

To the Indies

Teaching

★ **Name goods that Europeans wanted from the Indies.**

1. Begin this lesson by saying to the class:
 - When some people talk about things to buy, they call those products *goods*.
 - What are some goods you like to buy?
 - Can you think of a good that you can buy from only one store?
 - Almost 1,000 years ago, Europeans started traveling to the Indies to get goods that they could only find in that region.
2. Divide the class into six groups. Hand out Activity Sheets 11a–11c, Globes, Activity Maps, and Map Markers. Have students turn their Activity Maps to the World side.
3. Have the groups complete steps 1–3 on Activity Sheet 11a.

When they are finished, have them hold up their Globe or Activity Map. Check to make sure that they have marked the Indies correctly.

4. Ask students to turn to page 12 of *The Nystrom Atlas of Our Country's History* and look at map B. Say:
 - Compare this map with the area you just outlined on the Globe or Activity Map.
 - What do you notice? (It is the same area.)

★ **Explain why Europeans looked for a new route to the Indies.**

5. Have students complete steps 4–5 on their activity sheets.
6. When they are finished, explain to the class:
 - In the mid 1400s, a powerful group—the Ottomans—began to conquer parts of Africa, Europe, and Asia.
 - The Ottomans controlled the western end of the Silk Road and other trade routes to the Indies.
 - The Ottomans charged high taxes on goods carried through their empire.
 - It cost more for Europeans to get goods from the Indies.
 - Portugal and Spain both knew that the first country to find another route to the Indies would become rich and powerful.
 - That country would control European trade to the Indies.

Objectives

Students will be able to:

- Name goods that Europeans wanted from the Indies.
- Explain why Europeans looked for a new route to the Indies.
- Trace the routes of Dias and Columbus.

Materials

- The Nystrom Atlas of Our Country's History*
- Activity Sheets 11a–11d, *To the Indies*
- Activity Globes
- Activity Maps
- Map Markers
- scissors

Here's a Tip!

Collect want ads. Show them to the class before students begin the starred activity on Activity Sheet 11d.

★ **Trace the routes of Dias and Columbus.**

7. Give the groups time to complete steps 6–12 on their activity sheets.

Have them hold up their Activity Map or Globe when they are finished.

8. Hand out Activity Sheet 11d to students. Optional: show or read the class want ads.

Give students time to complete the activity sheet.

9. Collect and review Activity Sheets 11a–11d. Clean and collect materials using your own procedure or one suggested on page xi.

Answers

2. gold, silver, precious stones, ivory, porcelain, perfume, spices, cotton, silk
7. ocean
- 8c. East India
- 9c. North America, South America, Australia, Antarctica
- 12a. da Gama
- 12b. east

Europe, Fall 1498

Explorers Digest

Race to the Indies Won—Both Sides Claim Victory!

For 40 years, explorers from Portugal looked for a sea route to the Indies. They stepped up their explorations when the Ottoman Empire gained control of the main land route to the Indies, the Silk Road.

Today, Portugal announced that one of its finest explorers, Vasco da Gama, has successfully reached the Indies. He returned in September with a few samples of Indian goods.

Da Gama never could have made the journey without the help of the fine Portuguese explorers who went before him. Bartolomeu Dias, who sailed to

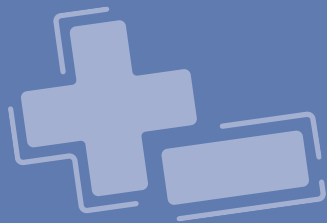
the southern tip of Africa, was especially helpful.

Meanwhile, Spain also claims to have found a sea route to the Indies. The explorer Christopher Columbus says he has sailed across the Atlantic Ocean several times to the Indies. However, he has not yet reached markets in India, China, or Japan.

Goods Available Again from Indies

With a new sea route to the Indies now open, shops in Europe once again can carry spices, such as pepper and cinnamon. Fine cloth, including Chinese silk and Indian cotton, is also arriving in larger European cities. Ivory and perfume should be available soon.

Wanted



Measure Distances

Have students use a piece of string to measure the distances that Columbus and Dias traveled. Have them trace each route on a globe with a piece of string. Which explorer traveled the greatest distance?

- ★ Answers will vary. Students may mention the job—sailor; job qualifications—fearless, experienced, hard-working, knowledge of the sea; benefits—chance to see the world, work outdoors, make history; and/or salary.



Atlas
Activity Globe
Activity Map
Map Marker
scissors

To the Indies

Use *The Nystrom Atlas of Our Country's History* to help you map routes to the Indies.

1. Give the Activity Map or Globe a title. Across the top of the World Activity Map or near the North Pole of the Globe, write **TO THE INDIES**.
2. Starting around the 1200s, Europeans traded with people in southern and eastern Asia. Turn to map B on page 12 of the Atlas. What goods did the Europeans want from this part of Asia?

3. Europeans called this part of the world the Indies. But exactly where were the Indies?
 - a. On the Activity Map or Globe, draw a dot at the following locations:
 - 40°N, 60°E
 - 40°N, 140°E
 - 10°S, 140°E
 - 10°S, 60°E
 - b. In the same order, draw lines to connect those dots.
 - c. Below the box you just drew, write **INDIES**.

4. For hundreds of years, Europeans traveled to the Indies along a land route called the Silk Road.
 - a. On your Activity Map or Globe, draw a circle around Europe.
 - b. Underline the word **EUROPE**.
 - c. On map C on page 13 of the Atlas, use your finger to trace the Silk Road.
 - d. On the Activity Map or Globe, use the Atlas to help you draw the Silk Road from the Mediterranean Sea to Beijing, China.
 - e. Above the line, write **SILK ROAD**.

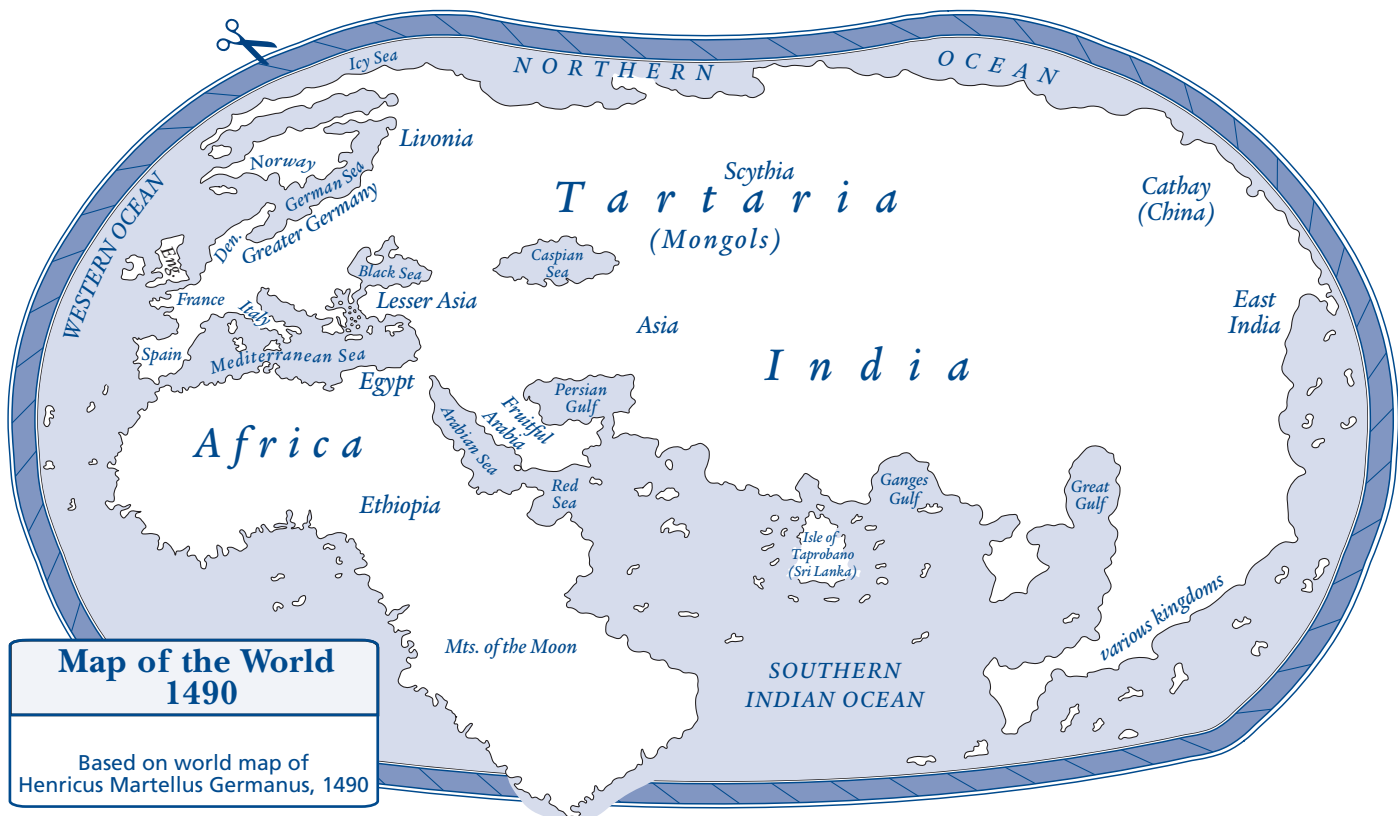


Atlas
Activity Globe
Activity Map
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scissors

5. In the late 1400s the Ottomans controlled travel on the western end of the Silk Road. They charged high taxes on goods carried through their empire, making goods from the Indies more expensive.
 - a. Use map C on page 13 of the Atlas to find the routes and areas controlled by the Ottoman Empire.
 - b. On the Activity Map or Globe, on the part of the Silk Road that crossed into the Ottoman Empire, draw a \$.

6. Europeans looked for another way to get to the Indies. Portugal looked for a sea route around Africa.
 - a. The Portuguese didn't know how large Africa was. On the Activity Map or Globe, across southern Africa, draw a large ?.
 - b. A Portuguese explorer named Bartolomeu Dias was the first European to reach the southern tip of Africa. On map D on page 13 of the Atlas, use your finger to trace the route of Dias.
 - c. Now, on the Activity Map or Globe, use your Map Marker to draw the route of Dias to the southern tip of Africa.
 - d. Label the route **DIAS 1487–1488**.

7. In 1490 most people knew that the world was round. But they thought the world was mostly land with small oceans. Look at your Activity Map or Globe from all directions. Is the world mostly land or mostly ocean?



**Map of the World
1490**

Based on world map of
Henricus Martellus Germanus, 1490



Atlas
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Activity Map
Map Marker
scissors

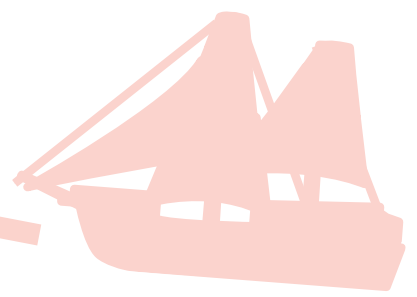
8. Christopher Columbus thought he could get to the Indies by sailing west from Spain.
- The map on Activity Sheet 11b is a map that Columbus may have used to plan his voyage. Cut out the map.
 - Roll the map into a tube so the Western Ocean and East India touch.
 - According to this map, if Columbus sailed west from Spain, where would he end up? _____

9. Columbus did not have an accurate map of the world.
- Look carefully at the Map of the World, 1490. Compare it with your Activity Map or Globe.
 - On the Activity Map or Globe, on any continent Columbus did not know about, write **UNKNOWN**.
 - List the four continents that Columbus did not know about:

10. On August 3, 1492, Columbus and his crew sailed from Spain on three ships—the Niña, the Pinta, and the Santa Maria. The ships had no engines. Instead, they relied on the wind to power their sails.
- Columbus first sailed to the Canary Islands off the coast of Africa. There he picked up food and supplies. On your Activity Map or Globe, draw an arrow from Spain to the Canary Islands.
 - On September 6, 1492, the three ships left the Canary Islands. They sailed west. From the Canary Islands to the middle of the Atlantic Ocean, draw an arrow.
 - After weeks at sea, the sailors became nervous. They expected to reach the Indies by this time. Above your arrow, draw a ☹️.
 - Finally on October 12, 1492, Columbus and his crew sighted land. Continue your arrow to the Bahama Islands.
 - Label the arrow **COLUMBUS 1492**.

11. Columbus thought he reached an island in the western part of the Indies. So he called the islanders *Indians* and the islands the *West Indies*. Across the islands in the Caribbean Sea, write **WEST INDIES**.

12. Columbus made three more voyages across the Atlantic Ocean. But he never found a route to the Indies.
- Look at map D on page 13 of the Atlas. Who was the first European explorer to reach the Indies by sea? _____
 - Did he reach the Indies by sailing east or west? _____





Atlas
Activity Globe
Activity Map
Map Marker
scissors

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Pulling It Together

Use the Atlas, your Activity Map or Globe, and Activity Sheets 11a–11c to fill in the missing words in the newspaper articles below.

Europe, Fall 1498

Explorers Digest

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the southern tip of _____, was especially helpful.

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Wanted



Columbus needs sailors for his next voyage to the Indies. In the space above, write an ad asking sailors to sign on for the trip. Describe the job or the type of person that Columbus might need.