

#3665

THE SPICE ROUTE

Grade Levels: 11-13+
90 minutes

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DESCRIPTION

In the 15th century, Portugal dominated the exploration of the African coastline from west to east, and sailed across the Indian Ocean to Asia. Trading in slaves and precious spices and the desire to convert natives to Christianity became the driving incentives for the voyages. Looks at the impact on Africa, the influences still felt there, and the leaders of the Portuguese push for power that opened the world to Europe.

ACADEMIC STANDARDS

Subject Area: World History

- ◆ Standard: Understands the economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas between 1500 and 1750
 - Benchmark: Understands elements of the slave trade in Africa (e.g., how the Atlantic slave trade affected population, economic systems, family life, polygynous marriage, and the use of male and female slave labor in west and central Africa; what narratives reveal about the experience of Africans sold into slavery)

Subject Area: World History

- ◆ Standard: Understands major global trends from 1450 to 1770
 - Benchmark: Understands the major changes in world political boundaries that took place between 1450 and 1770, and how far European nations had extended political and military influence in Africa, Asia, and the Americas as of the mid-18th century

Subject Area: Geography

- ◆ Standard: Understands the patterns and networks of economic interdependence on earth's surface
 - Benchmark: Understands historic and contemporary economic trade networks (e.g., the triangular trade routes of the 16th and 17th centuries; national and global patterns of migrant workers; economic relationships under



imperialism such as American colonies and England in the 18th and 19th centuries, or Belgium and the Congo in the 20th century)

- Benchmark: Understands the historical movement patterns of people and goods and their relationships to economic activity (e.g., spatial patterns of early trade routes in the era of sailing ships, land-use patterns that resulted in a system of monoculture)

Subject Area: World History

- ◆ Standard: Understands how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations
 - Benchmark: Understands significant social, economic, political, and cultural features of European society (particularly Spain and Portugal) that stimulated exploration and conquest overseas

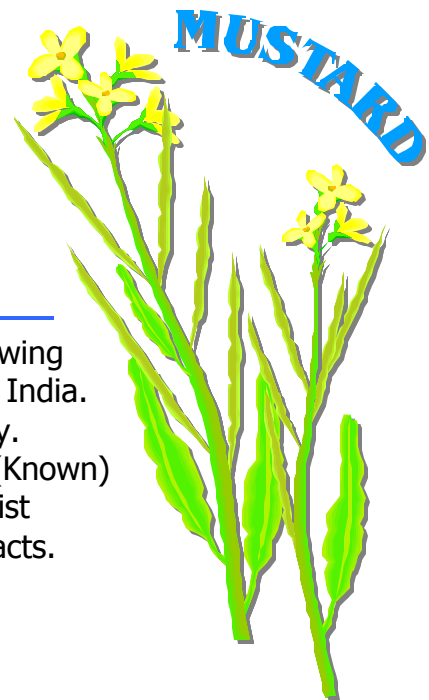


INSTRUCTIONAL GOALS

1. To introduce the reasons behind Portuguese exploration.
2. To explore the consequences of Portuguese exploration and conquest in Africa and India.
3. To examine Portuguese influence in Africa and Asia.

VOCABULARY

- | | |
|-----------------|-----------------|
| 1. annex | 7. cartography |
| 2. agrarian | 8. impenetrable |
| 3. conquest | 9. invincible |
| 4. infidels | 10. indelible |
| 5. saga | 11. indigenous |
| 6. inhospitable | 12. massacre |



BEFORE SHOWING

1. Review related geography. Locate on a map the following places: Portugal, Africa, the Cape of Good Hope, and India.
2. Discuss reasons for exploration during the 15th century. Consider using a K-W-L 3-column format. In the "K" (Known) column list known facts. In the "W" (Want to Know) list questions. In the "L" (Learned) column, list learned facts.

DURING SHOWING

Discussion Items and Questions

1. View the video more than once, with one showing uninterrupted.
2. Find possible answers to questions generated in BEFORE SHOWING #2.

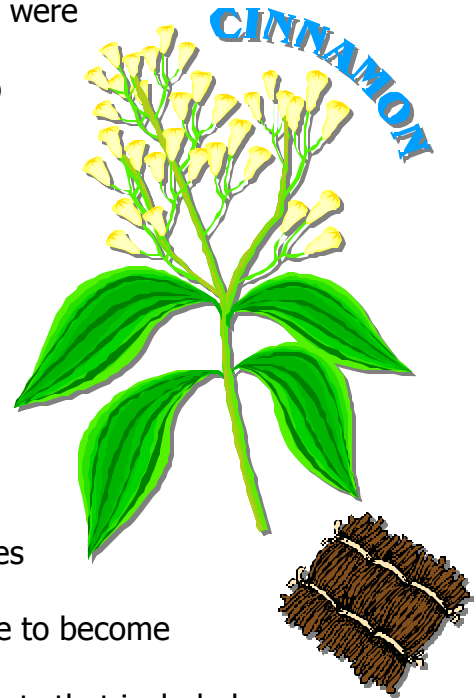
AFTER SHOWING

Discussion Items and Questions

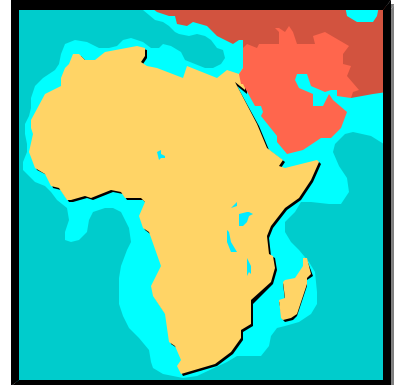
1. Revisit K-W-L chart. (See BEFORE SHOWING #2.)
 - a. Reread statements in the "K" (Known) column. As needed, revise statements to make them true.
 - b. Answer questions in the "W" (Want to Know) column.
 - c. List other new information in the "L" (Learned) column.
2. Locate the following places referred to in the video.
 - a. the "pepper coast"
 - b. the "island of cloves"
 - c. Canary Islands
 - d. Lisbon
 - e. Cape Verde Islands
 - f. Senegal
 - g. Gambia
 - h. the Gold Coast
 - i. Sierra Leone
 - j. James Island
 - k. Ghana
 - l. Guinea
 - m. Mombasa
 - n. Calicut
 - o. St. Helen's Bay
3. Consider the roles that each of the following persons played in discovery of the Spice Route from Portugal to India.
 - a. Henry the Navigator
 - (1) What role did Henry the Navigator play in Portugal's seafaring exploration?
 - (2) How did Henry the Navigator's death change exploration?
 - b. Bartolomeu Dias
 - c. Prester John
 - d. Vasco de Gama
4. Discuss Portugal.
 - a. What domestic situations led the Portuguese to exploration?
 - b. How did the purpose of initial voyages contrast with later voyages?



- c. What was the purpose of forts built along the African coast?
 - d. In what ways were the Portuguese successful in their quests? In what ways did they fail?
 - e. What is meant by "cannon, commerce and the cross"?
5. Discuss transportation.
 - a. What were the pros and cons of overland and oversea routes to find spices?
 - b. What factors influenced the Portuguese to choose sea navigation?
 - c. What kind of ships did the Portuguese use? What were the strengths and weaknesses of these ships?
 - d. Why did it take so long for the Portuguese to map out a spice route?
 6. Discuss the consequences of colonization.
 - a. How successful were the Portuguese in bringing Christianity into regions in Africa and India?
 - b. How are Oriental, European and African cultures, religions and languages intermixed to this day where the Portuguese explored?
 - c. How did the initial reaction of friendliness or hostility limit or encourage Portuguese influence?
 - d. What attracted or repelled the Portuguese explorers?
 - e. What was life like for Europeans and native peoples under colonial rule?
 - f. Why did explorers, discoverers and seafarers change to become conquerors and warlords?
 - g. What are the long-term effects of colonization efforts that included: "giving every man a horse, a house and a piece of land" and encouraging Portuguese men to marry local women?
 7. Discuss Africa.
 - a. How do African and Portuguese artwork related to Portuguese exploration differ?
 - b. How did Portugal's exploration of the African coast influence African population and development?
 - c. In what ways does Africa still bear marks of Portugal?
 8. Discuss India.
 - a. Why was India described as not being "some poor place waiting to be discovered"?
 - b. What cultural groups and civilizations had already made their mark on India prior to the arrival of the Portuguese?
 - c. In what ways did cultural contact add to or subtract from India?



9. Discuss the courageous men who made history.
 - a. What obstacles did the seafarers encounter?
 - b. What was the importance of the seals?
 - c. Why did some exploration groups return home before completing their mission? Why did other groups never return to Portugal?
 - d. In what positive ways has exploration of this time period influenced modern life?
10. Discuss the role of religion in exploration.
 - a. What role did religious belief play in the Portuguese explorations?
 - b. In what ways did the Portuguese respond to Hindu and Islam? Why were these two religions approached differently?
11. Discuss historic and modern perspectives.
 - a. What are modern African beliefs regarding Portuguese influence in Africa?
 - b. What are the similarities and differences between the college professor and the modern tribal leader?



Applications and Activities

1. Consider people referred to in the video as “anonymous history makers.” Write a series of diary entries or letters to home from one of the following perspectives:
 - a. An African tribal member who was initially friendly with Portuguese explorers.
 - b. An African herdsman who was initially hostile towards Portuguese sailors wanting only to trade for food.
 - c. A Portuguese sailor.
 - d. A Portuguese sailor who received a horse, a house, a piece of land and married a local woman.
 - e. A local woman who married a Portuguese sailor.
 - f. A Portuguese sailor who traveled solely on deck with 19 other sailors for the duration of their voyage.
2. Investigate cultures.
 - a. Debate if cultures should remain separate and pure or if they should melt together and merge.
 - b. View again the dance scenes in the video.
 - (1) What is the purpose for each of these dances?
 - (2) What props and costumes are used in the dances?
 - (3) What equivalents are there in local cultures?
 - (4) What else besides dance might be used for the same function in other cultures?
3. Plan one or more of the following trips.
 - a. A reenactment of the seagoing spice route using historically similar ships and provisions.
 - b. A reenactment of the spice route over land using historically similar means of transportation.

- c. A vacation to places of historical significance including:
 - (1) The sea and land spice routes.
 - (2) Current and historic areas renown for spice production and export especially cloves and pepper.
 - (3) Monuments and historical markers related to Portuguese explorers, especially Vasco de Gama, Henry the Navigator and Bartholomeu Dias.
 - (4) Portuguese-speaking communities throughout the world.
 - (5) African cities with Portuguese-built forts or other buildings.



- 4. Research spices, especially pepper, cloves, nutmeg, cinnamon and ginger.
 - a. What countries are currently big spice producers and exporters?
 - b. What spices can be easily found locally?
 - c. How much is a gallon of gas? What is the cost for the equivalent of a particular spice?
- 5. Observe spices growing. Plant individual spice plants or visit a local spice garden.
- 6. Prepare common food without using any spices.
 - a. What foods commonly eaten locally include spices?
 - b. How does not using this spice change the flavor of the food?
 - c. How much are spices worth?

- 7. Investigate traditional tales of seafaring during the 15th century. Consider written tales and artwork.
- 8. Compare historic exploration of the earth to modern exploration in space. It's easy to condemn early European explorers for their treatment of native peoples. Although their behavior can't be condoned, the reasons behind their actions can be understood.



- a. What risks do space travelers need to consider if alien forms of life were found to exist?
- b. What could be the consequences of wrongly trusting or trying to befriend for the first time a life form from another planet? Of wrongly not trusting or trying to befriend?
- c. What factors might influence a space traveler's initial response?
- d. How do legends and fiction influence people's responses to new experiences?
- e. What kind of fabled beings and abominations do modern folklore imagine regarding space travel?
- f. How might students 1,000 years from now view modern space videos and novels? Consider "Star Trek," "Star Wars" and Ray Bradbury's Martian Chronicles.

RELATED RESOURCES



Captioned Media Program

- The Beginnings of Exploration: Why Did Europe "Discover" America in 1492? #3338
- Being an Explorer #3339
- Europe: Southern Region #3242
- Life in an Oasis #3373
- The New World Encountered #3491
- Robot Explorers #3170

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **EMULATE ME**

<http://www.emulateme.com/>

This searchable site includes information on every country of the world. In addition to online discussion and related links, there is information regarding each country's economy, defense, geography, government, history, people, national anthem, maps, flags and current weather.

- **IMPERIALISM RESOURCES**

http://www.jlhs.nhusd.k12.ca.us/Classes/Social_Science/Imperialism/Imperialism.html#anchor427452

This homepage is designed to access Web sites, which contain information about various countries that were once colonies of imperialist powers in India, Asia and Africa.

- **MR. JENKINS HISTORY RESOURCES**

<http://www.snowcrest.net/jmike/>

A comprehensive history research site intended for use by high school and college history students. All links to this site have been previewed for quality of academic content.

