

Name \_\_\_\_\_

Date: \_\_\_\_\_

BROOKLYN



Course: US History/Ms. Brown

Homeroom:



## Unit Road Map: Early Americans & European Exploration and Conquest



**\*DO NOT LOSE THIS PAPER – we will be referring to it throughout our unit.\***

**Planning the Trip:** This unit will last **24** days. In the unit we will meet the Native Americans who lived in different regions of North America and we will discover how different environments affected these original settlers. We will then read the European countries that competed for control of the New World and its riches. We will learn about the devastating effects their arrival had on the native population.

**Why Study This?** As young scholars it is vitally important to question the status quo by identifying discrepancies within a historical record. History is often taught from the perspective of the powerful, whether they be Presidents, Congressmen, Generals, or even explorers such as Christopher Columbus. The purpose of this unit is to re-examine basic truths. Together we will examine

**Essential Questions:** These are the BIG questions we'll attempt to answer with our readings, activities, and homework assignments over the course of the unit. The essential questions for this unit are:

1. Was America discovered?
2. Does America (the land) belong to anyone?
3. Is it ever possible to present history objectively?
4. Did the Europeans commit genocide against the Native Americans?

**BIG Ideas:** These are BIG ideas that will help us understand the content we are studying during the unit. Our BIG themes for this unit are:

1. When Europeans arrived in the Americas there were already inhabitants here, so the land was not "discovered" by Christopher Columbus
2. The emergence of a new money (not land) based economy in Europe encouraged the exploration of the oceans to seek more wealth

US History, Ms. Brown

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**Vocabulary:** These are the important terms you will need to know in order to navigate through this unit, and the world outside the classroom. You will be responsible for transferring these definitions onto your flashcards to be kept with you on a ring for studying. The **bold** word is the vocabulary word that belongs on the **blank** side of the flashcard. The definition belongs on the **lined** side of the flashcard. On the top right of the flashcard color a small corner in **orange**. Representing Units 2 & 3.

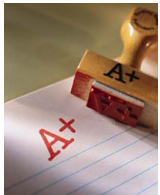
- 1) **Bering Land Bridge** – a frozen bridge used by settlers migrating from Asia to North America
- 2) **Christopher Columbus** – given credit for discovering America, he opened up North and South America to European Exploration
- 3) **Colony** – a country or area under the control of another government **Columbian Exchange** – the exchange of goods, ideas and diseases from the Old World (Europe, Africa and Asia) to the New World (North and South America)
- 4) **Conquistadors** – Spanish explorers and conquerors who came to the New World for the three G's: God, Gold and Glory
- 5) **Culture** – the customs, arts, social institutions and achievements of a particular group of people
- 6) **Genocide** – the deliberate killing of a large group of people, typically of the same ethnic group. The Holocaust is an example of genocide.
- 7) **Indigenous** – native to a particular place
- 8) **Iroquois** – a North American Native American group comprised of Five Native American tribes:  
The Cayuga, Oneida, Onondaga, and Seneca.
- 9) **League of Nations** – a government created to include all five tribes into a single Iroquois Nation
- 10) **Major New World Colonizers** – France, the Netherlands, Spain and England were the main European nations to colonize land in the New World (North and South America)
- 11) **Maya** – a Native American civilization located in Southern Mexico
- 12) **Missionary** – a person sent to another country to convert (change) the Native Americans to Christians
- 13) **Pacific Coastal Theory** – the theory that early Americans traveled to North America from Asia in boats

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- 14) **Primary Source** – an original source created during the time period being studied. A letter, diary or picture are examples of primary sources
- 15) **Pull Factor** – a quality that draws people to a new place
- 16) **Push Factor** – a force which acts to drive people away from a place
- 17) **Queen Isabella & King Ferdinand** – the King and Queen of Spain, who gave Christopher Columbus money and ships to find a new route to India
- 18) **Secondary Source** – a source created after the time period being studied. A textbook or movies are examples of secondary sources.
- 19) **Taino**– Native American group who came in direct contact with Christopher Columbus, many of whom were either murdered or died of disease

**Skills:** These are the tools we will use to access the material in this unit.

**Assessment:** This is how you will demonstrate your knowledge about this unit.



unit exam.

Throughout the course of this unit you will demonstrate knowledge of this unit by earning an **80% or higher mastery on all exit tickets**. Exit Tickets that are between 70 – 79% are considered passing and may be retaken. Exit Ticket scores below 70% are considered not mastered and must be taken again. You will also demonstrate mastery through a long-term writing/research assignment analyzing the roles of various people in the massacre of the Native Americans during the Age of Exploration. Lastly, you will demonstrate mastery of unit content by taking an end of