

Take a Stand! Medieval Civilizations

Socratic Discussion in History

Teacher Edition

DEDICATION

Dedicated to Zdenka and the De Gree Kids

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I. What is The Classical Historian?

The Classical Historian teaches the student to know, understand, engage, and love history. Classical education in history nurtures a young person's natural inclination to seek the truth in all things and trains students to be independent thinkers and lifelong learners. Key in our approach is the Socratic discussion in history.

The Classical Historian provides a comprehensive, classical approach to history effective in classrooms and in the home school. The classical approach challenges students to know history content and to think, read, and write critically about past and current events. Key to this approach is the Socratic discussion in history. The Classical Historian approach is engaging, interesting, and teaches students to be independent thinkers and lifelong learners.

Classical Historian students learn how to analyze history and current events with a critical eye. Students acquire the basic facts of history through a clear concise text and primary source documents. They acquire critical thinking skills specific to history. Using this knowledge and skills, students become adept at finding out the truth in past events. They then use these thinking tools when learning current events.

Students learn how to become a part of the conversation of history by answering key open-ended questions designed to not only test their knowledge of facts but also develop critical thinking skills. Classical Historian students use the Socratic dialog with their classmates or family members and learn to listen to the perspectives of others and grow in their own thinking.

History is not just a list of dates and events but is open to differing interpretations. Classical Historian students know history but also engage the past with critical thinking tools. Students who use these tools in their history class then apply them throughout their lives. We hope you and your student become a part of the conversation.

Grammar, Logic, and Rhetoric

The Classical Historian uses a five-step program to teach history. The first step is the "Grammar of History." Steps two through five are the "Logic and Rhetoric of History." Grammar refers to the basic facts of history; Logic refers to the thinking skills of the historian; Rhetoric refers to the speaking and writing skills of the historian.

1. The Grammar of History
2. The Tools of the Historian
3. Research
4. The Socratic Discussion
5. The Analytical Essay

The Grammar of History

The grammar of history refers to the basic facts of an historical event and do not require

analytical thinking. Answers to the questions of “who, what, when, and where” constitute the grammar of history. It is essential for a historian to know the grammar of history. Children in the ages of pre-k

Teacher Instructions for Week One

Geography of Arabia and the Beginning of Islam

Read *The Socratic Discussion in History* and watch follow along with the DVDs before beginning instruction. Watch a few of the Ancient Civilizations discussions. To obtain The Classical Historian Teacher Certification, follow the instructions located in the Introduction of this book.

During Class:

1. Icebreaker: Two Truths and a Lie
This is an ice breaker I like to use with pre-teens and teenagers. Each person (including the teacher) writes down two truths and a lie about himself, in any order. Then, each person reads out loud the three statements, and everyone guesses which statement is the lie. No matter how well or how poorly the students know each other, an ice breaker activity is recommended. Learning is fun and social, and the ice breaker loosens everyone up. It is FANTASTIC for the students to see a sincere smile from each other and from the teacher before learning happens.
2. Teach the lesson Fact or Opinion in *Take a Stand!*
3. Teach the lesson Judgment in *Take a Stand!*
4. Review the Grammar for Week One. Tell students they are responsible for committing these to memory. Time permitting, play the Word Game.
5. Depending on the time left, begin reading Lessons 48 and 49 from *World History Detective*. (Lesson 48 is Geography of Arabia and Lesson 49 is The Beginnings of Islam).

Homework:

1. Read Lessons 48 and 49 from *World History Detective*. Complete question 10 for lesson 48 and answer all questions for lesson 49.
2. Study for a five-question quiz that will take place the next time class meets. The quiz will be based on the Grammar from Week One.

Note:

Classroom Structure, Environment, Habits:

Lessons One and Two are the most important lessons to teach in regards to establishing a classroom structure and environment for learning, and building good habits in your students. Without these, it does not matter what curriculum a teacher chooses. Whether the teacher has one child or 40, the students will learn the classroom structure and environment for learning, and will build learning habits that are initially established in this first unit. “You never have a second chance to make a first impression.”

The best advice for establishing a positive environment, the very first moment of class, is to greet each student with a smile, individually, before each lesson. This is true for the classroom of one student as well as the classroom of 40 students. For large classrooms, the teacher can stand at the door and smile at each student as each walks into the classroom. Continue this greeting throughout the year, every lesson, despite your personal feelings or moods. Beginning the lesson with a smile and positive greeting tells each student that the teacher is choosing to care about the student, all the time.

The teacher should include play as an essential part of the classroom. Play allows students to lower their inhibitions, appeals to nearly all young people (under 18), and can be used to teach. The Classical Historian recommends its various Go Fish Games, specifically using the Collect the Cards option. In a class that lasts for one and a half hours and meets once per week, use the first half hour for game playing. In a class that meets every day for an hour, pick one day of the week as Game Day.

In Lessons One and Two, the teacher establishes the speaking and listening standards for the class. These two classroom rules are my favorites:

1. If you want to speak, wait for the teacher to call on you.
2. If someone is speaking, listen carefully. Depending upon the size of the class, the teacher can modify rule number 1. However, even in a classroom of two students, both students need to feel that their voices will be heard when they would like to speak. A student can be silenced in a small group as well as in a big group. The teacher needs to take care to establish respectful lines of communication.

Teacher Instructions for Week Two

The Spread of Islam: The Caliphs

During Class

1. Five Question Quiz. Ask students five questions based on the Grammar for Week One. Ask the questions in the identical or near-identical way they are written in the Grammar Lesson. Correct and review the quiz together.
2. Review the homework from *World History Detective*. Have students take turns reading out loud the answers, and also reading out loud the sentence(s) that best support their answers. If there is disagreement among the students, discuss which answer is correct and why. In discussing the students' answers to numbers 10, ask why the students did not choose a different answer. If there are multiple students in the classroom, try to have the students discuss with each other, why someone's answer and explanation might be better than someone else's answer.
3. Teach the lesson Supporting Evidence in *Take a Stand!*
4. Teach the lesson Primary or Secondary Source Analysis in *Take a Stand!*
5. On this website, <https://www.classicalhistorian.com/free-primary-sources.html> , read the primary source document "An Arab Traveler" and answer the questions. Discuss the answers with the students.
6. Review the Grammar for this lesson. Time permitting, play the "Word Game" from Weeks One and Two.

Homework

1. Read Lesson 50 from *World History Detective*. Answer all the questions from this lesson.
2. Study the Grammar from Weeks One and Two for next week's five-question quiz.

Primary or Secondary Source Analysis

A **primary source** is a piece of evidence authored by a person who witnessed or experienced a historical event. For example, diaries and journals are primary sources. It is usually better to find out something from a person who experienced a particular event than to hear about it secondhand. Primary source documents are usually the most useful for historians.

A **secondary source** is a piece of evidence that has been worked on by somebody who was not a witness to the historical event. Examples of secondary sources are textbooks, documentaries, and encyclopedias. Secondary sources are valuable but not as valuable as primary sources. Secondary sources contain the bias of the writer. This means that the writer of a secondary source will put his ideas into his explanation of the historical event, even when he may be trying not to.

Take a look at these two examples regarding the same event.

Event: Car accident outside of school

Example 1: "Oh no! I was in the back seat of my mom's car. This kid threw his friend's handball onto the street. All of a sudden, his friend jumped in front of my mom's car to get his ball. He didn't even look if a car was coming. My mom hit him and his body smashed against our windshield. Blood was everywhere!"

Example 2: "Did you hear what happened? Mario told me that his brother was walking home when he dropped his handball onto the street. After his brother looked both ways for cars, he stepped out onto the street to get his ball. Then this mad lady came speeding down the street and aimed her car at him. She hit him on purpose!"

Questions
1. Which is a primary source? Example 1 is a primary source.
2. Which is a secondary source? Example 2 is a secondary source.
3. What is usually more believable, a primary or secondary source? Why? <u>A primary source is usually more believable because the witness saw it firsthand. It's easier to trust somebody who was at the event than somebody who only heard about it.</u>

Grammar for Week Three
Medieval Islamic Science, Math, Business, and Literature;
Medieval Islamic Art and Architecture

1. When was the Islamic Golden Age? About 700s to 1200s
2. To make money what did many Muslims do? They traded gold, salt, copper, and slaves in markets around the world.
3. What did Avicenna write? He wrote one of the world's first encyclopedias.
4. Why were Muslims not able to depict humans in art? Muslims were afraid people would worship the artwork.
5. What is arabesque? Arabesque is a design that resembles flowers or vines.
6. What is the Taj Mahal? It is a Muslim mausoleum.
7. Name one major Islamic city where much trading occurred. Meccah
8. What do Muslims consider as the holiest site? Mosque of the Prophet in Medina

Using Quotes

A **quote** is when a writer uses the exact words of another writer. An effective analytical essay in social studies will use quotes. For example, an essay about the use of violence in the Middle Ages will be stronger if certain quotes from this time period are used. When you argue a point about the past, there is no better evidence than a primary source document or quote.

Look at the example below. The paragraph is part of an answer to the question “Was the plague a problem in ancient Greece?”

The plague was most certainly a problem to the ancient Greeks. The Greek historian Thucydides, in “The Peloponnesian Wars,” wrote, “Words indeed fail one when one tries to give a general picture of this disease; and as for the sufferings of individuals, they seemed almost beyond the capacity of human nature to endure.” To the ancient Greeks, the plague was a serious problem.

When using quotes, write the original author’s name and the speech or document from which the quote was taken from. Punctuate correctly with quotation marks.

Practice

Practice writing three quotations taken from your textbook. Use correct punctuation! Pay attention to the commas, the quotation marks, and the end marks. For example, Julius Caesar, when crossing the Rubicon River, said, “The die is cast.”

1. _____

2. _____

3. _____

Paraphrasing

Paraphrasing means to take information from your research and to put it in your own words. This is an important skill to have when writing a research paper. If you copy directly from a source, such as a book, but do not place the words in quotation marks and write the author's name, it is called **plagiarism**. Plagiarism is against the rules of writing and your teacher will not accept the work!

Here is an example of paraphrasing a quote from a teacher.

Quote:

"China's mountainous geography made it very difficult for Chinese leaders to unify their country."

Paraphrase:

Ancient Chinese leaders had a hard time unifying their country because of the many mountains in China.

Practice

Quote:

"Confucius lived in a time of turmoil in China. He wrote about respecting parents and authority. Many Chinese grew to believe in what Confucius wrote about."

Paraphrase:

Quote:

"The Chinese were great traders with other cultures. The Silk Road ran from China through central Asia to the Middle East. Along this trail, Chinese met with Arabs, Africans, Europeans, and other Asians."

Paraphrase:

Grammar for Week Four
The Decline of the Islamic Empire;
The Seljuk and Ottoman Turks

1. Who destroyed much of the Islamic Empires in the Medieval Ages? The Mongols destroyed the Islamic Empires in the Medieval Ages, and the Christian Crusaders made it weaker.
2. Who was Genghis Khan? He was the leader of the Mongols.
3. What was the purpose of the Crusades? Christians wanted to be able to visit the Holy Land and to win the Holy Land back from the Muslims.
4. What was the Reconquista? It was a 700-year war the Spanish Catholics fought against the Muslims in Spain. The Spanish won in 1492.
5. Who conquered most of the Arab Muslim Empire and then established a new Empire in the 11th century? The Turks did.
6. How did the Turks treat Christian pilgrims trying to visit the Holy Land?
7. The Turks abused the pilgrims and would not allow them to visit the Holy Land.
8. Why did Pope Urban II call for a Crusade against the Muslim Turks?
9. The Pope wanted Christians to visit the Holy Land and to win the Holy Land back from the Muslims.
10. What was the result of the Crusades? The Turks won, but the Christians won the right to visit the Holy Land.
11. Who were the Ottoman Turks? The Ottoman Turks were an Asian people who conquered Arab Muslim Empires. The Turks were pagans, but converted to Islam.
12. Who were the Janissary Corps? The Turks invaded Europe and stole young Christian boys. The Turks trained the boys to be vicious fighters and to be Muslims. The Janissary Corps was a fierce army made up of kidnapped Christian boys.
13. What happened to Constantinople? The Turks conquered it. The Christians fled to Europe. The Turks renamed it Istanbul.
14. What did the Sultan try to do to Europe? The Sultan tried to conquer Europe and make it Muslim.
15. What was the last battle that stopped the Sultan and the Turks from conquering Europe? The Battle of Lepanto.

Grammar for Week Twenty
The Crusades, Conflict Between Kings and Popes

1. In what year did Muslims conquer the Holy Land from the Christians?
638
2. What do Christians call the land where Jesus lived? The Holy Land
3. From 1015-1241 Christians fought to win back the Holy Land and to force the Muslims to allow Christians to pilgrimage to the Holy Land.
What were these battles called? The Crusades
4. Did the Christians win any land in the Crusades? No
5. Did the Muslims lose anything in the Holy Land? The Muslims agreed to stop harassing, kidnapping, or killing Christians who go to the Holy Land on pilgrimages.
6. What is investiture? This is the power to choose the bishop.
7. Did the Pope or the King have the power of investiture? The Pope and the King fought over this power. Sometimes, the Pope held this power. Sometimes, the King held this power.
8. What are powers the Pope held over the King?
 - a. Excommunication: the Pope could kick someone out of the Church, and that meant they were going to hell.
 - b. Interdiction: The Pope could rule that no church services would occur, like no baptisms, no weddings, no funerals. The people would then rise up and force the king to change his policies.
9. What powers did the king have over the Pope?

- a. The army
- b. Feudalism- the king controlled the economy

Open-Ended Socratic History Question #6
Medieval Europe

Medieval Europe generally means the period of history from the fall of the Roman Empire (A.D. 476) to the beginning of the Modern Age (c. 1500). During this time, medieval Europeans developed political systems, religion, and ways of living that would lead Europe into a prominent position in the world. Two institutions, the Crown (which the king represents) and the Roman Catholic Church (which the Pope represents) battled over political power.

Answer the question “Who held more political power in the medieval ages in Europe, the Crown or the Roman Catholic Church?” Defend your answer using sound evidence.

You should be familiar with the following names and terms:

medieval monasteries	feudalism	Papacy	monarch
Charlemagne	Emperor Henry IV	Magna Carta	Islam
habeas corpus	Judaism	Crusades	interdict
excommunication	Catholic Church	St. Thomas Aquinas	

A. Monarchism in Medieval Europe Politics

Politics is the art or science of governing, or ruling. In looking at the different groups in a medieval society and comparing their political power, you can decide how important politics was in the everyday life of a medieval European. Did the political rights of a person determine how he lived, how he thought, and how he acted? Because Europe has so many countries, and because primarily the English founded the U.S.A., we will look at English monarchy in the year 1295 to fill in this graphic organizer.

Title of the Ruler of England

King

Members of Parliament

**Members of Parliament from the House of Lords
and the House of Commons**

Poor Farmers Who Had No Say in Politics

Serfs

Questions:

1. What was the title of the ruler of England in 1295? The King
2. Which group(s) of English society was represented in Parliament in 1295? The nobility
3. In 1295, who had no political power in England? The Serfs
4. Did the king have any power or control over the Catholic Church in 1295? It is debatable whether the king had more power over the Church in 1295.
5. Was there ever an event in English medieval ages where a king acted violently against a leader of the Catholic Church? What happened? King Henry II encouraged his guards to kill the highest-ranking church official in England, Archbishop Thomas Becket. The guards killed the Archbishop.

B. Feudalism in Medieval Europe

Economics

Economics is how a person, or society, makes, sells, and distributes commodities (stuff). Studying economics helps us understand how people bought and sold items, and how people farmed and got food on the table. While working on this page, think how important a role economics had in the daily life of a medieval person.

Leader

1. King

Large, Powerful Landowners

2. Nobility

2. Nobility

Warrior Class

3. Knights

3. Knights

3. Knights

Poor Farmers Who Worked the Land

4. Serfs

Questions:

1. Who was the supreme leader of the land? (In chess, his wife is very powerful.) The King
2. Who were the landlords of medieval farm property? The Nobility
3. Who promised to fight a certain number of days a year in return for land? Knights
4. Who were not allowed to move from the property they farmed and were the lowest class in medieval society? Serfs
5. Could somebody from the Catholic Church, such as a priest or a bishop, own land and also be a knight or a lord? Yes

C. Power Struggles: the Crown and the Roman Catholic Church

Here are two examples of a power struggle between kings and the Catholic Church during the European Middle Ages (476–1500). Use your textbook and logical thinking to fill in the blanks.

King Henry IV (1056-1106) and Pope Gregory VII

King Henry IV and Pope Gregory VII disagreed over who should have the power to choose bishops and priests. The king and the Pope both wanted the power. Because King Henry IV would not follow the Pope, Gregory VII excommunicated the king. English nobles and bishops would not support the King, because they were afraid of excommunication. King Henry IV traveled to the Vatican barefoot during winter to show the Pope his humility. The King had to wait three days outside before the Pope would see him and accept his apology. The king and Pope then signed the Concordat at Worms (1122), ensuring that only the Pope had the power to choose bishops and priests.

Church **choose** **apology** **both** **excommunicated**
Concordat **afraid** **barefoot** **three**

King Henry II (1154-1189) and Archbishop Thomas Becket

English King Henry II got into an argument with Archbishop Tomas Becket about the **power** of the king. Becket fled England for France. When Archbishop Becket was in France, King Henry II wanted Prince Henry crowned as king, but only Archbishop Becket had the power to do this. King Henry II had other church leaders crown Prince Henry as king. Archbishop Becket came back to England and excommunicated the bishops who had crowned Prince Henry. King Henry II got very mad, yelled in rage, and four of his knights went immediately to Archbishop Becket and hacked him to pieces in a cathedral. As punishment, the Pope made Henry build three monasteries and send 200 soldiers on the Crusades.

excommunicated **Archbishop** **Henry** **France**
Becket **mad** **hacked** **power**

Question:

1. Did the Pope or the King have more power in medieval England? What evidence do you have that supports your answer? _____

Open-Ended Socratic History Question #9

The Scientific Revolution

For over 1400 years, the western mind had accepted writings of ancient Greek, Roman, and religious writers to explain not only religious thought but science and nature as well. Then, within the next 200 years, a radical change took place. Instead of accepting ancient writings on science and nature without question, western philosophers and scientists strove to experiment and observe what really exists. The results of this change in thought and action were incredible. We call this change “The Scientific Revolution.” The Scientific Revolution affected how the western mind thought, believed, and acted.

Answer the question “Which three changes in thought or action were the most important in the Scientific Revolution, from 1500–1800?” Describe the Scientific Revolution and identify the most important individuals and breakthroughs in this time period. Your answers may be a specific discovery, an invention, an idea/theory, or anything else that is relevant.

Be familiar with these terms in your essay:

Scientific Revolution	scientific method	Copernicus	Galileo
Kepler	Newton	telescope	thermometer
barometer	Bacon	Descartes	John Locke
Andreas Vesalius	William Harvey		

A. Rate the Change

List the terms you have researched, and briefly describe the change. Then rate the importance of this change with “1” meaning the most important change, “10” meaning the least important change.

Term /Person	Description of Change	Rating
1. Scientific Revolution	1. Man looked to observation instead of religion for answers.	1.
2. scientific method	2. Experimentation and observation became the method of knowledge.	2.
3. Copernicus	3. Argued that the sun was the center of the universe.	3.
4. Galileo	4. Made a telescope and proved the sun was the center.	4.
5. Newton	5. Put forth the theory of gravity.	5.
6. Bacon	6. Put forth the scientific method.	6.
7. Descartes	7. Placed the human at the center of all.	7.
8. Vesalius	8. Examined dead humans and detailed human body correctly.	8.
9. Harvey	9. Explained how the circulatory system works	9.
10. Locke	10. Wrote that government should mainly protect life, liberty, and property	10.

Question: Which three changes do you rate as the greatest?

Grammar for Week Twenty-Seven

The Age of Exploration

1. Trade in the Renaissance: Italian city-states traded with Byzantine and Arab traders
2. Caravel: This ship was durable, travelled well against the wind, was big enough to carry much supplies, and made open-ocean travelling possible.
3. Prince Henry the Navigator: This Portuguese nobleman sponsored sailors to explore the world.
4. Bartholomeu Dias: This explorer was the first to sail around the Cape of Good Hope.
5. Vasco de Gama: This explorer was the first to sail from Europe to India.
6. Christopher Columbus: This sailor discovered America in 1492 for Spain.
7. The Treaty of Tordesillas: The Catholic Church brokered this treaty that split the New World between the Spanish and the Portuguese.
8. Balboa: This sailor was the first to sail the Pacific Ocean.
9. Magellan: This sailor led an expedition that went around the world.

Americus Vespucci: This Italian was the first to write that Columbus had discovered a new continent. America is named after him.

Reading for Week Twenty-Seven

The Age of Exploration

During the Renaissance (1300-1500), Italian city-states such as Florence, Venice, and Milan grew incredibly wealthy. Italian sailors traded with the Byzantine and Arab traders. Traders would then sell Asian products throughout Europe. Problems with this arrangement led Europeans to seek better trade routes.

To get the Asian silks, spices, and jewels, Atlantic coast Europeans had to pay middle men higher fees for products. In 1453, the Muslim Ottoman Empire conquered Byzantium and monopolized the land trade east. At times, Muslims would harass the traders, killing or enslaving the crew and taking the ships. Atlantic coast Europeans wanted an alternate trading route with Asia.

The Spanish believed they had a duty to spread the Catholic religion to the world. In 1492, the Spanish had just finished fighting a 700 year war against the Muslims who had conquered Spain in the early medieval ages.

What made long sea travel possible technologically? A durable ship that travelled well against the wind called the caravel was introduced. Use of the compass and astrolabe improved navigation and allowed sailors to navigate on the open sea, away from sight of land.

The Portuguese led the way in exploring the world. Small, rocky, and inhospitable for agriculture, Portugal had relied on its sailing for survival throughout history. Prince Henry the Navigator had successfully fought the Muslims in Cueta in North Africa in 1415. He built a home overlooking the ocean and founded a school to train sailors to sail east, around Africa, and into India.

Prince Henry's dream was realized after his death when Bartholomeu Dias sailed around the tip of Africa in 1488. Dias named the tip the "Cape of Storms". The king renamed it "Cape of Good Hope." Portuguese Vasco de Gama reached India and returned with jewels and spices in 1498. Portugal had its all-water route east to Asia.

Christopher Columbus (1453-1506) of Genoa was a sailor with a dream. After studying a map by Toscanelli, he thought he could reach India by going west from Europe 3,500 miles. King Ferdinand V and Queen Isabella I of Spain accepted his plan and supported him with three ships: the Nina, the Pinta, and the Santa Maria.

After 33 days of travel where his crew nearly mutinied because they feared for their lives, Columbus found land. He thought he was in India and called the natives Indians. He actually landed on an island in the Caribbean. Spain thought it had a water route west to Asia.

To avoid conflicting claims of new lands, Portugal and Spain signed The Treaty of Tordesillas (1494) that split the world in two. An imaginary line of demarcation was drawn: Portugal received everything east of the line, and west of it got Spain.

The legacy of Columbus is one of achievement and cruelty. Europeans settled the new land and brought with them Christianity, literacy, and western law and customs, but native peoples were often brutalized and died from new diseases.

The Spanish continued to explore. Vasco Nunez de Balboa discovered the Isthmus and the Pacific Ocean in 1513. Magellan's voyage around the world proved the existence of North and South America.

Working as an observer, Americus Vespucci wrote Spain had discovered a new continent. A German scholar read his ideas and drew a new world map, naming the new continents America.

The search for an all water route west to Asia (now called the Northwest Passage) continued. Italian John Cabot explored Canada and New Foundland for England in 1497 and 1498. Frenchman Jacques Cartier (1534 and 1541) explored St. Lawrence River and eastern Canada.

Open-Ended Socratic History Question #10

The Age of Exploration

From the 1400s through the 1600s, European countries embarked on amazing journeys of exploration and discovery throughout the world. Known as “The Age of Exploration,” Portugal and Spain led Europe in discovering the Americas, opening up Asia further for trade, and paving the way for colonization of the New World.

Answer the question “What were the two most important causes of the Age of Exploration?” In your answer, list and briefly describe the great voyages of exploration. Also, research these terms to help determine your answer:

Renaissance	spices	Asia	Italy	Dias
Vasco de Gama	Columbus	Magellan	Cabot	Jamestown
Portugal	Spain	France	England	Holland
Enlightenment	Prince Henry the Navigator			

B. Cause and Effect

Cause and effect is a term that means one event made another event happen. For example, if you push against the pedals of your bicycle, the bicycle moves. In this example, the push against the pedals is the cause and the bicycle moving is the effect.

CAUSE ----->EFFECT
push against pedals----->bicycle moves

In social studies, cause and effect usually relates events and people. The relationship is trickier to understand than the above example with the bicycle. Sometimes it is difficult to see causes and effects in history.

Write down the cause on the left. In the middle, write the effect of each cause. Then rank the most important causes of the Age of Exploration 1 to 10 with 1 being the most important. .

Term (Cause)	Effect	Rank
1. Search for Spices	1. Europeans built good ships.	
2. Crusades	2. Europeans introduced to the world.	
3. Desire for Gold	3. Europeans searched the world.	
4. Missionary Zeal	4. Europeans spread Christianity.	
5. Spaniards beat Moors	5. Spaniards felt very confident.	
6. English Corporation	6. English could raise money to support exploration.	
7. Renaissance	7. Europeans were eager to discover.	
8. Absolute Monarchs	8. European kingdoms could raise money.	
9.	9.	
10.	10.	

