



Mindfulness Through Creation: Age of Exploration

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Mallard Creek

This curriculum unit is recommended for:
(World History/Age of Exploration/ 9th and 10th graders)

Keywords: Exploration, Christopher Columbus, Columbian Exchange, Middle Passage, Transatlantic Slave Trade, Middle Passage, Imperialism, Conquistador, Mercantilism, Circumnavigate

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis:

In my unit, my students will undergo an inquiry process in which they analyze exploration and expansion in terms of its motivations and impact. The big question that students must answer is; Was the Age of Exploration more beneficial or more harmful to the world? Students must consider the motives of these expeditions, the quality of the interaction between Europeans and the natives, effects of the interaction, demand for labor, and the economies that developed because of these expeditions. Students will explore the perspectives of Columbus and Native Americans as well as slaves during the transatlantic slave trade. This unit aligns with the North Carolina Social Studies standards on exploration and expansion. Students will be able to take this historical knowledge and use 21st century skills to relate past events to present circumstances. The summative assignment is a choice activity, which revolves around the question, “How has the Age of Exploration impacted you.” Students will be able to use mindfulness to tie everything they have learned in this culminating activity.

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Timothy Wells

Introduction

School Demographics

I am a 9th grade World History teacher at Mallard Creek High School in Charlotte, North Carolina. Charlotte is a major metropolitan city, with a population of near 1 million people and has a very diverse population. Mallard Creek is one of the largest high schools in Charlotte Mecklenburg (CMS) and serves over 2600 students. Mallard Creek is a relatively new school in the system, which opened back in 2007. The demographic make-up of Mallard Creek High School is 68% African American students, 15% Caucasian students, 8% Hispanic students, 5% Asian students, and 4% multi-racial. An equity overview shows that 41% of our student population are low income with 34% of students qualifying free and reduced lunch.

African American male teachers only account for 2% of the teaching population in the United States. I am proudly a part of the 2%. As a World History teacher, I take pride in developing engaging content, educating the younger generation with culturally relevant lessons, and teaching students about the history of all groups. While the World History curriculum is very lengthy and does its best to show the history of the World, of course there are many holes that have to be filled at times. As an educator of the youth, I take pride in being able to have my students become well-rounded historians. Representation matters and I believe that the more students are exposed to different cultures the self-efficacy and collective classroom environment will rise. I will be teaching this curriculum unit to roughly ninety students. As a former Ridge Road Middle School teacher there is a decent portion of students whom I have already taught, therefore the relationships that I have been able to create allow for a unique level of comfortability.¹

Rationale

One of the things that really plagued my experience with history until my 11th grade school year was the differences between what we are depicted to me in my classes and what actually happened. I learned multiple things in college about the same topics I learned in high school. What I learned while exploring the same topics in college was that either the information I learned in high school withheld critical things or narratives were romanticized, sometimes even inaccurate. As a responsible teacher, I understand that is my job to give the most accurate depiction possible and provide transparency to my students. Each person will always have their

¹US News, "How Does Mallard Creek High Rank Among America's Best High Schools?," 2020, <https://www.usnews.com/education/best-high-schools/north-carolina/districts/charlotte-mecklenburg-schools/mallard-creek-high-14583>.

own interpretation or opinion but we must not act negligently and water down critical events in history.

In my unit, my students will undergo an inquiry process in which they analyze exploration and expansion in terms of its motivations and impact. The big question that students must answer is; “Was the Age of Exploration more beneficial or more harmful to the world?” Students must consider the motives of these expeditions, the quality of the interaction between Europeans and the natives, effects of the interaction, demand for labor, and the economies that developed because of these expeditions. There are several underlying goals in which students will use to scaffold themselves into answering the big question. One underlying goal is for the students to have the ability to humanize those who were enslaved and brought to the United States against their will through different avenues of mindful practices. A second underlying goal is to allow students to gain a new perspective on Columbus and Native encounters. The last underlying goal is to have students evaluate the positive and negative effects of the age of exploration.

When students are able to understand the big question and underlying goals, they will also begin to notice long lasting impacts. There have been many lasting implications of the age of exploration that are prevalent in our daily lives that go unnoticed. One of the long lasting impacts of the age of exploration is the enslavement and displacement of African people. The infrastructure of the United States was built off the backs of those who were enslaved. The impact and implications of slavery is something that I want. Secondly, I would like students to grasp the impacts of cultural diffusion. Understanding the significance of where products, services, and culture came from and how it affects our daily lives will help create relevance within the lesson. Lastly, I would like students to piece together the foundations of the exploration of America and compare it to things happening today. It is my job to give students a holistic perspective of history. There is a lot of division in society right now and it is a civic duty to explore some of the beginnings of American History and all of the principles it was founded upon. Students must be fully aware of the good, bad, and ugly and how those decisions currently affect us.

As students are gaining an in-depth perspective of everything that encompasses the Age of Exploration. The final goal is for them to use what they have learned to create, apply, and explain. I want my students to be able to use the information that has been provided to them to be able to put themselves in the shoes all those that walk before them, as well as being able to relate it in some way to the modern day world and the impact this time period had. The teaching strategies are some of the ways that I will allow students to show their understanding.

Content Research

Mindfulness

According to a Berkley Article: “Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a

gentle, nurturing lens. Mindfulness also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there is a “right” or “wrong” way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we’re sensing in the present moment rather than rehashing the past or imagining the future.”²

History of Mindfulness

Mindful practices have origins in the Eastern world. Buddhism and Hinduism are attributed for starting mindfulness. For about millennia mindfulness has been a part of the Hindu culture with Bhagavad Gita’s discussion of yoga to Vedic (India’s religious text) meditation. Buddhism was founded around 400-500 BCE and has a much clear detailed history. Siddhartha Gautama, the founder of Buddhism, became known as the Buddha. Buddhism is a religion that’s goal is to show follower the path to enlightenment. Buddhists believe they must follow the Eightfold Path to reach nirvana, which is perfect happiness.

Jon Kabat-Zinn is given credit for bring mindfulness from the Eastern world to the Western world. Zinn founded a center for mindfulness at University of Massachusetts Medical School and the Oasis Institute for Mindfulness-Based Professional Education and Training. He developed an eight-week program where the goal was to reduce stress. He studied under Thich Nhat Hanh, a very influential Buddhist teacher. The program and the teachings gave him the foundation to develop a mindfulness-based stress reduction program. This and other integrations of science and mindfulness helped popularize mindfulness in the West, particularly for audiences accustomed to Western science and unfamiliar with Eastern practices.³

Mindfulness in Education

Over the past decade or so mindfulness in the educational field has become extremely popular. Research has shown that mindfulness can improve attention, relieve stress, emotional regulation, and improve overall health. Numerous studies show that attention improves and you perform better on objective task that require substantial concentration. Mindfulness creates changes in the brain that correlate to being less reactive, and give you a better ability to engage in tasks even when emotions are activated. People randomly assigned to mindfulness training are more likely to help someone in need and have greater self-compassion. In addition, mindfulness is show to be a stress relieve and help with anxiety when in uncomfortable social situations. Bringing these practices to the classroom have become beneficial in reaching the students in a holistic manner.

² Amishi Jha, “Mindfulness,” Greater Good, November 13, 2020, <https://greatergood.berkeley.edu/topic/mindfulness>.

³ Joaquín Selva, “History of Mindfulness: From East to West and Religion to Science,” September 1, 2020, <https://positivepsychology.com/history-of-mindfulness/>.

During the time of exploration and expansion, there were numerous events that have shaped the world today for better and worse. My unit will be focused on Christopher Columbus and his encounters with Native Americans, Transatlantic Slave Trade, and Middle Passage. This unit is already one that will bring out many different emotions, with the practice of mindfulness, students will be able to regulate and be present with a higher focus level. I believe that students will benefit from mindful practices because it will allow students to understand and be engulfed in the knowledge with more depth.⁴

Atlantic Slave Trade |Middle Passage: Journals & Depiction| Columbian Exchange

Transatlantic Slave Trade

This unit will focus on the motives and impact on the age of exploration. One of the critical components of this was the Transatlantic Slave Trade. There is an abundance of information on the Atlantic Slave trade. For purposes of our class, we will focus on the Triangle Trade Route, which included the Middle Passage. The Middle Passage was a three-part system of trading between the regions that bordered the Atlantic Ocean. These regions were the colonial states, Europe, Africa and The West Indies. European ships brought manufactured goods, guns, clothes, and copper, even liquor to the western coast of Africa in exchange for Africans that had been captured and were awaiting transport. They transported African men, women, and children to the Americas to serve as slaves. On the third leg, they exported to Europe the sugar, rum, cotton, and tobacco produced by the enslaved Africans. Traders referred to the Africa-Americas part of the voyage as the "Middle Passage" and the term has survived to denote the Africans' ordeal.⁵

During 366 years of the transatlantic slave trade, it can be understood through its sheer magnitude: European slavers loaded approximately 12.5 million Africans onto Atlantic slave ships. About 11 million survived the Middle Passage to touch down on land and live in the Americas.

The chart below notes the number of enslaved Africans arriving in either North or South America between 1514-1866.⁶

| Country | Number Arriving |
|---------------|-----------------|
| United States | 307,000 |
| Cuba | 765,00 |

⁴ "Research on Mindfulness," Mindful Schools (Mindful Schools, November 10, 2020), <https://www.mindfulschools.org/about-mindfulness/research-on-mindfulness/>.

⁵ S. Pearl. Sharp and Virginia Schomp, *The Slave Trade and the Middle Passage* (New York, NY: Marshall Cavendish Benchmark, 2007).

⁶ Katharina Buchholz and Felix Richter, "Infographic: The Trans-Atlantic Slave Trade Uprooted Millions," Statista Infographics, June 19, 2020, <https://www.statista.com/chart/19068/trans-atlantic-slave-trade-by-country-region/>.

| | |
|-------------------------|-----------|
| Jamaica | 935,000 |
| Brazil | 3,169,000 |
| Argentina/Uruguay | 92,000 |
| Guyanas | 356,000 |
| Other Caribbean Islands | 2,760,000 |
| Europe | 7,600 |

Middle Passage

The Middle Passage was an extremely cruel and inhumane journey that often lasted anywhere from one to three months. Many of the Africans that had been captured had never before seen a ship not to mention sailing the oceans that they were about to travel upon. From the moment of capture, they were forced to endure brutally harsh treatments. The enslaved Africans were chained together in large numbers, and then made to march into long lines (coffles), traveling by foot for hundreds, sometimes thousands of miles in close quarters. During their voyage, those enslaved were branded, stripped down naked for the entire trip, forced to lay down in filth and feces. The heat was unbearable, there was little to no food or water provided on the trip. Cargo was also on the ship with those enslaved so they were chained to platforms below the decks. Each space was six feet long and sixteen inches wide and 3 feet tall, therefore they could not stand. Those who were captured came from various places in Africa and were a part of many different tribes; therefore, with the languages being different it made it nearly impossible to communicate with each other. One out of every ten slaves died of disease or suicide before reaching their destination.⁷

Middle Passage Depictions from

A critical piece of understanding the situation of the enslaved Africans is to gather a firsthand account of their experiences. Famous quotes by Olaudah Equiano and Alexander Falconbridge give us a very detailed account of what happened during the Middle Passage.

Olaudah Equiano

Growing up in Benin, West Africa Olaudah [1745-1797] was captured by African slave traders. He was moved to Barbados in 1756, to Virginia. This is an excerpt of his narrative “The Interesting Narrative of the life of Olaudah Equiano” that speaks of the tragic experiences on his sea voyage.

⁷ S. Pearl. Sharp and Virginia Schomp, *The Slave Trade and the Middle Passage* (New York, NY: Marshall Cavendish Benchmark, 2007).

“I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life, so that, with the loathsomeness of the stench, and crying together, I was not able to eat. I now wished for the last friend, death, to relieve me.... The closeness of the place, and the heat of the climate, added to the number in the ship which was so crowded that there was each had scarcely room to turn himself... this produced copious perspiration... and brought on a sickness... of which many died. This wretched situation was again aggravated by the galling of the chains... and the filth of the necessary tubs [privies] into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole scene of horror almost inconceivable.”⁸

The very vivid description of the treatment and conditions that happened while on the boats. The situations that these people had to endure were extremely barbarous and sickening. The mental, physical, and emotional strain put on those enslaved were astonishing.

Alexander Falconbridge

Alexander Falconbridge was a slave ship surgeon on the Coast of Africa British in 1788. Eyewitness accounts were used to support the anti-slavery campaign. In his excerpt below, he describes life loss, how the enslaved are held below the deck, and the mental effect of the Africans who were content with giving their own life:

"A woman was dejected from the moment she came on board, and refused both food and medicine; being asked by the interpreter what she wanted, she replied ‘nothing but to die’, and she did die".

Falconbridge also recounted a story of one slave who was sold with his family for witchcraft. The man refused to eat when he came on board and cut his own throat during the first night. After the doctor sewed the wound the next night, he tore the stitches out again but tried to do the same thing on the other side. He stated he would never go with white men... he died of hunger in eight or ten days.⁹

Columbus and Native Encounters

The story that was taught in classrooms for the majority of the twenty-first century about Christopher Columbus was that he discovered America and that the relationship between Europeans and Native Americans was a peaceful one. Contemporary historians as well as mainstream media have begun to unravel that ideology. Columbus viewed the indigenous population as obstacles on their voyage. He labeled his the Native Americans as Indians due when he landed on a Caribbean Island, which he mistook for the East Indies. Columbus introduced new diseases, slavery, and forced the Natives to convert to Christianity. Many of the accounts were documented in his journal. On his first day in the “New World”, he ordered six of the Native Americans to be seized and implied that they would be good servants. Later, Columbus sent many of the Taino “Indians” to Spain to be sold, and lots lost life in route. Those

⁸ Olaudah Equiano, *The African: the Interesting Narrative of the Life of Olaudah Equiano* (London: Black Classics, 1998).

⁹ Alexander Falconbridge, *An Account of the Slave Trade on the Coast of Africa* (New York, NY: AMS Press, 1973).

who were left had to be plantation workers or gold miners. Within 60 years after Columbus landed, only a few hundred of what may have been 250,000 Taino were left on their island. The legacy of Christopher Columbus has been painted one way but as you take a further look at the actions, you can see some of the negative effects of his journey.¹⁰

Columbian Exchange

The Columbian Exchange refers to the exchange of diseases, ideas, food crops, and populations between the New World and the Old World following the voyage to the Americas by Christopher Columbus in 1492.

Disease

One of the reasons that the early inhabitants of America (Native Americans) did not have is because of the fact that they did not have domesticated animals, the original source of human diseases such as smallpox and measles. After Columbus reached land in 1492, many sailors introduced diseases such as smallpox, measles, mumps, whooping cough, influenza, chicken pox, syphilis and typhus to the Americas. People who lived in Afro-Eurasia during this time were immune to many of these diseases because they had long domesticated animals. Native Americans were not immune to those diseases. Both adults and children alike were became ill stricken with the diseases, which produced an astronomical mortality rate throughout the Americas, which was unprecedented. In all, between 1492 and 1650, perhaps 90 percent of the first Americans had died.

Plants and animals

During their expedition, Columbus and his team brought barley, rye, and wheat, all crops that were familiar to Europe. Also bringing things from the Mediterranean like citrus fruits, sugar, bananas, all, which have origins in South/Southeast Asia. In the beginning, these crops did not have success but eventually this changed. It is known that Native Americans preferred their own food. Sugar became one of the main products, which became extremely popular in the economies of Caribbean and Brazil. This was the foundation of the largest slave societies in the world. The production of rice and cotton, both imported in the Columbian Exchange, together with tobacco, formed the basis of slave society in the United States. Before Columbus came, the Americas had many plants that were domesticated. Upon arrival, the most important were corn, potatoes, beans, squash, pumpkins and tomatoes. Corn and potatoes were arguably the most important crops in the history of the world as they had various uses. Corn was used as peasant food and accounted for two thirds to three fourths of the region's crop. Potatoes may have laid the foundation for European Imperialism and the Industrial Revolution.

¹⁰ The Editors History.com Editors, "Why Columbus Day Courts Controversy," History.com (A&E Television Networks, October 7, 2019), <https://www.history.com/news/columbus-day-controversy>.

While the Natives may not have been very fond of the food, the same could not be said about animals. Horses, cattle, sheep, goats, pigs and other animals were brought to the Americas. Prior to Columbus Native Americans had domesticated llamas and alpacas but no animals that weighed more than one hundred pounds due to the fact none of the twenty three large mammal species were present before Columbus arrival. Besides llamas and alpacas, dogs, turkeys, and guinea pigs were all introduced to Europeans. The natives took great interest in horses, which allowed them to be able to hunt buffalo more effectively. After about one hundred years, wild cattle roamed in the Americas and allowed different ranching economies to emerge in the region.¹¹

Instructional Implementation

Videos: In order to allow students to gain the visual aspect of this age of exploration unit and specifically the Middle Passage, Triangular Trade, and Christopher Columbus landing students will be watching videos. The Amistad will be a very important video used that will evoke the emotions of the students and allow them to empathize with those enslaved people and their conditions while on the boat. The students will use the Columbus video as an anticipatory guide, which will explore the relationship between Columbus and the Native Americans.

Voice Recording: Voice Recorded depictions of the Middle Passage, Triangular Trade, and Christopher Columbus landing will be used for the students to journal from various sides from a first-person point of view.

Document Based Question (DBQ): DBQ's are an essential component of what our mission as a World History team is at Mallard Creek. As a PLC our goal is for 75% of students to be proficient in applying historical thinking & writing skills based on the PLC rubric. Each DBQ has a Big Question that students will have to answer based off of their analysis of guiding documents. The final goal of Document Based Questions is to write a well-organized paragraph proving your thesis statement. Through this process students will be able to analyze various sources and make connections between documents which will be used as textual evidence in their writing. The DBQ titled *The Atlantic World* will be composed of three sections: Columbus and Native American Encounters, Spanish Exploration and Implications, and Triangular Trade and Middle Passage. These sections will allow the students to explore a variety of different components to gain a deeper understanding of

Breakout Rooms: In order to encourage student collaboration breakout rooms will be utilized. Students will have each other to bounce ideas, gain understanding, and synthesize their writing.

Peer Reviews: As we complete separate components of the journal, students will use peer reviewing as an exit ticket to receive feedback and assistance from others.

¹¹ J.R. McNeill, "NCpedia: NCpedia," NCPedia (NCPedia), accessed September 24, 2020, <https://www.ncpedia.org/anchor/columbian-exchange>.

Journaling: After students watch the videos and audio components of the lesson, they will journal their thoughts and feelings which will be used later in the unit as a piece that will help them do their final project.

Rubrics: As a PLC we have created a universal rubric that students will be graded from. This rubric was a compilation of components from the DBQ Project Online with a focus on building better writers. Students must be able to defend their point of views with a claim, reason, and textual evidence.

Lessons & Activities

Day 1

Essential Question: What motivated European exploration in the 15th and 16th centuries?

Goal Statement: I will understand the motivation behind European Exploration of the 15th and 16th Centuries.

Daily Plan: Today you will analyze the 4 causes that motivated European exploration and determine which you think was the most significant over all in a written response at the end.

Warm Up:

1. We will have 3 minute mindful breathing meditation
2. Students will answer questions in their mindful journals: Based on any prior knowledge or take a guess: Do you think the age of exploration was more helpful or harmful to the world? Do you think Christopher Columbus should get as much recognition as he does? Why or why not?
3. Students watch TED-ED video on History v Columbus

Teacher Input

1. I will lead a quick discussion about the journal questions as well as introduce the agenda for the day.

Guided Practice (“We Do”):

1. We will go over the PowerPoint on the causes of exploration

Independent Practice (“You Do”):

1. Students will work on taking guided notes for the Causes of Exploration
2. Students will then work on finishing their vocabulary and completing a worksheet that reinforces the ideas learned today through reading and use of vocabulary terms. This time will be used to gain base knowledge to help with future activities.

Closure:

1. As a closing, we will come back to the journal questions for today and have brief discussion on the warm up questions to see if anyone has changed their feelings yet.

Daily Assessment:

1. The assessment will be a 6-question quiz at the end of the lesson to make sure they understand the motivators behind the age of exploration.

Days 2

Essential Question: How did different people experience the Atlantic Slave Trade?

Goal Statement: I will look at the Atlantic Slave trade from perspectives of numerous people who had hands on experience with it.

Daily Plan: Today you will analyze five different personal accounts of their experience with the Atlantic Slave trade

Warm Up:

1. In order to get the students relaxed before the video they will do a 3-minute body scan meditation.
2. Students will have to watch two videos titled: *Roots: The Middle Passage & The Atlantic slave trade: What too few textbooks told you - Anthony Hazard*. After viewing the videos, they will provide a 3-4 sentence summary on the videos. Use complete sentences; please be as detailed and specific as possible. Please answer the 5W's (Who, What, When, Where, Why)

Teacher Input (“I Do”):

1. Then I asked students to get out their mindful journals again. I requested that all students closed their eyes and practiced mindful breathing while listening to me read some of the excerpts of people involved in the middle passage. After each section, I wanted them to write down words, or feelings associated with each person.

Guided Practice (“We Do”):

1. We will create a word cloud based off the words that they wrote in their journals.
2. Then I introduce them to the statements where they will then have to use the words they have written to further analyze the document.

Independent Practice (“You Do”):

1. Students will work on analyzing documents

Closure:

1. As a closing, we will come back to the journal questions for today. I will ask the following question: Which of the excerpts resonated the most and why?

Daily Assessment:

1. Students will be assessed on their journal responses.

Day 3 & 4

Essential Question: Was Age of Exploration more beneficial or harmful to the world?

Goal Statement: I will look at Slave Trade from multiple perspectives whom had hands on experience with it. I will use what I learned yesterday to answer and analyze the question “Was the Age of Exploration more beneficial or harmful to the world?”

Daily Plan: Today you will determine whose account was most accurate, and which source is most reliable.

Warm Up:

1. Students will answer their journal questions on the board: Fill out one thing you know and one thing you want to know about the Age of Exploration.

Teacher Input (“I Do”):

1. I will introduce them to the DBQ that they will do which is broken down into 3 sections; Section 1: Columbus and Native American Encounters, Section 2 : Spanish Exploration, Section 3 : Triangular Trade and the Middle Passage

Guided Practice (“We Do”):

1. We will go over the first portion together and students will then be put into breakout groups to do this together.

Independent Practice (“You Do”):

1. Students will work on DBQ sections with a group in a breakout room.
2. Students will have a few days to get the DBQ done

Closure: (10 minutes)

1. As a closing, we will come back to the journal and I will ask what section of the DBQ impacted you the most and why?

Daily Assessment:

1. Students will be assessed on their short answer response on the DBQ to the question. “Was the Age of Exploration more beneficial or harmful to the world?”

Day 5

Essential Question: How has the Age of Exploration impacted you?

Goal Statement: I will look at Age of Exploration from multiple perspectives to analyze and create based off the question “How has the Age of Exploration Impacted you?”

Daily Plan: Today you will use knowledge learned from the past few days to do a culmination project of your choice.

Warm Up:

1. Students will answer their mindful journals: How has the Age of Exploration impacted you?

Teacher Input (“I Do”):

1. I will introduce them to choice activities that they have to culminate this Age of Exploration unit

Guided Practice (“We Do”):

1. We will go over the different activities and rubrics.

Independent Practice (“You Do”):

1. Students will work on their Age of Exploration Choice Activities.

Closure:

1. Students will present their choice activity to class or we will do a gallery crawl.

Daily Assessment:

1. Students will be assessed on whichever of the choice activities they decide to pick

Assessments

Informal: Throughout the duration of the unit, students will be engaging in the writing process through their mindfulness journals. The mindful journal entries will be an important resource, which will help them in their culmination project. Students can refer back to this in order to capture their feelings during certain segments of the previous lessons. As a teacher, I will scaffold them to go back to their mindful journals during parts of the lesson.

Formal: The students will be getting two different formal assignments, one that is more academic and content based which will allow me to reflect on what they know. The other formal grade is more creative and based within the mindful practice, which we have been working on throughout the year and focusing on this unit. Their formal piece that is more academic derives from their analysis of several documents. The culminating portion of this is their answer to the prompt: “Was the Age of Exploration more beneficial or more harmful to the world?” Considering the motives of these expeditions, the quality of the interaction between Europeans and the natives, effects of the interaction, demand for labor, and the economies that developed because of these expeditions. The more creative piece will allow the students to choose between a multiple options with their base question being “How has the Age of Exploration impacted you?”

Appendix I: Teaching Standards

WH.H.5- Analyze exploration and expansion in terms of its motivations and impact.

WH.H.5.1 Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange,

commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.).

WH.H.5.2 Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Colombian exchange).

WH.H.5.3 Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment (e.g., commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade, encomienda system, enslavement of indigenous people, mixing of populations, etc.).

WH.H.5.4 Analyze the role of investment in global exploration in terms of its implications for international trade (e.g., transatlantic trade, mercantilism, joint-stock companies, trading companies, government and monarchial funding, corporations, creation of capital markets, etc.)

Appendix II: Resources for Students

Christopher Columbus

Gendler, Alex. "History vs. Christopher Columbus - Alex Gendler." YouTube. TEDEducation, October 13, 2014. <https://www.youtube.com/watch?v=GD3dgiDreGc>.

Christopher Columbus is an extremely polarizing figure in contemporary history. As a child, the story of how he came to America was watered down and ridden with fallacies. This resource is used to help create a more accurate depiction of Columbus along with his encounters with the Native Americans.

Slave Trade

"Africa | Quick Guide: The Slave Trade." BBC News. BBC, March 15, 2007. <http://news.bbc.co.uk/2/hi/africa/6445941.stm>.

This resource is used to give students an in depth picture of the slave trade by provide them with more background information.

Mindfulness

Bayes-Fleming, Nicole. "Getting Started with Mindfulness." Mindful. Foundation for Mindful Society, September 14, 2018. <https://www.mindful.org/meditation/mindfulness-getting-started/>.

Throughout the entirety of the school year, we have been implementing mindful practices. I believe that it is essential for students to have a plethora of these strategies available to them at all times. These resources will be used to help the students and give them a baseline for success. By providing them with this, they have a variety of exercises they can do during their leisure time. This also helps them understand mindfulness expands past meditation to other practices.

Appendix III: Resources for Teachers

Book on Mindful Practices

Weare, Katherine, and Jon Kabat-Zinn. *Happy Teachers Change the World: a Guide for Cultivating Mindfulness in Education*. Berkeley, CA: Parallax Press, 2017.

This book created a baseline for how to use mindful practices within the classroom and provides step by step instructions on how to implement. The book goes through the origins, background, and purpose of mindfulness before the practices are shared. The book also shares the rationale and expert testimonies for each of the practices introduced.

Columbus and Slave Trade

Nabokov, Peter. "Indians, Slaves, and Mass Murder: The Hidden History." *The New York Review of Books*. *The New York Reviewer*, July 17, 2020.
<https://www.nybooks.com/articles/2016/11/24/indians-slaves-and-mass-murder-the-hidden-history/>.

This article gives an in depth look on the period of the Age of Exploration. The book talks about Columbus and his encounters with the Native Americans and the slave trade as well. This helped me as a teacher gain more background knowledge and understanding of the subject matter to support my students.

Appendix IV: Classroom Materials

I: Mindful Journals:

| |
|-------------------------|
| Day 1 Warm Up Question: |
|-------------------------|

Based on any prior knowledge or take a guess: Do you think the age of exploration was more helpful or harmful to the world? Do you think Christopher Columbus should get as much recognition as he does? Why or why not?

Day 1 Exit Ticket: Exit Ticket Quiz

Day 2/3 Warm Up Question:

After completing your mindful breathing practice and listening to the excerpts of the different people involved in the Age of Exploration read aloud, please write down words, or feelings associated with each person.

Day 2/3 Exit Ticket:

Which of the excerpts resonated the most and why?

Day 4 Warm Up Question:

What section of the DBQ impacted you the most and why?

Day 4 Exit Ticket: DBQ Response

II: Perspectives of Age of Exploration:

Documents

Document A: Christopher Columbus Encounters Taino's

Background info: This is a primary source document: a excerpt directly from The Journal of Christopher Columbus that he kept of his historic voyage from Spain to the Americas. The journal was presented as a gift to King Ferdinand and Queen Isabella. Christopher Columbus is referred to in third person because this specific version was originally copied by a missionary.

Document: "I, he says, "in order that they might feel great amity towards us, because I knew that they were a people to be delivered and converted to our holy faith rather by love than by force, gave to some among them some red caps and some glass beads... They should be good servants and of quick intelligence, since I see that they very soon say all that is said to them, and I believe that they would easily be made Christians, for it appeared to me that they had no creed.

Document B: Slave Ship Captain

Background info: Captain Thomas Phillips transported slaves from Africa to Barbados on the ship Hannibal in 1693. The ship left the African island of São Tomé on August 25th and arrived in Barbados on November 4th. The Royal African Company of London funded the trip. This is an excerpt from his journal about the voyage.

Document: There happened such sickening and mortality among my poor men and Negroes. Of the first we buried 14, and of the last 320, which was a great detriment to our voyage, the Royal African Company losing ten pounds by every slave that died. . .

. The distemper which my men as well as the blacks mostly died of was the white flux. . . . The Negroes are so vulnerable to the small-pox that few ships that carry them escape without it, and sometimes it makes vast havoc and destruction among them. But though we had 100 at a time sick of it . . . we lost not above a dozen by it. . . . But what the smallpox spared, the flux swept off, to our great regret, after all our pains and care to give [the slaves] their messes, . . . keeping their lodgings as clean and sweet as possible, and enduring so much misery and stench so long among creatures nastier than swine, only to be defeated by their mortality. . . . No gold-finders can endure so much noisome slavery as they do who carry Negroes. . . . We endure twice the misery; and yet by their mortality our voyages are ruined.

Source: Thomas Phillips, *A Collection of Voyages and Travels*, 1732.

Vocabulary mortality: death, especially on a large scale distemper: disorder or disease white flux: intestinal infection that caused intense diarrhea messes: meals swine: pigs gold-finders: individuals seeking wealth noisome: unpleasant

Document C: Slave Ship Doctor

Background info: Alexander Falconbridge served as a doctor (known as the surgeon on ships) on British slave ships during the 1780s. He later wrote a book, *An Account of the Slave Trade on the Coast of Africa*, about his experiences. The book became popular among abolitionists and he later worked with the Anti-Slavery Society. These are excerpts from his book.

Document: The men negroes, on being brought aboard the ship, are immediately fastened

together, two and two, by hand-cuffs on their wrists, and by irons riveted on their legs. They are then sent down between the decks. . . . They are frequently stowed so close, they can only lie on their sides. . . . In each of the apartments are placed three or four large buckets [for human waste]. . . . It often happens, that those who are placed at a distance from the buckets . . . tumble over their companions because they are shackled. . . . In this distressed situation . . . they give up and relieve themselves as they lie. . . . Their food is served up to them in tubs, about the size of a small water bucket. They are placed around these tubs in companies of ten . . . If negroes refused 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. . . . The hardships and inconveniences suffered by the negroes during the passage, are hard to describe. . . . The exclusion of the fresh air is among the least tolerable. . . . The floor of their rooms was so covered with blood and mucus because of the flux, that it resembled a slaughter-house. It is not in the power of the human imagination to picture to itself a situation more dreadful or disgusting. The surgeons employed in the Guinea trade, are generally driven to engage in so disagreeable a job by their financial situations.

Source: Alexander Falconbridge, *An Account of the Slave Trade on the Coast of Africa*, 1788.

Vocabulary riveted: metal bolted together flux: intestinal infection that caused stowed: put in a particular place intense diarrhea shackled: chained Guinea trade: slave trade take sustenance: eat

Document E: Autobiography of a Former Slave

Background info: Olaudah Equiano was born in West Africa. As a young boy, he was kidnapped by an African tribe and sold to European slave traders, who took him to Virginia. He eventually purchased his freedom and moved to England, where he became active in the abolition movement. He later wrote an autobiography describing his experiences as a slave. Recently, a historian located evidence indicating that Equiano was actually born in South Carolina. However, other historians maintain that there is strong evidence corroborating Equiano's account. Moreover, this is one of the only accounts of the Middle passage from the perspective of a slave. These are excerpts from Equiano's autobiography.

Document: was soon put down under the decks, and there I received such a smell in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste any thing. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me food; and, on my refusing to eat, one of them held me

fast by the hands, and laid me across I think the windlass, and tied my feet, while the other flogged me severely. I had never experienced any thing of this kind before. . . . The crew used to watch us very closely who were not chained down to the decks, in case we would leap into the water: and I have seen some of these poor African prisoners most severely cut for attempting to do so, and hourly whipped for not eating. This indeed was often the case with myself. . . . I feared I should be put to death, the white people looked and acted, as I thought, in so savage a manner; for I had never seen among any people such instances of brutal cruelty; and this not only shown towards us blacks, but also to some of the whites themselves. One white man in particular I saw, when we were permitted to be on deck, flogged so unmercifully with a large rope near the foremast, that he died . . . and they tossed him over the side. . . . This made me fear these people the more.

Source: Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, the African*, 1789.

Vocabulary loathsomeness: unpleasantness windlass: machine used to raise the anchor flogged: whipped

Age of Exploration DBQ: (Portions of Section I, II, III, and Short Response Question):

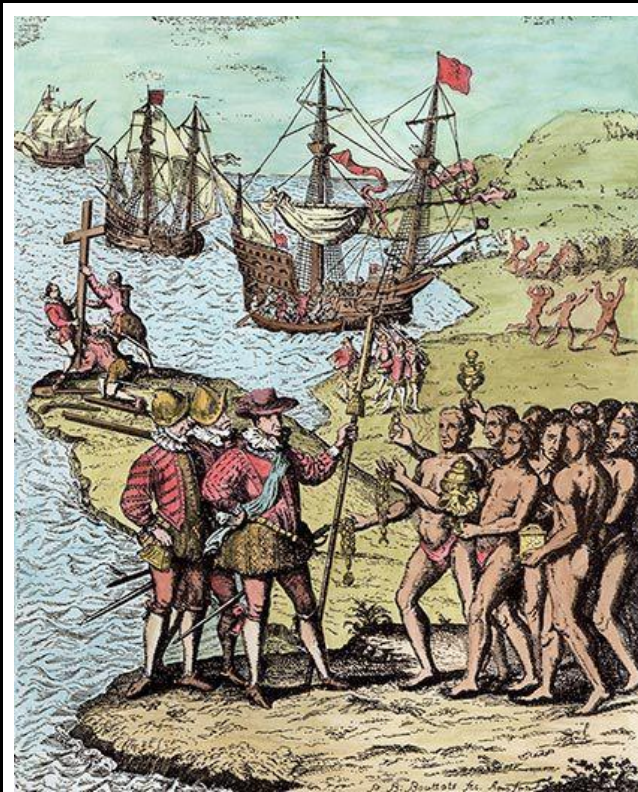
Section 1: Columbus and Native American Encounters

Document A: This is a primary source document: a excerpt directly from *The Journal of Christopher Columbus* that he kept of his historic voyage from Spain to the Americas. The journal was presented as a gift to King Ferdinand and Queen Isabella. Christopher Columbus is referred to in third person because this specific version was originally copied by a missionary. [**World History: Patterns of Interaction**]

“I, he says, “in order that they might feel great amity towards us, because I knew that they were a people to be delivered and converted to our holy faith rather by love than by force, gave to some among them some red caps and some glass beads... They should be good servants and of quick intelligence, since I see that they very soon say all that is said to them, and I believe that they would easily be made Christians, for it appeared to me that they had no creed. What do you think is Columbus’s attitude toward the Taino? Point out specific passages in the text using a highlighter.

→Use google define conquistadors

| | |
|---|--|
| <p>Political Cartoon: This is a depiction of Christopher Columbus and his first encounter with the natives</p> | |
|---|--|



Observe

1. List any key objects within the picture

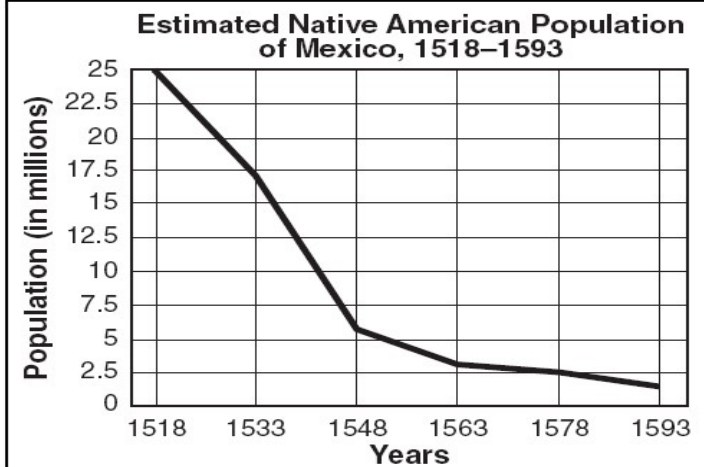
Reflect

2. Describe the action taking place in the cartoon.

Question

3. What more do you want to know based on the

Document B: Analyze the chart below from James Kiloran et al., *The Key to Understanding Global History*, Jarrett Publishing (adapted).



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing (adapted)

Many experts now believe that the New World was home to millions of people before Columbus arrived and that most of them died within decades, and not due to fighting, but by diseases. Europeans were already disease-ridden, what with the plague and their naturally unsanitary way of life. By domesticating their animals like pigs, horses, sheep and cattle, they were surrounded by even more germs. As a result, they were exposed to more diseases which they developed immunity over. Contrastingly, the people of the Americas had spent thousands of years physically and biologically isolated from those European diseases like small pox, mumps, measles, whooping cough, cholera, gonorrhea and yellow fever, the Indians were immunologically defenseless.

1. By how much did the native population decrease between 1518 and 1593?

2. What new diseases were introduced to the Americas?

3. Why were the Native Americans particularly vulnerable?

4. What was the effect of conquest and settlement on the entire native American population?

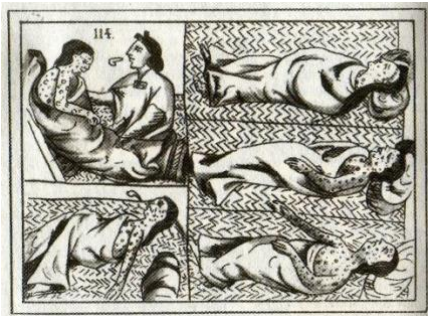
5. How do you think such a decrease in population would impact the society and culture of Native Americans?

III: Section 2 : Spanish Exploration

Document C: In 1519, Hernando Cortes entered the Aztec city of Tenochtitlan. The Aztec emperor Montezuma II, believed that the Spaniards were powerful gods whose arrival had been foretold by Aztec priests. He saw Cortes specifically as a god wearing armor and even agreed to give Spaniards a share of the empire's existing gold supply, but that wasn't enough. Cortes would later admit that he and his comrades had a "disease of the heart that only gold can cure." The following account tells of the Aztec's reaction to the Spaniards as told by Miguel Léon-Portilla in *The Broken Spears: The Aztec Account of the Conquest of Mexico*, 1962.

"[After the Spaniards fled Tenochtitlan after La Noche Triste, a great plague broke out here in Tenochtitlan.] It began to spread during [the month of October] and lasted for seventy days, striking everywhere in the city and killing a vast number of our people. Sores erupted on our faces, our breasts, our bellies; we were covered with agonizing sores from head to foot. The illness was so dreadful that no one could walk or move. The sick were so utterly helpless, they could only lie on their beds like corpses,

unable to move their limbs or even their heads. They could not lie face down or roll from one side to the other. If they did move their bodies, they screamed with pain. A great many



died from this plague and many others died of hunger. They could not get to search for food and everyone else was too sick to care for them, so they starved to death in their own beds.... Their looks were ravaged, for wherever a sore broke out, it gouged an ugly pockmark in the skin. And a few of the survivors were left completely blind. The first cases were reported outside of the city. By the time the danger was recognized, the plague was so well established that nothing could halt it and spread to all of the region around Lake Texcoco."

1. What is it that Hernando Cortes was looking for?

2. What did the natives suffer as a result of their interactions with the Spaniards?

3. Which disease the Aztecs are suffering from do you think the image on the left is depicting?

IV: Section 3: Triangular Trade, Columbian Exchange, and Rubric

Document H: Olaudah Equiano [1745-1797] grew up in the West African country of Benin where he was kidnapped by African slave traders. He was then transported to Barbados in 1756, and from there to Virginia. This is an excerpt of his narrative “The Interesting Narrative of the life of Olaudah Equiano” that speaks of the horror of his sea voyage.



“I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life, so that, with the loathsomeness of the stench, and crying together, I was not able to eat. I now wished for the last friend, death, to relieve me....The closeness of the place, and the heat of the climate, added to the number in the ship which was so crowded that there was each had scarcely room to turn himself...this produced copious perspiration...and brought on a sickness...of which many died. This wretched situation was again aggravated by the galling of the chains...and the filth of the necessary tubs [privies] into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole scene of horror almost inconceivable.”

Diagram shows how slaves were packed onto the ships.

1. Describe conditions in the hold of the ship?

2. If slaves were valuable property, why were they treated so badly on board?

TASK #4: Write a claim statement (1-2 sentences) that responds to the question: “Was the Age of Exploration more beneficial or more harmful to the world?”

TASK #5: Choose the documents that support the position you took, list them, and summarize the message/point the document is trying to make.

| Develop a Claim | |
|------------------------|--|
| Claim: | Reasons: List the 3 primary (most important) reasons exploration was more beneficial or harmful? |
| | |
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| | |

| Support With Evidence (aka based on what the documents say!! NO OPINIONS) |
|---|
| Evidence for reason #1: |
| Evidence for reason #2: |
| Evidence for reason #3: |

| CONCLUSION: formulate a paragraph that includes your CLAIM, REASONS, and EVIDENCE |
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| |

V: Age of Exploration Choice Activity

Directions: As a culmination of this unit please choose from the following to answer the question :“ How has the Age of Exploration Impacted You?”

| | | |
|---|---|---|
| <p>Create a Video</p> <ol style="list-style-type: none"> 1. Create a video about the age of exploration 2. Include: <ol style="list-style-type: none"> a. Who, What, Where, When, Why significant? | <p>Create a poem/rap/song</p> <ol style="list-style-type: none"> 1. Create a poem rap or song 2. Must be at least 12 lines long | <p>Create a comic strip/drawing</p> <ol style="list-style-type: none"> 1. Create a comic strip or drawing about Age of Exploration 2. Must explain either choice in a short paragraph |
| <p>Create a Content Poster</p> <ol style="list-style-type: none"> 1. Create a content poster on one of the following: <ol style="list-style-type: none"> a. Atlantic Slave Trade b. Current Impact c. Columbus & Encounters 2. Include: <ol style="list-style-type: none"> a. Who, What, Where, When, Why significant? b. Picture with color | <p>Create a Presentation</p> <ol style="list-style-type: none"> 1. Create a presentation summarizing the Age of Exploration 2. Must Include <ol style="list-style-type: none"> a. Christopher Columbus b. Early Expeditions c. Technology d. Atlantic Slave Trade e. Columbian Exchange | <p>Create a Jeopardy Study Guide</p> <ol style="list-style-type: none"> 1. Create jeopardy on the Age of Exploration 2. Must have at least 4 categories |
| <p>Create a Newsletter</p> <ol style="list-style-type: none"> 1. Create a newsletter as if you are in Age of Exploration 2. Include: <ol style="list-style-type: none"> a. Date | <p>Create a Journal</p> <ol style="list-style-type: none"> 1. Make a journal from the perspective of any person/ people in the Age of Exploration | <p>Create a Quizlet or Quizziz</p> <ol style="list-style-type: none"> 1. Create a Quizlet or Quizziz on Age of Exploration |

| | | | |
|--|--|--|--|
| | development of the claim. | and shows ability to develop bigger claim. | |
| Grammar 5 point Max | *No spelling and punctuation errors. No subject verbs disagreements.* | *Minimal spelling and punctuation errors. Minimal subject verbs disagreements. | *Good amount of spelling and punctuation errors Also subject verbs disagreements. |
| Following Instructions /Conclusion 5 Point Max | *The writing leads to a clear conclusion that supports the claim with reasoning and support. | *The writing leads to a supportable conclusion that covers basic reasoning. | *The writing leads to a conclusion that mostly repeats original claim without valid reasoning. |

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