

# THE NEW WORLD ENCOUNTERED



**#3491**

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OPEN-CAPTIONED  
RAINBOW EDUCATIONAL  
MEDIA

1998

Grade Levels: 6-10

28 minutes

## DESCRIPTION

During the early 1500s, Spanish, Portuguese, and English explorers, looking for passage to the Far East, made many voyages to the New World discovered by Columbus in 1492. Presents an overview of the initial European contacts with the Americas and the conquests of the Mayan and Aztec civilizations. Reviews at the end.

## ACADEMIC STANDARDS

Subject Area: World History

- Standard: Understands how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations
  - Benchmark: Understands features of Spanish exploration and conquest (e.g., why the Spanish wanted to invade the Inca and Aztec Empires, and why these empires collapsed after the conflict with the Spanish; interaction between the Spanish and indigenous populations such as the Inca and the Aztec; different perspectives on Cortes' journey into Mexico) (See Instructional Goals #1, #2, and #3)
  - Benchmark: Understands the impact of the exploratory and commercial expeditions in the 15th and 16th centuries (e.g., the motives and short-term significance of the Portuguese and Spanish military and commercial expeditions to Sub-Saharan Africa, Asia, and the Americas; technologies that advanced international, seaborne trade in the latter part of the century; the connotations of the words "conquest," "exchange," and "discovery" used to describe Columbus' travels to North America and his encounters with indigenous populations) (See Instructional Goals #1, #2, and #3)
  - Benchmark: Understands cultural interaction between various societies in the late 15th and 16th centuries (e.g., how the Church helped administer Spanish and Portuguese colonies in the Americas; reasons for the fall of the Incan Empire to Pizarro; how the Portuguese dominated seaborne trade in the Indian Ocean basin in the 16th century; the relations between pilgrims and indigenous populations in North and South America, and the role different religious sects played in these relations; how the presence of Spanish conquerors affected the daily lives of Aztec, Maya, and Inca peoples) (See Instructional Goals #1, #2, and #3)
  - Benchmark: Understands significant social, economic, political, and cultural features of European society (particularly Spain and Portugal) that stimulated exploration and conquest overseas (See Instructional Goals #1, #2, and #3)

## INSTRUCTIONAL GOALS

1. To describe what three groups of people were doing in the 15<sup>th</sup> century: the Europeans, the Africans, and the native peoples of North and South America.
2. To identify the first European navigators to set foot on the North American continent and tell why they went there.
3. To describe the roles of the *conquistadors* and the Vikings in the exploration of the Americas.

## VOCABULARY

1. Tenochtitlán
2. Renaissance
3. *conquistador*

4. Aztecs
5. Mayans

## **AFTER SHOWING**

### Discussion Items and Questions

1. Why were the European rulers interested in finding a sea route to the Indies?
2. Who were some of the explorers who tried to find a route?
  - a. For whom did each sail?
  - b. What was the native nationality of each of these explorers?
  - c. What route did each follow?
  - d. Why did each choose this route?
  - e. What was the outcome of the exploration?
3. Describe the native cultures of North and South America at the time of the explorers.
4. Describe the native cultures in Africa at the time of the explorers.
5. Describe the evolving class system in Europe during the time of the explorers.
6. What European probably entered North America 500 years before Columbus or Cabot? What evidence supports this idea?
  - a. What country actually found a sea route to India?
  - b. Who was the explorer and what route did he follow?
  - c. To which navigation pioneer was this explorer indebted?
7. How did the Spanish *conquistadors* differ from earlier explorers?
8. Name three *conquistadors* and the places they explored or conquered.
9. In all, how many trips did Columbus make to the New World?
10. Discuss whether there is anything in this world or beyond the world that is left to explore. Consider the following:
  - a. microcosms
  - b. oceans
  - c. space

### Applications and Activities

1. Using maps of exploration routes for reference, trace each explorer's route on a globe.
  - a. Discuss whether this exercise changes perceptions of the relative distance traveled by each explorer.
  - b. Comparing the maps to the globe, discuss the distortion that occurs when a three-dimensional curved surface is presented as a two-dimensional image.
2. Compare maps the explorers may have used to modern maps of the same areas.
  - a. What parts are similar?
  - b. What parts are different?
  - c. How are the differences explained?

## **RELATED RESOURCES**

### Captioned Media Program

- Beginnings of Exploration, The: Why Did Europe "Discover" America in 1492? #3338
- Europe Explores the Americas: Southern Voyages and Settlements #3356
- Francisco Pizarro #1861

## World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid-safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- THE COLUMBUS NAVIGATION <http://www1.minn.net/~keithp/>  
Examines the history, navigation, and landfall of Christopher Columbus.

- FAMOUS EXPLORERS <http://www.greencastle.k12.in.us/stark/explorers.htm>

An elementary school’s homepage of posted student-created reports. Comprehensive list of New World explorers; concise narratives; good pictures and maps; bibliographies.

- MANUSCRIPTS, BOOKS AND MAPS <http://communication.ucsd.edu/bjones/Books/maps.html>

Illustrations and descriptions of ancient maps, including some from the Age of Exploration.

- AGE OF EXPLORATION <http://members.aol.com/Egyptkids/World.html#EXPLORE>

Age of Exploration lesson plans and units. Part of a larger, more comprehensive collection.



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WITH VIDEO**

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online at *www.cfv.org***

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