean in twenty-three days?**
They were helped by an experienced pilot and strong westerly trade winds.
10. **Why might the Portuguese king have considered da Gama's expedition a success, despite its terrible outcome?**
Possible answer: da Gama had proven that Portugal could gain relatively easy access to the eastern side of Africa.
11. **What became Portugal's main goal after da Gama's expedition to India?**
Portugal wanted to seize control of trade on the eastern coast of Africa.
12. **In what part of Africa did the Portuguese gain the strongest control over trade?**
They were most successful along the Swahili Coast (the central eastern coast) of Africa.
13. **Where in Africa did the Portuguese try to expand their influence after their initial establishment of trade? What was the result of those attempts?**
They attempted to expand their influence into the African interior, with limited success.
14. **Which Portuguese explorer did Pedro Alvares Cabral consult before leading his own expedition to India?**
Vasco da Gama

15. What happened because Cabral took that explorer's advice?

Cabral's attempt to avoid the windless Gulf of Guinea resulted in his arrival in present-day Brazil.

16. The Portuguese decided not to settle or set up trading centers at Vera Cruz. Where did they set up trading centers instead?

They set up trading centers in Africa and Asia, including the Swahili Coast, India, and the Spice Islands.

Chapter 4: Christopher Columbus

1. Which European monarchs paid for Christopher Columbus's expedition?

King Ferdinand and Queen Isabella of Spain Note: As previously indicated, the marriage of Ferdinand of Castile and Isabella of Aragon in the late 1400s gave those two states a close working relationship, but the states did not unify as Spain until the 1500s. Page 32

2. Under what conditions did they agree to fund Columbus's voyage?

They agreed to fund him provided he would claim any land he reached for Spain.

3. How did Columbus attempt to keep his crew from worrying about sailing into the unknown?

He lied about the distance they traveled each day.

4. What did Columbus risk by taking this approach?

Possible answer: He risked a mutiny and possibly being thrown overboard.

5. What saved Columbus from possible mutiny by his crew?

They spotted land birds and floating bushes with berries on them, suggesting that they were approaching land.

6. Why did Columbus call the Taino people "Indians"?

He believed he had reached the East Indies and that the Tainos were indigenous to that area.

7. Why did the Spanish and the Tainos communicate with sign language even though Columbus had brought a translator?

The translator spoke Hebrew and Arabic, and the Tainos spoke neither. Therefore, the Spanish and Tainos couldn't use speech to communicate.

8. In light of the fact that Columbus thought he was in another part of the world, how did he manage to return safely to Spain?

Leaving the island where Cuba and Hispaniola are now located, Columbus continued to sail until he reached 40° N latitude and then sailed east.

9. What area of the world did Ferdinand and Isabella think Columbus had reached? How can we tell that Ferdinand and Isabella were pleased by the results of Columbus's voyage?

Possible answer: Because of Columbus's description, Ferdinand and Isabella thought he had reached his destination in Asia using a westward route. They gave him money, land, and a title.

10. **Was everyone at the time convinced that Columbus had discovered a westward route to Asia?**

No, some people thought Columbus had explored Atlantic islands with which Europeans were not familiar. This was, in fact, the case.

11. **What countries signed the Treaty of Tordesillas?**

Spain and Portugal

12. **What were the terms of the Treaty of Tordesillas?**

Spain was given permission to claim all land west of the treaty line, which was set 370 leagues west of the Cape Verde Islands. Portugal was given permission to claim all lands east of the line.

13. **What groups were ignored under the terms of the Treaty of Tordesillas?**

Possible answers: The treaty ignored indigenous people in colonized lands. It also ignored any European powers other than Spain and Portugal.

14. **Why did Queen Isabella tell Columbus to determine where the treaty line was?**

Possible answer: No Europeans knew the geography of the Americas very well. There were no accurate European maps of the Americas.

15. **How many voyages did Columbus make to the Americas?**

four

16. **What can be concluded about how good the Columbus brothers were at administering a government? Why?**

Possible answer: It can be concluded that they were very bad at governing because they angered the indigenous peoples by forcing them to work in the mines, and they angered the Spanish settlers by playing favorites.

17. **How long was it between Columbus's first voyage and Vespucci's South American exploration?**

Vespucci's voyage came nine years after Columbus's.

Chapter 5: A Spanish Empire and Its Critics

1. **What two things killed masses of indigenous people in the Spanish colonies?**

Disease and overwork killed hundreds of thousands of indigenous people.

2. **In what two industries did Spanish colonists make heavy use of indigenous labor?**

Indigenous labor was used heavily in gold mines and on plantations.

3. **How did the Spanish meet the labor shortage created by the decline of the indigenous population?**

They imported enslaved persons from Africa.

4. **Which conquistadors conquered the Aztec and the Inca?**

Hernán Cortés conquered the Aztec, and Francisco Pizarro conquered the Inca.

5. **What so-called "discovery" did Vasco Núñez de Balboa make?**

He "discovered" the South Sea.

6. **Which conquistador joined Balboa on his journey to the “South Sea”?**
Pizarro
7. **What is the “South Sea” called today?**
It is called the Pacific Ocean.
8. **What was the encomienda system?**
It was a system that gave Spanish settlers in the Americas land and enslaved workers.
9. **Who was Bartolomé de Las Casas?**
He was a Spanish priest who settled on Hispaniola.
10. **How did Las Casas change the king’s mind about the encomienda system?**
He changed the king’s mind by writing a book called The Devastation of the Indies: A Brief Account. In the book, he described how indigenous people were being abused.
11. **The author described the treatment of indigenous people as “exploitation.” How did the Spanish exploit the indigenous peoples of the Americas?**
Possible answer: They enslaved indigenous people, forcing them to work in the mines and on plantations.

Chapter 6: Magellan’s Voyage

1. **What type of person was Magellan?**
Magellan was hot-tempered and often in trouble.
2. **What was Magellan’s native country, and why did he disown it?**
Magellan disowned his native country of Portugal because its king refused to send him on any more expeditions. Page 49
3. **What was Magellan’s mission when he set sail in 1519?**
He wanted to see whether a particular strait was a waterway through the middle of South America.
4. **How did the beginning of Magellan’s expedition suggest the voyage would be a difficult one?**
The ships began leaking. Magellan faced a mutiny.
5. **What happened when Magellan reached his destination?**
His crew discovered the strait did not lead to the Pacific Ocean.
6. **Why did Magellan face a second mutiny?**
His crew was angry that he continued south into more dangerous waters instead of sailing north or to Africa and the Spice Islands.
7. **Where did Magellan’s expedition come upon a strait?**
They found a strait at the southern tip of South America.
8. **What is this strait called today?**
It is called the Straits of Magellan.
9. **How did Magellan’s crew react to their discovery?**
One ship mutinied and returned home. Three others went through the strait at Magellan’s insistence.

10. **What body of water did Magellan name after making it through the strait they had found?**

He came upon (and named) the Pacific Ocean.

11. **Why didn't Magellan return to Spain?**

He was killed in the Philippines after getting involved in a local conflict.

12. **How might Magellan's personality have contributed to his fate?**

Magellan was hot-tempered and frequently got in trouble. He was killed in a confrontation with a local chief. It's possible his temper contributed to or caused the conflict.

13. **What happened to Magellan's expedition after his death?**

It returned to Spain under the command of Juan Sebastián del Cano, making the survivors the first Europeans to circumnavigate the globe. Activity Page

Chapter 7: England Explores and Colonizes

1. **What relationship did John Cabot have to Giovanni Caboto?**

Giovanni Caboto and John Cabot were the same person. When Caboto moved to England, he changed his name to John Cabot.

2. **Which countries rejected Giovanni Caboto's plan to find a new route to the Spice Islands? Which one encouraged it?**

Spain and Portugal turned him down, and England agreed to sponsor him.

3. **Why was Cabot someone who could be taken seriously as an explorer?**

Possible answer: He had a lot of experience as a seafarer and a spice trader.

4. **Why was his second voyage judged a success?**

He claimed to have found a new, rich fishing area.

5. **How did his third and final voyage end?**

Four of his five ships, including the one he was on, vanished without a trace.

6. **What difficulties greeted those who searched northern or southern North America for a Northwest Passage?**

Those who searched to the north were stopped by ice, and those who searched to the south were stopped by land.

7. **When the early explorers made maps of North America, what future events did they help cause?**

Possible answer: Their mapmaking set the stage for later European colonization of North America.

8. **Who was Sir Francis Drake?**

He was an English pirate who served England's queen and who became one of the greatest sea captains in history. Page 58

9. **Why did Sir Francis Drake spend his adult life seeking revenge against Spain?**

His ship was once attacked and robbed by a Spanish ship.

10. **What did Drake do to make sure he could circumnavigate the globe like Magellan?**

He kidnapped an experienced Portuguese pilot who knew how to sail through the Straits of Magellan.

11. **What kind of tactics did Drake use in his attacks on Spanish ships?**

He used trickery and deceit.

12. **What did Spain insist that England do with Sir Francis Drake and the treasures he had taken?**

Spain demanded that the treasure Drake had stolen be returned to Spain and that Drake be hanged.

13. **How did Queen Elizabeth respond to Spain's demands?**

She refused.

14. **What two factors contributed to the defeat of the Spanish Armada in 1588?**

Possible answer: The armada was taken down by the battle tactics of Drake and other English captains, and by a storm that sank several of the armada's ships.

15. **How did the English approach to colonization differ from that of the Spanish?**

Possible answer: The Spanish wanted to dig gold and silver out of the ground and send it back to Spain. The English wanted to set up settlements where colonists could live their lives.

16. **How did the settlers and colony at Jamestown manage to survive?**

The settlers and colony struggled initially, but Native Americans from the Powhatan Confederacy showed them how to grow tobacco. Previously unknown in Europe, tobacco was soon in great demand in Europe and brought money to the Jamestown colony.

17. **What areas in the Americas became part of England's colonial empire?**

The English colonial empire stretched south from Newfoundland in Canada to most of the Atlantic Coast. It also included islands in the Caribbean Sea.

18. **Why did England's East India Company base its operations in India?**

The East India Company decided it was too dangerous and expensive to travel between the Spice Islands and England.

Chapter 8: France and the Fur Trade

1. **For which country did Giovanni da Verrazano sail?**

France

2. **What were the goals of Verrazano's voyage?**

His goals were to create accurate maps of North America and to find a Northwest Passage.

3. **What was Verrazano the first European to do?**

He was the first European to sail up the Atlantic coast of the presentday United States, from North Carolina to Newfoundland.

4. **What bodies of water did Jacques Cartier explore for France?**
He explored the Gulf of St. Lawrence and the St. Lawrence River.
5. **What present-day Canadian city takes its name from a hill named by Cartier?**
Montreal
6. **How did the area's Native Americans behave toward Cartier and his men?**
The Native Americans showed Cartier's men how to prepare a drink that prevented scurvy, which saved their lives.
7. **Why did Cartier's effort to establish a French colony fail?**
Possible answers: It was settled by prisoners who did not want to work in such a cold, distant place. The colony did not receive supplies on time.
8. **What caused France's renewed interest in colonizing North America?**
France's renewed interest was a result of the growth of trade with Native Americans.
9. **Which colonies did Samuel de Champlain establish?**
He established colonies in Nova Scotia and what is now Quebec City.
10. **Why was farming difficult in New France?**
Long, hard winters meant the growing season was short.
11. **How was French treatment of Native Americans different from that of the English?**
The French had a more peaceful, trade-based relationship with Native Americans. The English, by contrast, forcefully pushed Native Americans off their land.
12. **Which river was explored by Marquette, Jolliet, and de La Salle?**
the Mississippi River

Chapter 9: Dutch Trade

1. **Who wound up ruling both Portugal and Spain after the death of Portugal's King Henry in 1580?**
Spain's King Philip II
2. **How did the Dutch react to the defeat of the Spanish Armada in 1588?**
Possible answer: They worked to take control of the world spice trade.
3. **How did Jan van Linschoten help the Netherlands enter the spice trade?**
He provided the Dutch with information he had gathered during his years of working with Eastern traders.
4. **Where did the Dutch establish their trade center in the late 1500s?**
They set up their trade center on the island of Java in what is now Indonesia.
5. **Which joint-stock company was granted a charter by the Dutch government in the early 1600s? What rights did the charter grant?**
That charter was granted to the Dutch East India Company. It gave the company a monopoly on all trade stretching east from the Cape of Good Hope to the Straits of Magellan. They were also given permission to set up their own government in Java.

6. **What settlement did the Dutch build at Africa's Table Bay?**
Cape Town
7. **What did Dirk Hartog and Abel Tasman accomplish?**
Hartog found Australia, and Tasman proved Australia was an island.
8. **How was Abel Tasman honored for his trip around Australia?**
Australia's neighboring island, Tasmania, was named for him.
9. **What country was Henry Hudson from? For what country did he explore?**
He was from England, but he explored for the Netherlands.
10. **What body of water did Hudson at first mistake for the Northwest Passage?**
the Hudson River
11. **Which joint-stock company tried to earn a profit using the land claimed for the Dutch by Henry Hudson?**
the New Netherland Company
12. **Where did the Dutch build the city of New Amsterdam? By what name is this city known today?**
The city of New Amsterdam was built on the island of Manhattan. Today, the city is called New York City.
13. **How did the English gain control of New Netherland?**
An English warship sailed into the harbor of New Amsterdam and took over the colony without a fight.

Chapter 10: Slavery

1. **Which European countries were the first to become involved in the African slave trade?**
Portugal and then Spain
2. **Why did the Spanish and Portuguese decide they needed enslaved workers for their colonies?**
The colonies had sugar plantations. To make a profit, the plantations needed to grow large amounts of sugarcane, and that required a large number of workers.
3. **What effect did European involvement during the Age of Exploration have on the existence of slavery?**
European power and wealth spread slavery on a large scale, ultimately affecting and changing the lives of millions of people.
4. **What is one way that slavery as practiced by Africans often differed from slavery as practiced during the Age of Exploration?**
Possible answers: Enslaved people in Africa did not always lose their rights. In Africa, children born to enslaved people were not automatically enslaved.
5. **Who did Spanish colonists use at first to mine silver and gold in the Americas?**
They used indigenous people.

6. **Why was it difficult for plantation owners in places like the Caribbean to use indigenous people for cheap labor?**

Disease and war had killed too many of them.

7. **How did the British become involved in slavery?**

England colonized Caribbean islands, such as Jamaica and St. Kitts, and established sugar plantations there. Like the plantations in Spanish and Portuguese colonies, British sugar plantations also needed large numbers of workers, so the British followed the example of the Spanish and Portuguese and also used enslaved workers.

8. **What other form of trade did many European sugar growers engage in as they became more established?**

They began trafficking in the sale of human beings.

9. **Who took over both Portugal's slave trade and its spice trade when that nation's power collapsed?**

The Netherlands (the Dutch)

10. **What was the Middle Passage?**

It was the name for the side of the trading triangle that carried enslaved people from Africa to the Americas.

11. **What adjectives describe the experience of the Middle Passage?**

Possible answers: crowded, inhumane, dangerous, cruel, difficult

12. **What awaited enslaved persons on the other side of the Middle Passage?**

Possible answer: If they survived the journey to the Americas, they would be sold at a slave market and transported to plantations.

13. **About what percentage of enslaved Africans did not survive the Middle Passage?**

About fifteen percent of the enslaved Africans did not survive the voyage. Note: You may want to have students stop reading here. Continue the next day, starting with one of the Additional Activities, and then have students finish reading the chapter.

14. **Why did demand for enslaved labor come later from American plantations than from elsewhere?**

Possible answers: At first it was more efficient for plantation owners to employ indentured servants by encouraging individuals from Europe to come to America in exchange for their voyage and the possibility of freedom after a certain period of time

15. **What were "freedom dues"?**

Land, money, and other rewards given to an indentured servant who completed his or her contract.

16. **What changed that made enslaved labor more profitable and efficient than the use of indentured servants?**

Possible answer: Indentured servants began living longer and costing more; they completed their contracts and then were owed freedom dues from the plantation owners.

17. **The first sentence of the section says, “The life of an enslaved person was very hard.” Which details in the section support this statement?**

Possible answers: Families were broken up; enslaved workers had no freedom; enslaved workers worked from sunrise to nightfall; enslaved workers performed hard labor in the fields.

18. **For whom was the Age of Exploration a time of hardship?**

Possible answers: indigenous people of the Americas, Africans who were enslaved

Unit quiz key

1. a 2. b 3. b 4. d 5. c 6. c 7. a 8. b 9. d 10. c 11. a 12. b 13. c 14. c 15. a 16. a 17. b 18. c 19. d 20. b 21. c 22. a 23. d 24. d