

**A Teacher's Guide to**

# **Granada: January 6, 1492**

## **TIMELINE**

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## **The TIMELINE Video Series**

**TIMELINE** Executive Producer/Director Leo Eaton has worked in British and American television for more than 21 years. The author of two children's books, he currently is Senior Vice President of National/International Production at Maryland Public Television.

**TIMELINE** Historical Advisor Janet Meisel, a Ph.D. in Medieval History, is working on two books on the topic. Dr. Meisel currently serves as Associate Professor of History for the University of Texas at Austin.

**TIMELINE** Production Designer Peter Wooley's credits include *Blazing Saddles*, *High Anxiety*, and *The Day After*.

Steve Bell, former news anchor for ABC's "World News This Morning" and "Good Morning America," takes on a similar role for each **TIMELINE** episode. Reporting "live" from the **TIMELINE** newsroom, Bell calls on action reports from field correspondents on location, such as Siboleto of Zimbabwe (played by Fran Dorn).

The **TIMELINE** video series is a production of Maryland Public Television in association with KLRU and the Newscast Co., Leo Eaton, Executive Producer.

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# TIMELINE

## Introduction

TIMELINE offers an exciting way to experience history and even, perhaps, to alter forever the way your students perceive the world.

This teaching guide, dedicated to one 30-minute video in the series, identifies student *learning objectives* and includes a brief *summary of video highlights* to help you preview the material. Other features of the guide include a *background summary of events* preceding the day of the newscast event and *pre-viewing discussion questions*. These will help set the stage for viewing. To further place the events of January 2, 1492, in perspective, refer students to the list of *technological and cultural innovations* and the TIMELINE *map and chronolgy*.

The *post-viewing discussion questions and activities* are designed to help students critically analyze issues and events and to further enrich the program by suggesting thought-provoking and creative exercises. Finally, you'll find here a list of *recommended source materials* to enhance research opportunities. Most are readily available in libraries and bookstores; some are available from Social Studies School Service.

These materials may be reproduced for individualized instruction.

# **TIMELINE**

## **Granada: January 6, 1492**

### **OBJECTIVES**

Students will...

- Identify major historical figures of the period and explain their motives;
- Explain the political effects of the fall of Granada for the Moors, the Christians, and the Jews;
- Identify events immediately preceding, and leading to, the fall of Granada;
- Explain the significance behind European territorial expansion and interpret the meaning of the so-called "age of discovery";
- Interpret the attitudes of anti-semitism that prevailed in Spain;
- Explain the circumstances that led to the Muslim conquest of Granada in the eighth century and the circumstances that led to its fall.

### **SUMMARY OF VIDEO HIGHLIGHTS**

- In a struggle that has gone on for eight centuries, the last Muslim outpost in Spain falls to the Christians. News anchor and field correspondents report that the Muslim king, Emir Boabdil, will surrender to the joint rule of King Ferdinand and Queen Isabella. The King and Queen will march triumphantly through the city's gates.
- The word is out that this will be a negotiated surrender. Christians differ in their views of such a treaty—and in their willingness to tolerate the Muslim faith within the borders of Spain. Statements from Castilian priests and knights emphasize making Spain wholly Christian.
- We see the television anchor at a news desk. Behind him, a map showing the Christian conquest of Spain emerges. This "Spanish Reconquista" (the reconquest) concluded in a final campaign that lasted ten years.

## Summary of Video Highlights, continued

- The terms of surrender are announced: First, Ferdinand and Isabella agree that they and their descendents will honor the terms of the treaty forever; second, the citizens of Granada will retain many of their old rights, as under Moorish law; finally, Muslims and Jews will be protected. The latter provision is interpreted as important, the anchor reports, because elsewhere in Spain, anti-Jewish sentiment is growing. A field correspondent reports from outside the walls of Granada that many Muslims prefer martyrdom to surrender.
- Visuals show Granada as a city of contrasts: squalor amidst the beauty of the ancient Moorish capital and its Alhambra. Refugees, Muslim and Jewish, live in temporary shelters, their children wide-eyed and hungry. The atmosphere is one of defeat, despair, and fear of what life will be like under Castilian rule, reports a correspondent. It is clear that neither side trusts the other. A refugee speaks: "Remember Malaga. Slavery or expulsion—that's what Christian victory meant. They want us to go back where we came from—North Africa."
- Refugee scenes from the battle in Malaga (five years earlier) are shown, with the Moors fleeing Spain for Muslim North Africa.
- In footage taken at the royal harem apartments at Alhambra, Fatima, the mother of Emir Boabdil, is supervising an exodus. The dowager speaks: "Long ago I told my son, 'either a throne or a grave.'" She shows obvious disgust, knowing that her son chose surrender. Al Anadalus, as the Muslims have called Granada, will no longer exist.
- As the procession of Ferdinand and Isabella begins, the history of Spain is recounted by a correspondent. He alludes to the hundreds of years during which Spanish kings divided their kingdoms amongst their sons, who then fought amongst themselves—a situation that frequently led to civil war. Over centuries, dynastic wars split the land. Some Christian kings would ally themselves with Muslim against other Christians, but throughout this time, Christianity steadily expanded southward. The greatest unification of Spain came about with Isabella. On the streets of Granada, a Jewish doctor and father are interviewed. With Granada's fall, there is renewed fear of the Holy Inquisitors—Christians appointed to seek out and stamp out religious heresy. "The arrests and burning had already started."
- As the anchor recaps today's big story, he reports that according to court sources, since Spain has newfound status as a major power it will look beyond its own borders. Explorations to Africa and new routes to Asia and the Indies are planned..."confirmed by the presence today of the Italian sailor, Christopher Columbus."
- In a postscript, a voice-over during closing credits announces that just seven months later Columbus set sail and accidentally came upon the New World, with Pizarro (Peru) and Cortez (Mexico) following. And, by the end of the year, Jewish fears had been realized: the entire Jewish population had been expelled from Spain.
- Two "commercial messages" are given: one is for perfume "for close-up confidence in a smelly world"; the other is for a hand-crafted globe.

## **PRE-VIEWING QUESTIONS FOR DISCUSSION**

- 1) Who were the Moors? What were their origins? (Arab/Berber peoples who conquered Spain in the eighth century.)
- 2) Based on previous learning, what is your impression of Ferdinand and Isabella? What kind of rulers are they?
- 3) What was the Alhambra? (Translated "the red house," it was the palace of the Moorish kings at Granada, Spain.)
- 4) How would you expect Spain to deal with the war refugees from Granada? How does the United States deal with its own homeless?
- 5) Is it possible for one person to be a major force in altering the events of history? To what extent did Columbus's ambitions result from the experiences of Marco Polo? If the Mongols had not opened the way to travel from West to East, would the fortunes of Marco Polo—and Columbus—have been changed?
- 6) Why do you think Christopher Columbus would have been invited to the royal court of Queen Isabella during the victory celebrations on this date?

## **BACKGROUND INFORMATION**

The Moors conquered Granada in 711, defeating the Visigoths. Originally a nomadic people from Mauritania, later North Africa, the Moors (Berbers/ Arabs) became Muslims during the eighth century. They created a dynasty in Spain. Although they subsequently moved to the north into France, they were turned back. Reference to this historic battle is made in the video: an elderly woman recounts the legendary victory, which is based on the medieval epic "Song of Roland." Roland, a French hero and one of Charlemagne's commanders, was killed in an ambush at a pass in the Pyrenees, near Roncesvalles, in 778. The courts the Moors established in Southern Spain, however, became wealthy centers of culture; in addition to the court at Granada, these included Cordoba, Toledo, and Seville.

Throughout the eight hundred year period when the Moors were established in Spain, they were challenged by Christian rulers. In 1085 Alfonso VI recovered Toledo. Cordoba was reconquered in 1236. Granada was the last stronghold to succumb to King Ferdinand V and Queen Isabella I in 1492. Most of the Moors were driven from Spain after the defeat. This attitude—the desire to send a people back to their country of origins—is one that has been repeated in contemporary times....

Although her marriage caused another civil war, Isabella is given much historical credit for Spain's unification—which eventually led to the defeat of the Muslims. She was the queen of Castile and Leon and, with her marriage, of Aragon. Isabella is known for suppressing the activities of criminal nobles by reinstituting the *Hermidad*, laws that were effective in bringing security and order to rural Spanish villages.

She also put the Inquisition under royal control. Isabella is most often remembered for her sponsorship of Christopher Columbus in his accidental discovery of the New World in 1492, and is identified with the expulsion of the Jews from Spain during that same year.

King Ferdinand V, like his ancestors (Ferdinand I, III, IV) before him, led the fight to reconquer Spain from the Moors. When Isabella died in 1504, Ferdinand kept control of Castile, increased the powers of the throne, and established a vast system of commerce that led to the growth of Spain as an overseas empire.

## **LATE FIFTEENTH CENTURY: TECHNOLOGICAL, CULTURAL INNOVATIONS**

- 1451 The printing press is created by Johannes Gutenberg in Mainz, Germany with financial backing. Christopher Columbus and Amerigo Vespucci are born.
- 1469 Ferdinand of Aragon and Isabella of Castile marry; Machiavelli, Italian author and politician, born.
- 1477 The first printed map is created in Bologna, Italy.
- 1480 Ferdinand and Isabella appoint Inquisitors to investigate heresy among converted Jews.
- 1489 Plus (+) and minus (-) signs first used in Johann Widmann's "Mercantile Arithmetic."
- 1490 Beginning of the ballet at Italian courts.
- 1492 First terrestrial globe constructed by Martin Behaim, a Nuremberg navigator and geographer; the profession of book publisher emerges, based on three pursuits: type founder, printer, bookseller; Ferdinand and Isabella finance Columbus' voyage to "India"; Columbus leaves Palos, Spain, August 3 and arrives on Watling Island, Bahamas (October 12), Cuba (October 18), Haiti (December 25); Leonardo da Vinci draws a flying machine.
- 1493 Columbus returns to Palos; leaves on second voyage on September 25, to "discover" Puerto Rico, Dominica, and Jamaica.
- 1498 The toothbrush is invented in China.

Dates are approximate.

### **Sources:**

*A Timetable of Inventions and Discoveries* by Kevin Desmond. 1986. M. Evans and Company. NY.

*The Timetables of History* by Bernard Grun. 1982. Simon & Schuster. NY.

## **POST-VIEWING DISCUSSION QUESTIONS**

- 1) The victory of Christian Spain over the Muslims at Granada was the culmination of an eight hundred-year battle for reconquest. In what ways did this final victory alter Spain's future? Given fewer military demands against the Muslim forces, in which enterprises would Ferdinand and Isabella invest? (Exploration, art and architecture, commerce.)
- 2) How was the fate of Jews in Granada determined by the reconquest of the city?
- 3) What were the terms of the treaty of surrender? Did King Ferdinand and Queen Isabella keep the terms? How do you know?
- 4) In what way was Muslim Granada more sophisticated than other communities in Spain and elsewhere in Europe? What brought about this level of sophistication?
- 5) the program describes homeless refugees, Muslim and Jewish, in the aftermath of the reconquest. What evidence is there that they are likely to face expulsion and death rather than be protected under the terms of the treaty?
- 6) Why did Boabdil surrender? What would you have done in his place?
- 7) By the time Columbus petitioned Isabella for funds to find a new route to India, the compass was well-established in sailing—but only just beyond being perceived as "occult." Sailors were wary of a magnetized needle that could mysteriously find the north. Captains, of course, found it indispensable. To what extent was this technology necessary in Ferdinand and Isabella's quest to seek better trade routes and develop the commerce of Spain?

## **THE COMMERCIALS**

- 1) What do the commercials tell you about the state of technology in 1492? What do they tell you about the development of trade and commerce?
- 2) The first globe reportedly was made in 1492, the year of this newscast. Why would the TIMELINE producers include the globe as a subject for a commercial?

## **EXTENDED ACTIVITIES**

- 1) Create a TIMELINE newscast featuring an event during the period prior to, or shortly after, the re-conquest of Granada. Use a format similar to this telecast, with anchor, correspondents, and "field interviews." Research circumstances surrounding the event to make it as accurate as possible. Use one of the following suggested events or develop your own report:
  - A report on the accidental discovery of a new land (America) from later in the year 1492 (October 12? December 25?) How would Isabella and Ferdinand react to these events? How would Spanish merchants react on learning that the trade route to India had not been found?
  - Put together a report on the sinking of the Santa Maria off Haiti on December 25. How would Isabella and Ferdinand react to this event? How might Spanish sailors, still superstitious about the occult "black magic" powers of the compass, react? What would be the reaction of displaced Muslims in Granada?
  - A report based on the "Song of Roland," the story of the commander in Charlemagne's army who, according to legend, battled the Muslim forces at a pass in the Pyrenees near the village of Roncesvalles.

## Extended Activities, continued

- Reports from Genoa, Italy, Columbus's birthplace, and from Lisbon, Portugal, where he worked as a young man. The reports would center on the reactions in those cities on learning of the exploits of their native son. Columbus had learned map-making in Genoa, but lost contact with Italy after surviving a sea attack while serving as a sailor in a Genoese convoy. He subsequently went into business in Lisbon, Portugal. He and his younger brother, Bartholomew, made mariner's charts. Their inability to persuade King John of Portugal to support an "Indies Enterprise" is legend. How would these cities react in "losing out" to Ferdinand and Isabella?
  - A report carrying the dateline August 2, 1492. On this day, Columbus was scheduled to depart from Cadiz in search of India. Cadiz, however, was crowded. This date had been given as a deadline for all Jews to leave Spain. Any who were not gone would be executed, according to Ferdinand and Isabella's proclamation. The designated point of departure was Cadiz. A report could consider the paradox of the sailor's being unable to leave port because of an untimely announcement from those who were funding his journey. Columbus left the next morning.
  - A report centered on the successes of Portuguese exploration—and the contributions of one of the Jewish refugees from Spain. When the persecution of Jews began in Aragon late in the fourteenth century, Jehuda Cresques, a mapmaker and instrument-maker, was forced to emigrate. He took refuge in Portugal, where he helped the Portuguese prepare charts and maps for their explorations. One good source for this report: Daniel J. Boorstin's *The Discoverers*. Boorstin relates that the Portuguese were remarkably free of racial prejudice or provincialism, people who intermarried with Asians and Africans, a place for the mingling of Christians, Jews, and Muslims.
- 2) Read "The Song of Roland," the medieval epic commemorating one of "Charlemaire's" commanders. (Roland was killed when he and eleven other soldiers were ambushed while returning from Spain. The attack occurred in the Pyrenees in 778. The poem has a strong, direct, and military spirit.)
  - 3) Prepare a commercial or print advertisement based on another product, achievement, or discovery from the late fifteenth century. (Refer to the list of technological, cultural advances.) For example, an advertisement for the toothbrush, a Chinese invention of the period.
  - 4) Refer to the recommended reading list for research materials that will help support your argument either for, or against, the right for Granada to remain in Muslim hands. You can present your argument in essay form or use it as the substance for a class debate.
  - 5) Prepare a script. The dialog is between Christopher Columbus and Queen Isabella. Columbus is trying to convince the Queen of the benefits to be derived from funding his proposed trip to India. Use research to support Christopher's statements—and Isabella's responses.
  - 6) Columbus has been called a "cartographic journalist" because the maps and charts that he prepared comprised a graphic story of a growing body of knowledge: world geography. Try a bit of cartographic journalism, beginning with your own community. Using your home as the "center of the known world," find the distances, and construct a travel route, to each of the following places: your school, your state capital, Washington, DC, and Granada, Spain. The travel routes should be drawn and/or written so clearly that anyone reading them could easily follow them to the destination.

# **RECOMMENDED READING AND RESOURCES**

( \*indicates material available from Social Studies School Service)

## **Primary Source in Translation**

*The African Past* by Basil Davidson. 1964.

## **Secondary Sources**

*The Making of Medieval Spain* by Gabriel Jackson. 1972.

*The Popes and the Jews in the Middle Ages* by E.A. Synan. 1965.

\* *The Discoverers: A History of Man's Search to Know His World and Himself* by Daniel J. Boorstin. 1985. Vintage.

*Heresy in the Later Middle Ages* by Gordon Leff. 1967.

\* *Africans and Their History* by Joseph E. Harris. 1987. Signet.

\* *The Kingdoms of Asia, the Middle East and Africa: An Illustrated Encyclopedia of Ruling Monarchs from Ancient Times to the Present*. 1986.

\* *A Timetable of Inventions and Discoveries* by Kevin Desmond. 1986. M. Evans and Company.  
(Chronological list of entries from pre-history to present.)

## **A TIMELINE CHRONOLOGY OF EVENTS**

The events listed span those covered in the six-part TIMELINE series.

- 780 Viking Exploration Begins
- 1066 The Vikings Lose Battle of Stamford Bridge  
The Battle of Hastings
- 1095 Pope Urban Appeals for Crusades
- 1099 Jerusalem Falls to Crusaders
- 1187 Jerusalem Conquered by Saladin
- 1189 Third Crusade Begins
- 1206 Temujin Khan Declared Genghis (the Great)
- 1214 Genghis Khan's Forces Capture Peking
- 1227 Genghis Khan Dies
- 1240 Mongols Conquer Russia
- 1247 Mongols March under Kuyuk
- 1251 Kublai Khan Made Governor of China
- 1275 Marco Polo Visits Kublai Khan
- 1281 Kublai Defeated in Second Japanese Takeover Attempt
- 1284 Pied Piper Legend First Told
- 1348 First Outbreak of The Black Death
- 1358 The Jacquerie, French Peasant Revolt
- 1361 Second Outbreak of the Plague
- 1402 Tamerlane Defeats Ottomans
- 1453 The Fall of Constantinople to Ottomans
- 1492 Granada Recaptured by Spanish Christians  
Columbus Encounters New World

## Iberian Peninsula at the time of King Ferdinand and Queen Isabella, 1492

