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READING WORLD HISTORY

The Early Modern Period: c.1450 CE – c.1800 CE



3

Andrea Iverson

Reading World History 3

The Early Modern Period: c.1450 CE – c.1800 CE

Andrea Iverson

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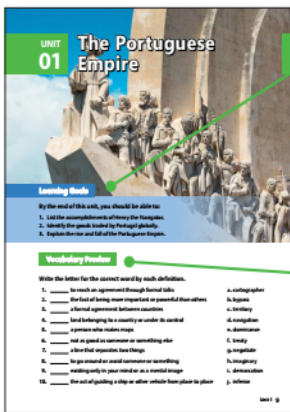
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Introduction

Reading World History is a reading skills series that takes the readers from the birth of ancient civilizations all the way to the modern world. Each book in this 4-book series covers a distinct era of world history. The series aims to improve students' reading comprehension skills and expand their knowledge of vocabulary, while exposing them to interesting information about world history. Each of the two reading passages per unit is carefully controlled for vocabulary and is followed by reading comprehension questions. A feature of each unit is the critical thinking questions that follow the second reading passage. Students are encouraged to apply their own understanding and knowledge of the world to what they have read.



Learning Goals

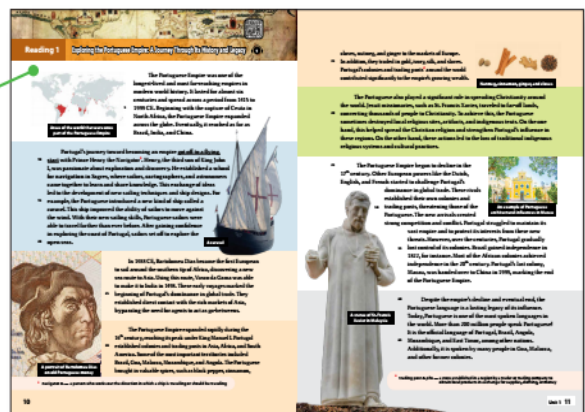
Each unit opens with a list of goals to direct readers in their learning. Students can brainstorm or discuss the answers based on their current knowledge and then check again after completing the unit.

Vocabulary Preview

Students are exposed to words that are featured in the unit. Students can match the definitions to the words alone or with a partner, then check with the whole class.

Reading 1

A double-page spread gives an overview of the unit's historical era or important events. Students can read individually, read along to an audio recording, or take turns reading sections with a partner.





Reading Comprehension 1

Eight multiple choice questions check students' understanding of the reading passage. Question types are labeled so students know what kind of information to look for or think about.

Five true or false questions further confirm students' comprehension of the passage.

Students can answer these individually or in small groups before checking with the whole class. For additional practice, students can create their own additional T/F statements, and then test each other.

Reading Comprehension 1

Read and choose the best answer.

1. **Multiple Choice** In paragraph 1, what does the phrase "put off" mean?

- to stop doing something
- to delay or postpone
- to be late or not on time
- to be late or not on time

2. **Multiple Choice** What was developed at Ponce Henry's school for navigation in Sagor?

- the compass
- the astrolabe
- the magnetic compass
- the sundial

3. **Multiple Choice** Based on paragraph 2, what can be inferred about Christopher Columbus and his crew?

- They had no money.
- They were not very young children.
- They were Portuguese explorers.
- They went to school with Ponce Henry.

4. **Multiple Choice** How were the Portuguese able to gain dominance in global trade?

- By using their ships to reach trading ports
- By finding the sea of Cortez
- By using ships to go to Africa
- By using ships to go to India

5. **Multiple Choice** What is the main idea of paragraph 3?

- The strength of Portuguese culture and morals
- The Portuguese spread of the Portuguese language
- The Portuguese spread of the Portuguese language
- The Portuguese spread of the Portuguese language

6. **True/False** What is one way that the Dutch spread Christianity?

- By using the native religion to teach the Dutch and making them to be of one way.
- By using the native religion to teach the Dutch and making them to be of one way.
- By using the native religion to teach the Dutch and making them to be of one way.
- By using the native religion to teach the Dutch and making them to be of one way.

7. **True/False** Which choice provides the best evidence for the answer to the previous question?

- Lines 20-21 ("The Dutch established schools...")
- Lines 20-21 ("The Dutch established schools...")
- Lines 20-21 ("The Dutch established schools...")
- Lines 20-21 ("The Dutch established schools...")

8. **True/False** Which of the following statements is true according to the passage?

- The Portuguese language officially ended in the 1600s.
- Not all Portuguese explorers became independent explorers.
- Portuguese is spoken by only a small number of people today.
- Portuguese explorers learned a lot from the natives of Portuguese explorers.

9. **True/False** Circle T for true or F for false.

- The Portuguese spread the Portuguese language. T F
- Not all Portuguese explorers became independent explorers. T F
- Small numbers were not always used to communicate. T F
- The Portuguese spread of the Portuguese language. T F
- Not all Portuguese explorers became independent explorers. T F

Reading 2 *New World Discoveries: The Treaty of Tordesillas*

In 1494, Spain and Portugal signed the Treaty of Tordesillas. This agreement divided newly discovered lands outside Europe between them. Before the treaty, Spain and Portugal had been fighting over the rights to the newly discovered lands. The Treaty of Tordesillas was signed in Tordesillas, Spain, and it divided the world into two halves. The Treaty of Tordesillas was signed in Tordesillas, Spain, and it divided the world into two halves.

Reading Comprehension 2

Read and choose the best answer.

1. **Multiple Choice** What is the main idea of the passage?

- How the Catholic Church controlled the Treaty of Tordesillas.
- How Spain and Portugal divided newly discovered lands.
- How Spain and Portugal divided newly discovered lands.
- How Portugal had to pay Spain to explore Portuguese lands.

2. **Multiple Choice** Why did some European powers want to change Pope Alexander VI's line of demarcation?

- It was too long.
- They felt it was unfair to Portugal.
- It divided the world in half.
- The Pope did not allow for Spain.

3. **Multiple Choice** How did the Treaty of Tordesillas change the line of demarcation?

- It moved it west.
- It moved it east.
- It moved it south.
- It moved it north.

4. **Multiple Choice** In paragraph 4, what does the phrase "old claim" mean?

- Spain's claim.
- Portugal's claim.
- Spain's claim to Portugal.
- Spain's claim to Portugal.

5. **Multiple Choice** The author suggests that the Treaty of Tordesillas was a good example of a working treaty that should have been used as a model for other treaties.

- It was a very complicated document.
- It was a good example of a working treaty that should have been used as a model for other treaties.
- It was a good example of a working treaty that should have been used as a model for other treaties.
- It was a good example of a working treaty that should have been used as a model for other treaties.

Critical Thinking

Choose one and discuss it with your classmates.

- What were the pros and cons of the Treaty of Tordesillas?
- What rights and promises should the native people in other discovered lands have had?

Reading 2

A second, shorter reading passage focuses on a specific aspect of history related to the main passage. Topics in this section may include information about historical persons, wars or battles, inventions, or other events.

Students can read individually, read along to an audio recording, or take turns reading sections in small groups.

Critical Thinking

These two questions are designed to encourage students to apply their own knowledge and experiences as they think beyond the content of the unit.

Reading Comprehension 2

The second reading passage is followed by 5 multiple choice reading comprehension questions to check students' understanding.



Reading Extension

Each unit ends with an activity designed to extend or consolidate the content of the unit. Examples of activities include reading passages, summary completion, matching information, and ordering information in chronological order.

Students can answer these individually or with a partner checking with the whole class.



World History Timeline

A timeline highlighting key people and events from each book puts the information in the series into context. This timeline assists students in developing their knowledge of the global historical events that are important to know.



UNIT 01

The Portuguese Empire

Learning Goals











By the end of this unit, you should be able to:

1. List the accomplishments of Henry the Navigator.
2. Identify the goods traded by Portugal globally.
3. Explain the rise and fall of the Portuguese Empire.

Vocabulary Preview

Write the letter for the correct word by each definition.



- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|  1. _____ to reach an agreement through formal talks | a. cartographer |
|  2. _____ the fact of being more important or powerful than others | b. bypass |
|  3. _____ a formal agreement between countries | c. territory |
|  4. _____ land belonging to a country or under its control | d. navigation |
|  5. _____ a person who makes maps | e. dominance |
|  6. _____ not as good as someone or something else | f. treaty |
|  7. _____ a line that separates two things | g. negotiate |
|  8. _____ to go around or avoid someone or something | h. imaginary |
|  9. _____ existing only in your mind or as a mental image | i. demarcation |
|  10. _____ the act of guiding a ship or other vehicle from place to place | j. inferior |

Reading 1

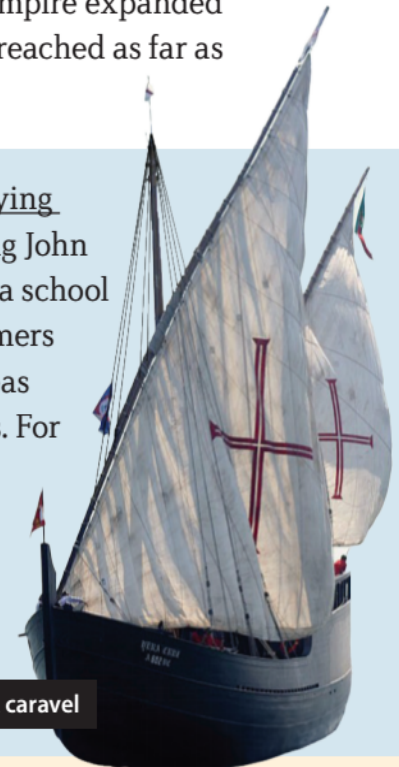
Exploring the Portuguese Empire: A Journey Through Its History and Legacy



Areas of the world that were once part of the Portuguese Empire

The Portuguese Empire was one of the longest-lived and most far-reaching empires in modern world history. It lasted for almost six centuries and spread across a period from 1415 to 1999 CE. Beginning with the capture of Ceuta in North Africa, the Portuguese Empire expanded across the globe. Eventually, it reached as far as Brazil, India, and China.

Portugal's journey toward becoming an empire got off to a flying start with Prince Henry the Navigator¹. Henry, the third son of King John I, was passionate about exploration and discovery. He established a school for navigation in Sagres, where sailors, cartographers, and astronomers came together to learn and share knowledge. This exchange of ideas led to the development of new sailing techniques and ship designs. For example, the Portuguese introduced a new kind of ship called a caravel. This ship improved the ability of sailors to move against the wind. With their new sailing skills, Portuguese sailors were able to travel farther than ever before. After gaining confidence in exploring the coast of Portugal, sailors set off to explore the open seas.



A caravel



A portrait of Bartolomeu Dias on old Portuguese money

In 1488 CE, Bartolomeu Dias became the first European to sail around the southern tip of Africa, discovering a new sea route to Asia. Using this route, Vasco da Gama was able to make it to India in 1498. These early voyages marked the beginning of Portugal's dominance in global trade. They established direct contact with the rich markets of Asia, bypassing the need for agents to act as go-betweens.

The Portuguese Empire expanded rapidly during the 16th century, reaching its peak under King Manuel I. Portugal established colonies and trading posts in Asia, Africa, and South America. Some of the most important territories included Brazil, Goa, Malacca, Mozambique, and Angola. The Portuguese brought in valuable spices, such as black pepper, cinnamon,

¹ navigator *n.* — a person who works out the direction in which a ship is traveling or should be traveling

cloves, nutmeg, and ginger to the markets of Europe.

35 In addition, they traded in gold, ivory, silk, and slaves. Portugal's colonies and trading posts² around the world contributed significantly to the empire's growing wealth.



Nutmeg, cinnamon, ginger, and cloves

The Portuguese also played a significant role in spreading Christianity around the world. Jesuit missionaries, such as St. Francis Xavier, traveled to far-off lands, 40 converting thousands of people to Christianity. To achieve this, the Portuguese sometimes destroyed local religious sites, artifacts, and indigenous texts. On the one hand, this helped spread the Christian religion and strengthen Portugal's influence in these regions. On the other hand, these actions led to the loss of traditional indigenous religious systems and cultural practices.

45 The Portuguese Empire began to decline in the 17th century. Other European powers like the Dutch, English, and French started to challenge Portugal's dominance in global trade. These rivals established their own colonies and trading posts, threatening those of the Portuguese. The new arrivals created strong competition and conflict. Portugal struggled to maintain its



A statue of St. Francis Xavier in Malaysia

50 trading posts, threatening those of the Portuguese. The new arrivals created strong competition and conflict. Portugal struggled to maintain its vast empire and to protect its interests from these new threats. However, over the centuries, Portugal gradually lost control of its colonies. Brazil gained independence in 1822, for instance. Most of the African colonies achieved independence in the 20th century. Portugal's last colony, Macau, was handed over to China in 1999, marking the end of the Portuguese Empire.



An example of Portuguese architectural influences in Macau

60 Despite the empire's decline and eventual end, the Portuguese language is a lasting legacy of its influence. Today, Portuguese is one of the most spoken languages in the world. More than 200 million people speak Portuguese! It is the official language of Portugal, Brazil, Angola, Mozambique, and East Timor, among other nations. 65 Additionally, it is spoken by many people in Goa, Malacca, and other former colonies.

² trading post *n.* — a store established in a region by a trader or trading company to obtain local products in exchange for supplies, clothing, or money