

Goal Sheet Unit 6: European Exploration

Honors

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: WH2.4; 2.7;3.4;5.2; and 5.3

- 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 make five different connections with the two provided sets and three more sets of your own. Connections: (2,14), (13,16)

European Exploration

- | | |
|-------------------------------|----------------------------|
| 1. Atlantic Slave Trade | 13. Bartolome de Las Casas |
| 2. Christopher Columbus | 14. Columbian Exchange |
| 3. Conquistadors | 15. Colony |
| 4. Mestizo | 16. Encomienda System |
| 5. Favorable Balance of Trade | 17. French and Indian Wars |
| 6. Joint Stock Companies | 18. Line of Demarcation |
| 7. Mercantilism | 19. Middle Passage |
| 8. Triangle Trade | 20. Hernando Cortes |
| 9. Prince Henry the Navigator | 21. Vasco da Gama |
| 10. Francisco Pizarro | 22. Smallpox |
| 11. Capitalism | 23. Caravel |
| 12. Bartolomeu Dias | 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?

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PART III: Go to Blackboard or the Website and read the article. After reading the article complete the APPARTS worksheet, be sure to address all the questions in each section and write in complete sentences.

APPARTS WORKSHEET

AUTHOR: Who created the source? What do you know about the author? What is the author's point of view?

PLACE AND TIME: Where and when was the source produced? How might this affect the meaning of the source?

PRIOR KNOWLEDGE: Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?

AUDIENCE: For whom was the source created and how might this affect the reliability of the source?

REASON: Why was this source produced and how might this affect the reliability of the source?

THE MAIN IDEA: What point is the source trying to convey in relation to your question?

SIGNIFICANCE: Why is this source important? Ask yourself, "So what?" in relation to the question asked.