

Important Concepts . . .

Preview Review



Social Studies

Grade 8 TEACHER KEY

W1 - Lesson 4:

The Age of Exploration

Important Concepts of Grade 8 Social Studies

W1 - Lesson 1	Introduction to Worldview
W1 - Lesson 2	The Expansion of Trade and the Development of a Humanist Approach
W1 - Lesson 3	The Exchange of Ideas
W1 - Lesson 4	The Age of Exploration
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W2 - Lesson 1	The People of the Sun
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W3 - Lesson 1	Shaping a Unique Worldview
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W3 - Lesson 3	Contact and Change in Meiji Japan
W3 - Lesson 4	Return to Roots
W3 - Lesson 5	Quiz

Materials Required

Textbook Required
Worldviews: Contact
and Change

Social Studies Grade 8
Version 5
Preview/Review W1 - Lesson 4

Publisher: Alberta Distance Learning Centre
Written by: Tom Dirsra
Reviewed by: Donna Klemmer

Project Coordinator: Jerry Pon
Preview/Review Publishing Coordinating Team:
Kelly Kennedy and Marlyn Clark



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Preview/Review Concepts for Grade Eight Social Studies

Teacher Key



W1 – Lesson 4:

The Age of Exploration

OBJECTIVES

By the end of this lesson, you should

- know the ways the Age of Discovery and the rise of imperialism developed an expansionist worldview
- be aware of how the physical geography of Renaissance Europe impacted trade among, and competition between, European countries
- know some of the individuals who began Europe's expansionist worldview and their accomplishments
- understand the ways exploration and intercultural contact during the Renaissance affected the citizenship and identity of Europeans

GLOSSARY

Articles of Agreement – an agreement between Christopher Columbus and the King and Queen of Spain that made Columbus an admiral and governor of all lands he would discover

astrolabe – an instrument used to show how the sky looks at a specific place at a given time

cartographers – individuals who make maps

circumnavigating – to go completely around something (in this context, the term refers to sailing around the world)

compass – an instrument used to find direction

continents – the principal land masses of the earth (includes Africa, Antarctica, Asia, Australia, Europe, and North and South America)

empire – a group of countries and territories under the control of a single authority

expansionism – a policy of a nation to increase its territorial, political, or economic influence

exploration – to travel and investigate unknown regions

global village – the idea that everyone in the world shares common interests

identity – the characteristics that allow one to be recognized as an individual

immunity – the capability to resist something

GLOSSARY continued...

imperialism – the policy of extending a nation's authority by territorial gain

indigenous – refers to individuals that are native to a geographic area. In America, the term refers to individuals who lived there before the arrival of Europeans.

missionaries – individuals sent to a foreign land by a church to convert or persuade people to accept Christianity

patriotism – strong feelings of devotion to the welfare of one's country

superior – having or showing a sense of being better than others

transformation – a change in the character of a nation that usually improves the nation's status

Treaty of Tordesillas – a treaty signed in 1494 between Spain and Portugal that divided the lands of the Western Hemisphere

W1 – Lesson 4: The Age of Exploration

Reading 1: The Desire to Explore

“To boldly go where no one has gone” is not only the theme for *Star Trek*, it was the spirit of the Renaissance. While humanists were exploring the avenues of science, art, and literature, others were looking beyond the horizon and wondering what was out there.

The tales of Marco Polo and the wealth that Italian city-states were accumulating resulted in other countries of Europe seeking new routes to expand their trade in spices and to increase their wealth.

Spain and Portugal were both well-suited for exploring new routes to the riches of the East. Many European countries had other reasons for exploring beyond their shores. To find out what those reasons were, read pages 106, 107, and 109 to 113 in your textbook, ***Worldviews: Contact and Change***. Then complete Activity 1.



Activity 1: The Desire to Explore

To complete Activity 1, use the list of words provided. Choose the best word(s) to complete each statement and write the correct word(s) on the lines provided. The words will only be used once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

Arab	exploration	Prince Henry	solution
Christianity	gold	resented	spices
Christopher Columbus	missionaries	route	worldview
distances	mythical	security	

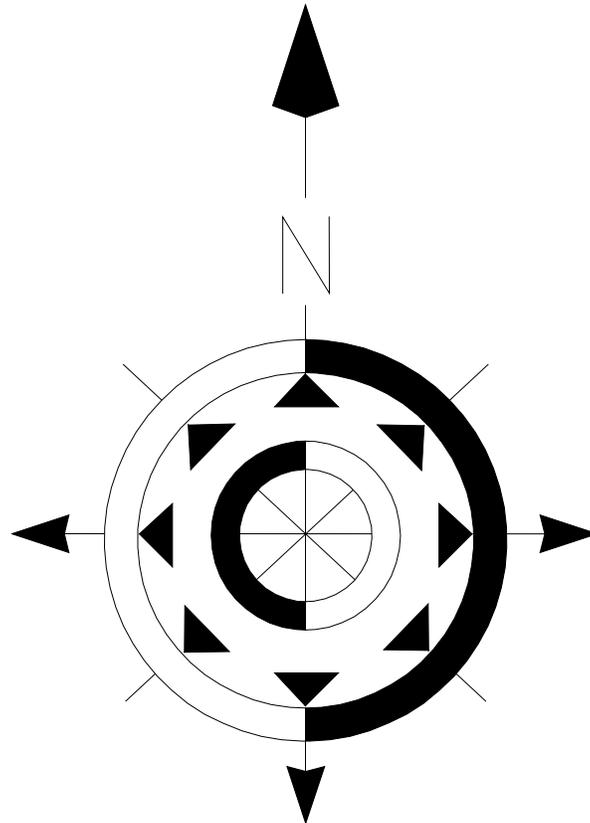
1. European monarchs supported voyages of exploration during the Renaissance.
2. The European economic worldview of the time encouraged growth and expansion.
3. Arab merchants bought spices in India and sold them to Italian merchants.
4. Europeans believed that a sea route to the East was the solution to their trade problems.
5. Europeans needed to find new sources of gold so their economies could continue to grow.
6. During the Age of Exploration, the spreading of Christianity was considered very important.
7. Prester John was the mythical monarch of a Christian kingdom situated somewhere beyond the Muslim lands.
8. Prince Henry sent explorers in search of Prester John's kingdom.
9. European explorers were often accompanied by missionaries who converted people to the Christian faith.

Reading 2: The Means to Explore

The development of navigation equipment such as the **compass** and the **astrolabe** helped provide explorers with the means to venture far out to sea where landmarks did not exist.

Many European countries began to support explorers. This support was based on a number of factors. Some were curious about the distant lands they had read about in books, others wished to spread Christianity throughout the world, and still others wanted to increase the wealth of their country.

None of this exploration could be accomplished without the development of navigation technology. The type of technology needed to allow explorers to seek new lands knowing they could safely return home can be found on page 117 of your textbook, ***Worldviews: Contact and Change***. Read this page. Then complete Activity 2.



Activity 2: The Means to Explore

Complete the chart below. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

Instrument	Use of Instrument	Origin of Instrument
<i>Cross-staff</i>	Used to measure the altitude of the Pole star above the horizon to determine latitude	<i>Invented around 1342 for astronomy and first used around 1514 for navigation</i>
<i>Astrolabe</i>	<i>Used the North Star or Sun to calculate latitude and the distance north or south of the equator</i>	Probably invented by the ancient Greeks; further developed by Arab mathematicians and astronomers
<i>Back-staff</i>	Used to measure the altitude of the Sun to determine latitude	<i>Developed in 1594 as an improvement over the cross-staff</i>
<i>Compass</i>	<i>Used for finding the direction a ship is traveling</i>	Probably developed in China about 1700 years ago; used by Muslim travelers in navigation

Reading 3: European Expansion

Prince Henry of Portugal was one of the first to support the **exploration** of the unknown. He hired **cartographers**, astronomers, and navigators to discover new lands and a route to the riches of the East. Prince Henry and the Portuguese explorers concentrated on exploring the lands and sea routes to the south of Portugal.

An Italian explorer named Christopher Columbus believed that by heading west, he could discover a route to the wealth of the Far East. Unable to convince any of the Italian city-states to sponsor him, Columbus went to Spain where the new King and Queen of Spain signed **The Articles of Agreement** with him. Columbus carried with him maps that showed if he were to travel west he could reach the Far East.

When one sets out to explore the unknown, the unexpected is bound to occur. This was true for Columbus and the Portuguese explorers. To discover some of the surprises they encountered, read pages 120 to 123 and page 125 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 3.



Activity 3: European Expansion

Read each statement carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the lines provided. **Then rewrite the sentence correctly to make the statement true.** If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

- T** 1. During the Age of Exploration, European countries sent explorers to achieve their expansionist goals.

- F** 2. Prince John of Portugal sent expeditions south to make contact with silver-producing areas.

Prince Henry of Portugal sent expeditions south to make contact with gold-producing areas.

- T** 3. The Portuguese became involved with the slave trade in Africa.

- F** 4. The Portuguese hired members of local populations as guides.

The Portuguese hired members of local populations as interpreters.

- F** 5. The first Portuguese explorer to go around the Cape of Good Hope was Vasco da Gama.

The first Portuguese explorer to go around the Cape of Good Hope was Bartolomeu Dias.

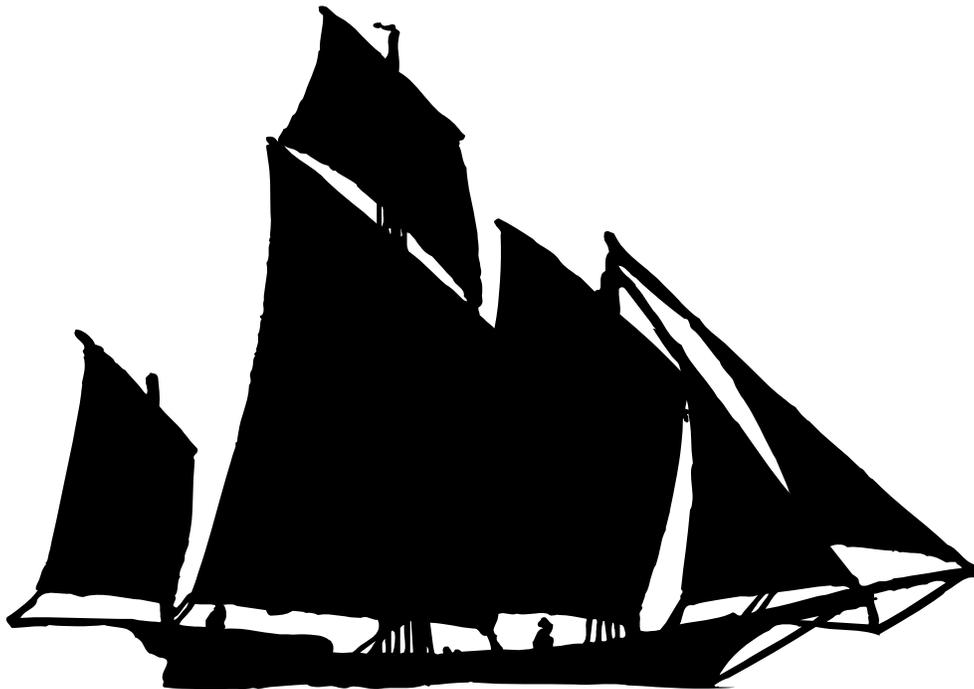
F 6. Portugal lost the Battle of Diu. This loss resulted in Portugal becoming the weakest trading country in Europe.

Portugal won the Battle of Diu. This victory resulted in Portugal becoming the strongest trading country in Europe.

 F 7. In 1520, Christopher Columbus' expedition became the first European expedition to circumnavigate the world.

In 1520, Magellan's expedition became the first European expedition to circumnavigate the world.

 T 8. The Articles of Agreement made Columbus an admiral and the Governor General of all the lands he discovered.



Reading 4: European Imperialism

As the explorers from Spain and Portugal returned home, it soon became evident that they were in competition to find the most secure sea route to the riches of the Far East. However, the monarchs of Portugal and Spain could not come to an agreement on how to share their discoveries. The rulers needed help so they went to the Pope for assistance. The Pope drew up an agreement called the **Treaty of Tordesillas**, which was kept a secret.

To find out what impact the treaty had, what happened when its contents became known, and the impact on the **indigenous** people, read pages 132, 133, and 135 to 137 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 4.



Activity 4: European Imperialism

To complete Activity 4, you must complete each statement by writing the correct word(s) on the line provided. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

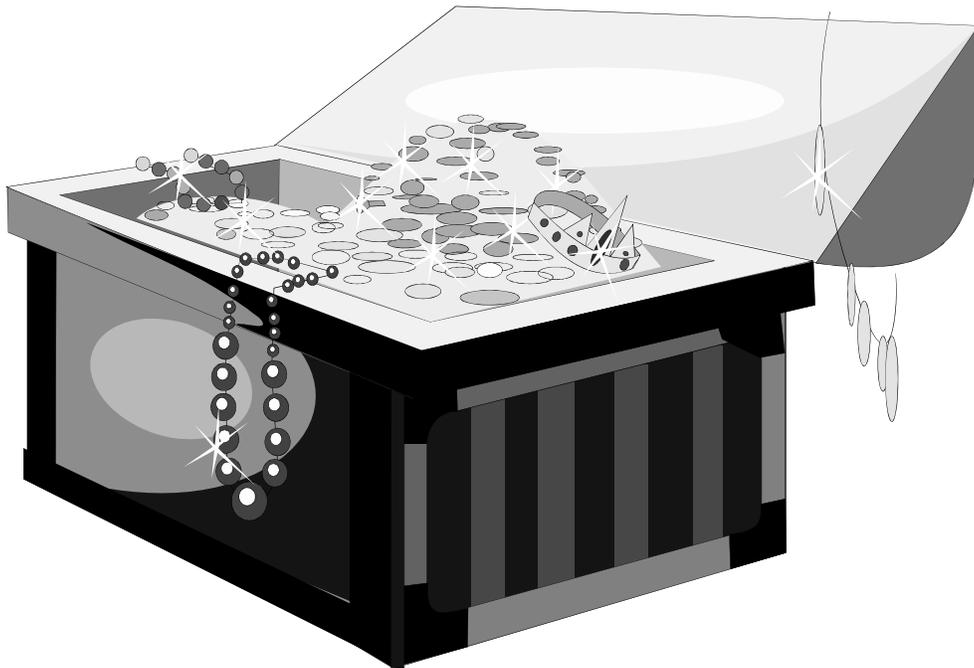
1. In 1494, the Pope proposed a secret treaty between Spain and Portugal.
This treaty divided the world between the two countries.
2. Other European countries were angry when they heard about the Treaty of Tordesillas.
3. France and England ignored the treaty and sent out their own explorers.
4. The European countries changed their expansionist worldview to imperialism because they wanted power over the lands, resources, and people they encountered.
5. Spanish discoveries in the west were known as New Spain.
6. The indigenous people were enslaved by Spanish landowners and made to work in horrific conditions.
7. The Spanish defeated the Aztec and Inca empires.
8. This resulted in thousands of tonnes of gold and silver being shipped to Spain. Spain became the richest country in Europe.
9. The English looked with envy on the riches carried by Spanish galleons.
10. England built fast, highly mobile vessels/ships capable of attacking the Spanish galleons.
11. Millions of indigenous people died from contact with Europeans because they lacked immunity to European diseases.
12. Most of the written records of the original peoples of America were destroyed. This makes it very difficult for us to know how they lived before the coming of Europeans.

Reading 5: European Worldview and Identity

By the early 1500s, England, France, and the Netherlands had joined Spain and Portugal in exploring the new lands discovered across the sea. Slowly, the people of Europe changed their viewpoint of the world around them.

Europeans realized that there were no sea monsters, that people everywhere looked very similar to them, and that new lands could bring wealth to the countries that discovered them. European nations became aware that gaining control over other parts of the world would increase their wealth and power.

Europe's worldview changed as European nations competed for overseas markets. This new worldview resulted in new ideas and beliefs. To find out what those changes were and some of the individuals who were active during this period, read pages 139 to 143 of your textbook, *Worldviews: Contact and Change*. Then complete Activity 5.



Activity 5: European Worldview and Identity

Read each of the following statements carefully. If the statement is true, write **T** on the line provided. However, if the statement is false, write **F** on the line provided. **Then correctly rewrite the statement to make the statement true.** If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

- F** 1. During the Age of Exploration, Europeans learned that there were three huge continents in the ocean between Europe and Asia.

During the Age of Exploration, Europeans learned that there were two huge continents in the ocean between Europe and Asia.

- T** 2. Portugal’s trading posts around the shores of the Indian Ocean made Portugal the most powerful trading country in Europe.

- T** 3. Spain became the wealthiest country in Europe because of the precious metals it took from the Americas.

- F** 4. Other European countries realized that through feudalism they could become wealthy.

Other European countries realized that through imperialism they could become wealthy.

- F** 5. Francis Drake was the first Englishman to circumnavigate the world. His attacks on Dutch treasure ships brought wealth to England.

Francis Drake was the first Englishman to circumnavigate the world. His attacks on Spanish treasure ships brought wealth to England.

T 6. Queen Elizabeth I contributed to England’s transformation into a prosperous trading country and a world power.

 T 7. Books printed in Europe showed that the indigenous people of America were closer to nature than Europeans.

 F 8. The French philosopher Voltaire was influenced by European contact with indigenous peoples.

The French philospher Jean-Jacques Rousseau was influenced by European contact with indigenous peoples.

 F 9. Europeans saw themselves as inferior to the peoples of the Americas.

Europeans saw themselves as superior to the peoples of the Americas.

 T 10. Europeans viewed the competition for land and resources as necessary for their survival and supremacy.

Reading 6: Citizens of the World

The Renaissance period changed Europe and the world. Prior to the Renaissance, life was fearful, difficult, and short. By the end of the Renaissance, Europeans were curious and eager to learn; they believed in themselves and were motivated to look beyond their shores. They were optimistic about making life better for their families.

Europeans brought their religions, ideas, values, and economic systems to the rest of the world. This had a tremendous impact on the peoples of the world and on Europe.

The Renaissance was the beginning of the development of a **global village** and the way people live today.

Read pages 144 and 145 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 6.



Activity 6: Citizens of the World

Write a sentence or two about how each of the following items or ideas contributed to the Renaissance. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. Printing press

The printing press allowed knowledge and ideas to be exchanged across Europe. Books could now be written in the language of the people.

2. Humanism

Humanism encouraged people to look beyond the world they knew.

Humanism provided curiosity, optimism, and belief in the individual.

3. Trade and business

The rise of trade and business gave people the motivation to venture into the unknown.

4. Exploration

European explorers made contact with most of the continents of the world and brought a European worldview to the world.

W1 – Lesson 4: The Age of Exploration Review Assignment

Complete pages 15 to 22 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from this lesson to help you. This assignment is worth 50 marks.

Section A: Fill-in-the-Blanks

Complete each sentence by writing the correct word on the line provided. This section is worth 15 marks.

1. European monarchs supported voyages of exploration during the Renaissance.
2. Spices were very expensive because they were moved over great distances and passed through many hands on the way to Europe.
3. As spices were traded, the price went up many times.
4. Europeans thought a sea route would give them control over the supply of goods.
5. Europeans needed to find new sources of precious metals because their mines were running out.
6. During the Age of Exploration, religious leaders encouraged the spread of Christianity.
7. Prince Henry hoped that Prester John would help Portuguese explorers to convert people in Africa.
8. New navigation equipment provided the means for European explorers to keep their ships on course.
9. Of all the navigation equipment used during the Age of Exploration, the compass is still widely used today.

10. A country whose goal is to increase its power and wealth through gaining additional territory has developed an expansionist worldview.
11. Portugal was the first European country to become involved in organized exploration.
12. Vasco da Gama sailed around Africa and landed in the Indian city of Calicut.
13. Ferdinand Magellan's expedition was the first recorded voyage to circumnavigate the world.
14. Christopher Columbus signed the Articles of Agreement with the King and Queen of Spain.

Section B: Matching

Match the individual on the left with the correct accomplishment or idea on the right. Write the letter on the appropriate line to indicate your choice. This section is worth 5 marks.

- | | | | |
|----------|----------------------|----|---|
| <u>C</u> | Prince Henry | A. | became an admiral |
| <u>A</u> | Christopher Columbus | B. | wrote a book about his travels |
| <u>D</u> | Ferdinand Magellan | C. | the "Navigator" |
| <u>E</u> | Bartolomeu Dias | D. | killed in the Philippines |
| <u>B</u> | Marco Polo | E. | rounded Africa, then returned to Portugal |

Section C: Short Answer

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 10 marks.

1. Identify **two** of the navigational instruments used by European explorers. (1 mark)

Students may identify any two of the following instruments: compass, astrolabe, back-staff, and cross-staff.

2. For a period of time, Portugal was the most powerful trading country in Europe. Identify **two** factors that helped Portugal gain that status. (2 marks)

Any two of the following factors may be identified.

- ***Portugal was the first European country to establish trading posts and missions along the coast of Africa.***
- ***Portugal participated in the slave trade.***
- ***Portugal established the trading route with the Far East around Africa.***
- ***Portugal defeated the Arabs at the Battle of Diu.***
- ***Portugal made contact with gold-producing areas of Africa.***

3. Identify **two** of the factors that encouraged European countries to explore lands beyond their shores. (2 marks)

Any two of the following factors may be identified.

- ***Europeans wanted to reduce the cost for spices and expand trade.***
 - ***Europeans needed to find additional sources of gold and silver.***
 - ***The desire to spread Christianity encouraged exploration.***
 - ***Europeans were curious about the world around them, and they had a sense of adventure.***
-
-

4. How did indigenous people influence European philosophers? (1 mark)

Indigenous people challenged European philosophers' thinking about European society. Indigenous people seemed happier than Europeans.

5. Why did the Spanish Ambassador to England call Francis Drake, “the master thief of the unknown world”? (1 mark)

Francis Drake attacked Spanish treasure ships and brought wealth to England.

6. How did France and England react in response to the Treaty of Tordesillas? (1 mark)

France and England ignored the treaty and sent out their own explorers.

7. During the Renaissance, knowledge was expanded in all areas of human activity. How was this accomplished? Identify at least **two** factors that assisted the expansion of knowledge. (2 marks)

Any two of the following factors may be identified.

- ***The printing press spread knowledge throughout Europe.***
 - ***Humanism encouraged people to look beyond their borders.***
 - ***The rise of trade and business motivated people to venture into the unknown.***
 - ***European explorers returned with knowledge about distant lands.***
-

Section D: Multiple-Choice

Be sure to read each question carefully. Write the letter of the **best** answer on the line in front of each question. This section is worth 15 marks.

- C** 1. The Treaty of Tordesillas divided the world between
- A. England and Spain
 - B. France and Spain
 - C. Portugal and Spain
 - D. Portugal and England
- B** 2. The extension of power over a territory, its resources, and its people is known as
- A. feudalism
 - B. imperialism
 - C. expansionism
 - D. capitalism
- D** 3. Which of the following did **not** contribute to the establishment of European expansionism?
- A. Wealth being transferred to Europe
 - B. War between European countries
 - C. Death among Indigenous people
 - D. The study of anatomy
- D** 4. Europeans felt that they were
- A. related to the people of the Americas
 - B. equal to the people of the Americas
 - C. inferior to the people of the Americas
 - D. superior to the people of the Americas

- B** 5. Spain became very wealthy after the conquest of the
- A. Mayan and Aztec Empires
 - B. Aztec and Incan Empires
 - C. Incan and Mayan Empires
 - D. Mayan and Hopi Empires
- C** 6. The Spanish government granted land to people who wanted to settle in
- A. Mexico
 - B. Cuba
 - C. New Spain
 - D. Peru
- A** 7. Who often raided the Spanish treasure ships?
- A. The English
 - B. The Portuguese
 - C. The Aztecs
 - D. The Italians
- B** 8. Which of the following was **most** responsible for causing the deaths of millions of indigenous people after they came into contact with Europeans?
- A. They were enslaved.
 - B. They lacked immunity from European diseases.
 - C. They were shot.
 - D. They starved from a lack of food.
- D** 9. Portugal became wealthy after it established trading colonies around the
- A. Atlantic Ocean
 - B. Pacific Ocean
 - C. Arctic Ocean
 - D. Indian Ocean

- A** 10. Most of the written records of the original people of the Americas were lost when the Spanish burnt thousands of books written by
- A. the Mayans
 - B. the Aztecs
 - C. The Hopi
 - D. The Incas
- D** 11. Who was the first Englishman to circumnavigate the world?
- A. Lord Nelson
 - B. Captain James Cook
 - C. John Cabot
 - D. Francis Drake
- C** 12. England defeated Spain in a great naval battle when
- A. Queen Mary ruled England
 - B. Queen Elizabeth II ruled England
 - C. Queen Elizabeth I ruled England
 - D. Henry the VIII ruled England
- B** 13. The military and economic success of England gave its people a sense of confidence and pride. Today, this attitude is called
- A. imperialism
 - B. patriotism
 - C. capitalism
 - D. arrogance
- C** 14. Why did Europeans pursue the competition for land and resources?
- A. They wanted to learn from the indigenous cultures of the new lands.
 - B. Expansion provided jobs for explorers and the middle class.
 - C. Europeans believed their survival and supremacy relied upon this competition.
 - D. They wanted to share their wealth with the indigenous peoples of the new lands.

- A 15. Contact with indigenous people through the printing of illustrated books had many European philosophers wondering if indigenous people
- A. were happier than Europeans
 - B. were sadder than Europeans
 - C. were wealthier than Europeans
 - D. were poorer than Europeans

Section E: Fill-in-the-Blanks

Use the list of words provided to choose the **best** word to complete each statement. Write the correct words on the lines provided. Not all the words will be used. This section is worth 5 marks.

Ambassador	Henry VII	imposed	transformation
books	immunity	Pope	wealthy
competition	impact	Queen Elizabeth I	

1. The rulers of Spain and Portugal could not agree on how to share the trade with Asia, so they asked the Pope to help them to settle the matter.

2. The Spanish and Portuguese agreement angered other European leaders. The English ruler, Henry VII , gave explorers the authority to take possession of any lands discovered by them in the name of England.

3. Wherever Europeans arrived, they imposed their religion, ideas, values, and economic systems.

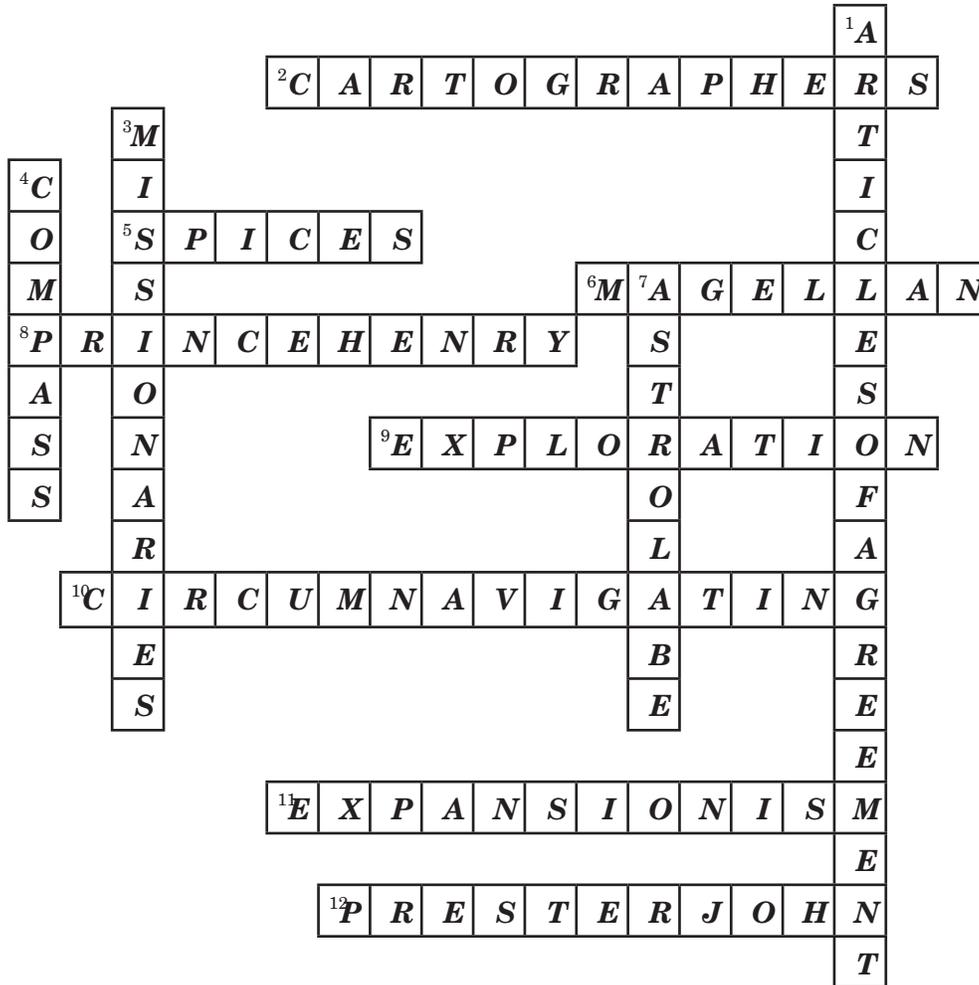
4. The military and economic success of England contributed to its transformation into a prosperous trading country and a world power.

5. The Renaissance had an enormous impact on the way people live today.

Total: _____
50 marks

The Age of Exploration Bonus Crossword Puzzle

Use the clues below to identify the word(s) in the crossword puzzle.



Across

- 2. individuals who make maps
- 5. used for flavouring and the preservation of food
- 6. led an expedition that completed a circumnavigation of the globe
- 8. supported sailing expeditions down the west coast of Africa
- 9. to travel and investigate unknown regions
- 10. to go completely around something
- 11. the policy of a nation to increase its territory, political, or economic influence
- 12. a legendary Christian land located to the east of Europe

Down

- 1. an agreement between Christopher Columbus and the King and Queen of Spain
- 3. individuals sent to a foreign land by the Church to convert or persuade people to accept Christianity
- 4. an instrument used to find direction
- 7. an instrument used to show how the sky looks at a specific place at a given time



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