

Goal Sheet Unit 6: European Exploration

Academic

Name: _____

Period: _____

Directions: Complete each part of the Goal Sheet. Follow the directions that apply to each part. The Goal Sheet is due the day of the Unit 6 Test: _____

Objectives: WH 2.4; 2.7; 3.4; 5.2; and 5.7

- Analyze the rise and spread of various empires in terms of influence, achievements, and lasting impact.
- Analyze the relationship between trade routes and the development and decline of major empires.
- Analyze how the desire for farmland created conflict and impacted the physical environments of Europe, Asia, Africa, and the Americas.
- Explain the causes and effects of exploration and expansion
- Analyze the colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, populations, and environment.

PART I: Write a complete definition for each of the following terms on a separate sheet of paper.. Remember a complete definition includes examples, and or accomplishments when appropriate. In addition the starred (*) create an illustration that represents those terms on a separate sheet of paper.

European Exploration

Term	Definition
1. Atlantic Slave Trade *	
2. Columbus	
3. Conquistadors	
4. Mestizo	
5. Favorable Balance of Trade	
6. Joint Stock Company	
7. Mercantilism	
8. Triangle Trade *	
9. Prince Henry	
10. Francisco Pizarro	
11. Capitalism	
12. Bartolome De Las Casas	
13. Bartolomeu Dias	
14. Columbian Exchange*	
15. Colony	
16. Encomienda System*	

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17. French/ Indian Wars	
18. Line of Demarcation*	
19. Middle Passage	
20. Hernando Cortes	
21. Vasco da Gama	
22. Smallpox	
23. Caravel	
24. Treaty of Tordesillas *	

PART II: Essential Questions: On a separate sheet of paper answer the following question using complete sentences.

1. What were the three main motives for European Exploration? Explain each motive.
2. How did the Crusades contribute to the need for exploration?
3. What was the effect of the the slave trade on Europe, Africa, and the Americas?
4. How did the Columbian Exchange change Europe, Africa, and the Americas?

PART III: Read the following excerpt and answer the questions below.

Upon the Negroes refusing to take sustenance, I have seen coals of fire, glowing hot, put on a shovel and placed so near their lips as to scorch and burn them. And this has been accompanied with threats of forcing them to swallow the coals if they any longer persisted in refusing to eat. These means have generally had the desired effect. I have also been credibly informed that a certain captain in the slave-trade, poured melted lead on such of his Negroes as obstinately refused their food....

...The hardships and inconveniences suffered by the Negroes during the passage are scarcely to be enumerated or conceived. They are far more violently affected by seasickness than Europeans. It frequently terminates in death, especially among the women. But the exclusion of fresh air is among the most intolerable. For the purpose of admitting this needful refreshment, most of the ships in the slave trade are provided, between the decks, with five or six airports on each side of the ship, of about five inches in length and four in breadth. In addition, some ships, but not one in twenty, have what they denominate wind-sails. But whenever the sea is rough, and the rain heavy it becomes necessary to shut these and every other conveyance by which the air is admitted. The fresh air being thus excluded, the Negroes' rooms soon grow intolerable hot. The confined air, rendered noxious by the effluvia exhaled from their bodies and being repeatedly breathed, soon produces fevers and fluxes which generally carries off great numbers of them.

1. What would happen to the slaves if they refused to eat on board the slave ship? Be specific.

2. What would often make the slaves sick with fever while on board the ships?